

Learning Process of Reading Multimodal Narrative Text: Promoting Students' Social and Emotional Competencies

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ARTICLE INFO (8 pt)

Article history:

Received: 02/06/2023

Revised : 11/06/2023

Accepted : 17/06/2023

Keywords:

reading multimodal Narrative text,
students' social and emotional competencies

ABSTRACT

This study explored the learning process of reading multimodal Narrative text promoting students' social and emotional competencies. Moreover, the advantages and disadvantages of the learning process were investigated. A qualitative (a single case study) through observations, open-ended questionnaires, and documents was applied as the research design. Forty-one college students studying at a private university participated as the research participants. The research results show that the learning processes of multimodal Narrative text promoting students' social and emotional competencies are manifested in three stages (RSR): 1) Reading text, 2) Synthesizing text, and 3) Retelling text. In the stages of RSR, the students read the multimodal Narrative text presented on the webs, then synthesize it using digital apps and inserted by an image; in the end, they retold the text orally in front of the class for three to five minutes. Some learning activities of reading multimodal Narrative text promoting students' social and emotional competencies conducted in the stages, i.e., a) they had to manage their minds and made the responsible decision for selecting the multimodal Narrative text and the digital apps used to summarize or synthesize the text, b) they had to control their emotions and confidence when retelling the text orally in front of their friends, and c) they should show empathy and good responses as their friends perform and retell the text. The students with good social and emotional competencies successfully participate in all stages. However, some students needed confidence improvement in synthesizing and retelling the text. They needed more practice and guidance to develop their social and emotional competencies, particularly self-awareness and self-management competence. In addition, all stages of the learning process were carried out over a long time and a long process. Nevertheless, the learning process of reading multimodal Narrative text had encouraged the student's social and emotional, and literacy competencies.

I. Introduction

Digital information presented as multimodal texts on various platforms is accepted by students in one hand easily. However, many studies show that many students need more guidance to comprehend the multimodal information, one of them conducted by [1]. In this case, the digital information means the information presented digitally. Meanwhile, multimodal text is defined as the combination of some modes presented in reading passages [2]. The mode is a set of semiotic resources for creating meaning through various ways simultaneously and it is performed in actions and images [3].

Every mode has specific meaning, and pictures as the modes indicate complex processes to comprehend, as well as written texts mention inconvenient things to present [4]. In a multimodal text, every mode indicates varied communications practices [3]. Therefore, multimodal texts combine several modes to deliver meanings by using integrated media. The integration between written and visual modes in the reading passage is presented as multimodal texts [2]. A multimodal text provides text evidence through various modes, in words and pictures, design aspects, written utterances, and other semiotic sources [3] [5]. The orchestrated modes facilitate readers to

encourage their comprehension and gain complete meanings [6]. The modes presented in multimodal texts cover linguistic, visual, audio, gestural, and spatial [7]. Reading a multimodal text involves understanding the content, particularly what the individual words or images mean and how the author has deliberately arranged them [8]. When readers read multimodal texts, they respond to some different modes using various senses, including vision, hearing, tactile, and kinaesthetic [2]. As readers precede various modes consisting of written texts inserted by images or charts, and deciphering the document, font, arrangement, and punctuation on the pages, it means they are reading multimodal texts [9].

The material of multimodal text conducted by students as readers can be personal or academic reading [10]. [11] state that personal reading presented in multimodal text covers newspapers, magazines, letters, emails, greeting cards, invitations, messages, notes, lists, blogs, schedule (e.g. train, bus, plane, and so on), recipes, menus, maps, calendars, advertisement (commercials, want, advertisement), novels, short stories, jokes, dramas, poetry, financial documents (e.g. checks, tax forms, loan application), forms, questionnaires, medical reports, immigration documents, comic strips, and cartoons. One of the personal readings performed as multimodal text is categorized Narrative text (e.g., novels, short stories, dramas, comic strips, and cartoons).

Narrative is primarily produced to entertain an audience and play important roles in communicating morals, conserving culture, or communicating a point of view through oral, visual, written, or enacted stories [12]. In line with the statement, [13] argue that Narrative text is a piece of text which tells a story. The purpose of Narrative is to entertain an audience, i.e. to gain and hold the reader's interest in a story. However, Narrative may also seek to teach or inform to embody the writer's reflections on experience, and the most important is to nourish and extend the reader's imagination [14].

Besides, Narrative is aimed to tell stories that are about a person or a group of people overcoming problems, show how people react to experiences, and explore social and cultural values [13]. In Narrative, a reader creates a particular world. This world imitates the characteristics of the real world – things are happening, people are thinking and feeling, listening and talking [14]. A Narrative text covers the following stages: 1) Orientation, 2) Complication, 3) Evaluation, 4) Resolution, 5) Coda (Feez and Joyce, 1998; Gerot and Wignell, 1995; John, 2002; Emilia, 2010) cited in [15].

Concerning reading multimodal texts, this issue is becoming increasingly crucial as one of reading materials should be mastered by students as readers in digital era. Many studies concerning reading multimodal texts have been carried out, such as the study conducted by [16] exploring students' reading comprehension through multimodal text; [17] investigating reading multimodal texts for learning – a model for cultivating multimodal literacy; [12] examining Narrative and multimodality in English language arts curricula: a tale of two nations reading multimodal of Narrative social emotional competence; [18] investigating the use of instructional scaffolding and multimodal texts to enhance reading comprehension: perceptions and attitudes of EFL students; and [19] exploring reading with eyes wide open: reflections on the impact of multimodal texts on second language reading.

However, the study investigating the learning process of reading multimodal text, particularly Narrative text, encouraging students' social and emotional competencies is limited. In this case, social and emotional competence is the ability to control, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, relationships, solving daily problems, and adapting to the complex contexts. This concept emphasizes self-regulation and social relationships with others. [20], the CEO of CASEL (the Collaborative for Academic, Social and Emotional Learning), states that the social and emotional competencies proposed by CASEL are, i.e., 1) self-awareness, 2) self-management, 3) social awareness, 4) relationship skills, and 5) responsible decision-making.

In line with the background above, this study attempts to address the following issues, i.e., a) how does the learning process of reading multimodal Narrative text promote students' social and emotional competencies?, b) what are the advantages and disadvantages of the learning process of reading multimodal Narrative text promoting students' social and emotional competencies?

II. Method

A qualitative study is a natural study of a particular phenomenon. [21] states that qualitative study is a means to explore and understand the meanings of individuals or groups owning a social or human problem. Moreover, the qualitative study is conducted to obtain an in-depth opinion from the participants and to investigate particular social phenomena in a specific naturalistic setting, i.e., a situation, an event, a person, a process, a social unit, an event, a program that is impossible to separate the variables of the phenomenon from the context in its real-life context [22] [23] [24] [25] [26] [27] [28] [29]. Relevant to the concept, a qualitative design focusing on a case study (a particular case) is considered to be proper for investigating the issues of this research. This qualitative case study explored the learning process of reading multimodal Narrative text promoting students' social and emotional competence. Besides, the strengths and weaknesses of the learning process were investigated.

This study was conducted in a private university (West Java) by involving a group of college students consisting of forty-one. They were the students studying at the second semester of English study program. Regarding the sample size, [24] argues that a limitation to the number of participants is the efficiency of time in analysing the data obtained. It is in line with the argument of [30] that the number of participants was one of the considerations for time efficiency in carrying out the data analysis. Most of the students accept digital information presented in multimodal texts via their smart phones in their daily life. Moreover, they were ready to take part in this study.

In conducting this research, the process of research involved emerging questions and procedures, the data typically collected in the participant's setting, and the researcher making interpretations of the meaning of the data [21]. Relevant to the concept, the data sources of this study were obtained through participating observations, questionnaire, and document analysis. All data were applied to gain the answers all research problems. Moreover, the forty-one students participated in all data collections. In this study, the students took part in observation sessions particularly in the learning process of reading multimodal Narrative text promoting their social and emotional competencies. Besides, in the learning process, they synthesize the multimodal Narrative text after reading the texts. Their summary or synthesis of the text was presented in particular apps and inserted by images. Their multimodal synthesis of Narrative text as analyzed as vital document needed as one of data collections in this study. Having participated in the learning process, the students were posed some questions in questionnaire session. Each data collection technique is elaborated below.

The first data collection was concerning the observation. It is the process of participants' behavior investigation consciously and specifically in natural settings and less intimidation to participants conducted by observing and listening to events as well as recording and documenting them [25]. Relevant to the concept, the observation of this study explored the students' behaviors, particularly their social and emotional competencies during the learning process of reading multimodal Narrative.

The observation session was conducted for four meetings (on February to March 2023) in a class where the participants studied. The teaching material of each meeting cover, 1) the concept and the types of Narrative text (in the first meeting), 2) the fiction stories (the second meeting), 3) non-fiction stories (third meeting), 4) retelling multimodal Narrative text orally (the fourth meeting). In this case, the researcher positioned herself as the teacher who taught reading multimodal Narrative text as well as observing the learning process of reading multimodal Narrative text encouraging the students' social and emotional competencies, particularly self-awareness; self-management, social awareness, relationship skills, and responsible decision-making [20].

Moreover, During the learning process, the researcher interacted with students to examine the advantages and the disadvantages of the learning process of reading multimodal Narrative text on the development of the students' social and emotional competencies. It means that in this research, the researcher positioned herself as participant observer in the investigation the learning process of reading multimodal Narrative text encouraging the students' social and emotional competencies [27]. In addition, in the learning process of reading multimodal Narrative text, the development of students' social and emotional competencies, as well as the advantages and disadvantages of the learning process were also explored through document analysis. The

document was the synthesis of multimodal Narrative text that the students composed after reading the text. The synthesis of Narrative text was presented in English using a particular digital app. The complete synthesis of the text was created by referring to the generic structure of Narrative text (see Feez and Joyce, 1998; Gerot and Wignell, 1995; John, 2002; Emilia, 2010), in [15]. Moreover, they had to insert images or sound in their synthesis.

Regarding questionnaire, [31] argues that it was written instrument with a series of statements or questions to which they are to react either by writing out their answers or by selecting from among existing answers [31]. In line with the statements, this study applied open-ended questionnaires. The questionnaire of this study consisted of eighteen questions. The students were posed the questions after the observation session. The questionnaire was implemented to explore the learning process of reading multimodal Narrative text encouraging the students' social and emotional competencies [21]. The questionnaire was presented in Indonesia and the students responded to the questions in Indonesia. It enabled them comprehend the questions of the questionnaire more easily. The data gained from the observations, questionnaire, document was analyzed qualitatively. Furthermore, the data were interpreted into two categories by referring to the research issues.

III. Results and Discussion

This single case qualitative study implementing qualitative design, particularly a single case study, explored the learning process of reading multimodal Narrative text to promote students' social and emotional competencies as well as to find out the advantages and disadvantages of the learning process of reading multimodal Narrative text encouraging the students' social and emotional competencies. The data collection techniques applied to answer the research issues were classroom observations, document, and open-ended questionnaire. The research findings of each data collection technique are elaborated as follow.

Regarding the classroom observation, it was conducted for four meetings at the college where the students studied. The teaching material of reading multimodal Narrative text consisted of 1) the concept and the types of Narrative text (in the first meeting), 2) the fiction stories (the second meeting), 3) non-fiction stories (third meeting), 4) retelling multimodal Narrative text orally (the fourth meeting). The findings of observation and the document were gained simultaneously in all meetings of learning process.

The learning process of reading multimodal Narrative text in the first to the third meeting was conducted similarly but with different learning materials. In the beginning of learning process, the students and the lecturer (the researcher) discussed an example of Narrative related to the students' daily life. In the first meeting, they discussed favorite movies the students had ever watched and the favorite stories they had ever read. In the second meeting, they discussed the fiction stories they had ever read or watched. In the third meeting, they discussed non-fiction stories they had ever read. It was conducted to activate their prior knowledge concerning learning material of the meetings. Then the students got and read similar multimodal Narrative text presented in a digital app. The Narrative text was presented in linguistics and visual modes [5]. Having read the text, they answered some questions related to the text and then they discussed it together.

Then, the lecturer explained the Narrative text by enlightening the social function, the generic structure, the linguistic features, the examples, and the types of Narrative text that the students often find in their daily life either in academic or non-academic situations. Next, the students explored and read more material concerning Narrative text as well as more examples of the text from some relevant online references in webs using their smart phones. In this case, the students' reading levels are different. Most of them were categorized in intermediate level (B1), the other ones were categorized in basic level (A2). Thus, the multimodal Narrative texts they read were different for each student.

Having explored and gained deeper comprehension of multimodal Narrative text, the students and the lecturer composed a synthesis of the multimodal Narrative text they had read. The students and the lecturer selected one of the examples (A2) and then they created an English

synthesis of the Narrative text together by referring to its generic structure and linguistic features using a digital app. Furthermore, the students independently and confidently created their own synthesis of the multimodal Narrative they had read using the digital apps they wish (different types of Narrative text for each meeting). The synthesis of the text should be presented in linguistics mode integrated with visual, audio, or other modes [7].

In the last meeting (the fourth meeting), having synthesized the multimodal Narrative text they had read, the students orally and independently should retell the multimodal text in front of their friends in the classroom for three to five minutes. In this meeting, the students should prepare themselves to perform retelling the Narrative text based on its generic structure completely.

The research results indicate that the learning process of reading multimodal Narrative text promoting the students' social and emotional competencies is realized in three stages (RSR), i.e. 1) Reading text, 2) Synthesizing text, and 3) Retelling text. Each meeting, the stages (RSR) are applied in the learning process of reading multimodal Narrative text promoting students' social and emotional competencies, but with different learning material. The learning process of each stage encouraging the students' social and emotional competencies is elaborated below.

Referring to the learning process conducted in the first stage (Reading text), the research findings show that the learning process of reading multimodal Narrative text (particularly the stage of Reading text) promotes students' social and emotional competencies. The first stage (Reading text) facilitates the students to promote all social and emotional competencies. It is reflected in some activities during the learning process of reading. In the stage, particularly in discussion sessions in the first to the third meeting, the students' social and emotional competencies are developed when they should express their favorite movies or stories confidently and state the fiction and non-fiction stories they have ever read or watched (self-awareness competence). Moreover, they are encouraged to control their mind as they express their opinion concerning Narrative text (self-management competence). As their friends express their arguments concerning Narrative text, they should listen to their friends' opinions and be willing to accept the opinions of the others (social awareness competence). Besides, the students are fostered to negotiate with their friends so that their opinion can be accepted rationally by their friends (relationship skill) [20].

Moreover, all social and emotional competencies of students are promoted as they should gain concentration to comprehend the learning material concerning the social function, the generic structure, the linguistics features, the examples, and the types of Narrative text presented by lecturer in various modes (self-awareness, self-management, social awareness competence). Besides, when the students should explore more examples and types of Narratives text in webs or apps using their smart phones, particularly in selecting and comprehending the appropriate text, in using the app, in selecting the webs or online references, they are fostered to control their mind, manage their thought, and make responsible decision as the manifestation of social and emotional competencies [20]. It is in line with the statement of [32] that readers as active information processors need to have a complete awareness of the interaction among readers, writers, text, social setting during the reading process.

In the second stage (Synthesizing text), the research findings show that the learning process of reading multimodal Narrative text (particularly the stage of r Synthesizing text) promotes students' social and emotional competencies. In this stage, all social and emotional competencies of students are promoted as they conduct some activities, such as they gain concentration to comprehend the learning material concerning the social function, the generic structure, the linguistics features, the examples, and the types of Narrative text presented in various modes (self-awareness, self-management, social awareness competence, make responsible decision) [20]. The activities are in line with the statement that summarizing and synthesizing are applied to gain better comprehension and expertise [33]

Moreover, when the students should explore more examples and types of Narratives text in webs or apps using their smart phones, particularly in selecting and comprehending the appropriate text, in using the app, in selecting the webs or online references, they are promoted to control their mind, manage their thought, and make responsible decision. In addition, the enhancement of students' social and emotional competencies is manifested as they select one of the Narrative texts. Then, they summarize or synthesize it together with the other friends and the lecturer. In the activities, they are fostered to manage their minds to activate their prior knowledge concerning

Narrative text. It is relevant to the statement of [34] [35] that readers link and combine the texts' details with their life experiences, prior knowledge, and expectations that they already have to deduce meaning from the written pages and create interpretation properly.

Moreover, they are encouraged to express their opinion confidently, they have to listen to their friends' opinion, and they should accept their friends' opinion sincerely. The result is relevant to the concept proposed by [36] that reading is reasoning or thinking. Next, the students should select one of multimodal Narrative text they wish from the webs or online references. Then, they independently and confidently should synthesize the multimodal Narrative text they have read in a digital app. Synthesizing the multimodal Narrative text is easy to conduct for the students having complete social and emotional competencies because of natural complete self-awareness and self-management. The natural control or consciousness of processes is called metacognitive [34]. However, for some students, synthesizing is hard to carry out. They are confused and need more examples and practices to control their minds as reading the multimodal Narrative text.

Having synthesized the multimodal Narrative text, the last stage is Retelling text. In this stage, the students are encouraged to retell the multimodal text orally in front of their friends in the classroom for three to five minutes. The research results indicate that this stage (Retelling text) enables the students to promote all social and emotional competencies optimally, i.e. self-awareness, self-management, social management, relationship skills, and making responsible decision [20]. In this stage, as the students perform to retell the multimodal Narrative text, they are trained to control and manage their minds to activate their prior knowledge concerning the Narrative text they are going to deliver, they are fostered to be confident in expressing the content of the text, they are promoted to be able to retell the Narrative text in particular duration so they should manage the fixed time, they are encourage to respond and listen to their friends as they retell the multimodal Narrative text in front of the class.

The results show that most students are able to perform well in retelling the Narrative they have read. Their social and emotional competencies are manifested as the students are able to retell the Narrative text fluently and confidently in fixed duration. Moreover, they are able retell the text by referring to its generic structure and linguistics features with appropriate gesture and intonation. In addition, most of them wear special costume related to the type of Narrative text they deliver. The findings of the questionnaire show similar results. It is in line with the statement of [37] that the readers use their knowledge in active ways to control the reading processes.

Thus, it is assumed that the learning process of reading multimodal Narrative text reflected in three stages (i.e. Reading text, Synthesizing text, and Retelling text) facilitates the students to promote their social and emotional competencies [20], as well as their literacy competencies (writing and reading skills). In the stages, the students are stimulated by various activities to optimize their social and emotional competencies for their future life. However, they need more time and more practice to prepare themselves before retelling the Narrative text perfectly. For some students, they need more guidance to develop their self-awareness and self-management competence, particularly self-confidence.

IV. Conclusion

This study examined the learning process of reading multimodal Narrative text promoting the students' social and emotional competencies, as well as its strengths and weaknesses. The research results indicate that the learning process of reading multimodal Narrative text promote the students' social and emotional competencies as well as their literacy competencies (writing and reading skills). The findings indicate that the learning process of reading multimodal Narrative text promoting the students' social and emotional competencies is manifested in three stages (RSR), i.e. 1) Reading text, 2) Synthesizing text, and 3) Retelling text. Each meeting, the stages of RSR are applied in the learning process of reading multimodal Narrative text promoting students' social and emotional competencies, but with different learning material.

The students with good social and emotional competencies successfully participate in all stages. It is in line with the statement of [37] that the readers use their knowledge in active ways to control the reading processes. However, some students need more confidence improvement in synthesizing and retelling the text. They need more practice and guidance to develop their social

and emotional competencies, particularly self-awareness and self-management competence (e.g. self-confidence) [20]. In addition, they need more time and more practice to prepare themselves before retelling the Narrative text completely. Besides, all stages of the learning process are carried out over a long time and a long process.

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