
REVISTA KRONOS



The effects of reading for pleasure on EFL students' reading comprehension

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ABSTRACT This research addresses the development of reading skills in English as a foreign language by strengthening motivational aspects in students with school lag. Reading is the main instrument in the teaching-learning process because it is involved in the cognitive progress of students. The importance of developing reading skills in English is also related to the mother tongue so that it is a complement for comprehensive improvement. It was concluded that the development of reading skills in the population studied, in this case, students of second and third years of baccalaureate at Simon Bolivar high school in Portoviejo City, is low and there are few methodologies applied by teachers that do not allow reaching the required reading comprehension and through a proposal it is intended to help students acquire new vocabularies and short structures in English, so they will become familiar with reading and then writing, they will also learn to work by playing in groups, and to invent small stories with their own effort. To have significant learning, the teacher must use the proposed planning; structure it in advance and consider the aspects that contribute to the increase of linguistic intelligence.

KEY WORDS Reading, skills, comprehension.

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La lectura por placer en la comprensión lectora de los estudiantes de EFL

RESUMEN Esta investigación aborda el desarrollo de habilidades lectoras en inglés como lengua extranjera, fortaleciendo aspectos motivacionales en estudiantes con rezago escolar. La lectura es el principal instrumento en el proceso de enseñanza-aprendizaje porque interviene en el progreso cognitivo de los estudiantes. La importancia de desarrollar la competencia lectora en inglés también se relaciona con la lengua materna para que sea un complemento en el mejoramiento integral. Se concluyó que el desarrollo de la destreza lectora en la población estudiada, en este caso, los y las estudiantes del segundo y tercer año de bachillerato del colegio Simón Bolívar en la ciudad de Portoviejo, es bajo y existen pocas metodologías aplicadas por los docentes que no permiten alcanzar la comprensión lectora requerida y a través de una propuesta se pretende ayudar a los estudiantes a adquirir nuevos vocabularios y estructuras cortas en inglés, por lo que se familiarizarán con la lectura y luego con la escritura, también aprenderán a trabajar mediante juegos en grupo y a inventar pequeñas historias con su propio esfuerzo. Para tener un aprendizaje significativo, el docente debe utilizar la planificación propuesta; estructurarlo de antemano y considerar los aspectos que contribuyen al aumento de la inteligencia lingüística.

PALABRAS CLAVE Lectura, destrezas, comprensión.

INTRODUCTION

Undoubtedly one of the problems that most worries teachers today at any level is that of reading comprehension; as it often makes them wonder how to teach students to understand what they read. In this context, short readings to improve reading comprehension is one of the most important skills in the English language teaching-learning process. Therefore, interest in reading comprehension has been generated today, even when this phenomenon was believed to be extinct, since it has been considered that comprehension is the direct result of deciphering: in which if the students were able to name the words, therefore, understanding would be automatic. As the teachers guided their activity more to decoding, they found that most of the students did not understand what they read. Comprehension with short readings is then the dynamic exchange where the message transmitted by the text is interpreted by the reader, but in turn the message affects the subject by enriching or reformulating the knowledge of it. Hence, the interaction between the reader and the text is the foundation of understanding, since in the process of understanding the reader relates the information that is presented to him with the information that he has stored in his mind. This process of relating new information to old information is therefore the process of understanding (Kung, 2019).

Ecuador is registered among the countries with a low level of proficiency in speaking the English language according to the study of the aptitude index, in English. These results are alarming; In addition, the results of the level of English in the students have an average of 13 out of 20. Comprehensive reading in the learning of the English language is a problem that is located individually. This phenomenon affects more than one student who does not have the habit of reading, since the English language is considered the universal language since it is found in almost all areas of knowledge and human development, such as the case of the world of work, business, computing, advertising and of course education. Comprehensive reading will be a support for meaningful learning in the educational system. It should be emphasized that the work of the teacher is extremely important as a pedagogical tool with which he can operate in a better way in the reading process inside and outside of class (Nikolopoulou, Akriotou, & Gialamas, 2019).

Currently, the lack of interest in quality reading in educational centers generally causes a poor development of comprehension skills where it is not possible to put into practice various types of knowledge that support it, such as: knowledge of the world and its representation and knowledge for sociocultural interaction. Students are not developing reading expression skills in the English language, therefore they do not use the language as a communication and interaction tool, which hinders the ability to apply and express the knowledge received in different contexts according to their needs.

THEORETICAL FRAMEWORK

MOTIVATIONAL FACTORS FOR READING

As the reader obtains additional information from the text, he or she can relate it to what is stored in his or her memory and thus build meaning. Well, the result of relating the new information to the old is what truly constitutes the process of understanding. To understand a text, a series of factors must be taken into account:

- The text type. The complexity of the text and its content are the main factors that influence reading comprehension.
- The level of vocabulary. The reader with a limited vocabulary finds it difficult to understand the meaning of a text and, therefore, their level of reading comprehension is very low.

- The purpose of reading. The purpose of the reader when reading directly influences his way of understanding what he has read and determining what he will have to understand.

The reading process is internal, unconscious, of which we have no proof until our predictions, this process must ensure that the reader understands the text and that he can build ideas about the content, extracting from it, what is of interest and relate the information with the knowledge you have. Reading is equivalent to understanding, that is, discovering in the text what the author wants to communicate based on prior knowledge about the content of the text (Walgermo, Foldnes, Uppstad, & Solheim, 2018).

Characteristic:

- Reading is part of the ability acquired with linguistic literacy that makes it possible to insert the students of our time, in an inherited world, but that still has a lot to build.
- If it is possible to read better and the greater number of books, magazines, etc., the more our linguistic experience is enriched.
- The teacher ceases to be the center of the process, gradually withdrawing their support, leaving the student to interact alone in their learning.
- Motivation is the main factor, and he is capable of generating an atmosphere of discovery in his classroom.

This has a great impact on the English learning process with students in a general way all over the world, but it causes many problems such as: boredom, antipathy, fear, low grades, disinterest, student desertion, etc. That has caused researchers, psychologists, teachers, authorities are concerned to seek methods, techniques and other activities to change the traditional teaching system to arouse the interest of students and improve education (Novela, Asrowi, & Widyastono, 2022).

MOTIVATION STRATEGIES

It is a set of techniques that help promote individual human behavior, based on objectives. It is said that any action or stimulus could affect behavior. Motivational strategies are concerned with motivating influences that are consciously given to elicit a lasting response. By motivating the student, the need to learn is created and he becomes aware of his role as a student who feels the need and satisfaction for the acquisition of new knowledge (Sanir, Ozmen, & Ozer, 2022).

METHODOLOGICAL STRATEGIES

Each methodological strategy corresponds to a certain andrological learning method, within which each element can be modified according to the proposed goals or according to the programmed content and even with the previous knowledge of the student based on their own characteristics, whether these skills and abilities or their own difficulties without being overcome. A methodological strategy is the way in which the teacher acts in the classroom according to the curriculum of the teaching-learning process of the students, since the responsibility is shared by the teacher and the students to form an educational experience (López, 2020).

MOTIVATION

Motivation is multidimensional but reflects the relationship between learning and academic performance, motivation is an energy that encourages us to develop certain tasks and is particular to each individual. It is the engine or the desire of the human being to achieve

his goals in life, it is like the soul of the individual that guides him to meet certain goals that lead him to fulfill himself as a person. Motivation implies the existence of some need, be it absolute, relative, pleasure or luxury. When a person is motivated to something, he considers that something is necessary or convenient, it is the bond that leads that action to satisfy the need. In this sense, motivation becomes an activator of human behavior. Motivational states, as well as attitudinal ones, are generated by the effect of a set of factors or variables that interact (Nevo, Vaknin-Nusbaum, Brande, & Gambrell, 2020).

TYPES OF READING

- Informative reading: This is done with the purpose of learning a topic of interest, since it is also known as study reading; the same one that requires certain skills such as: Preliminary review (previewing): here we need to review the material, to check if the material meets the needs of the reader's search.
- Spontaneous and investigative selective reading (skimming): determines important information or content.
- Inquisitive reading (scanning): this is used to easily and quickly find certain information without having to read the entire text.
- Formative Reading: This kind of reading is the one that tries to transform the thinking of readers, giving new perspectives to knowledge. When doing formative reading, you need to focus on your meaning and what you want to communicate. It occurs more as an experimental process rather than a cognitive one: in other words, whoever reads experiences a change on a personal level rather than a mental one, where one can advance beyond what he wants to say, integrating rather an even broader meaning.

It doesn't sound the same as it reads. It works on different levels of understanding. When speaking, it can be immediately rectified, and the interlocutor will understand, overlooking the mistake. However, if a mistake is made while writing and the writing has been submitted, it will be too late to correct it (Rashid & Islam, 2021).

STEPS FOR A GOOD READING

BEFORE THE READING:

An adequate environment must be prepared for this interaction process to take place, where each person plays their role: either by giving their (written) criteria, while another reveals or exposes their previous experiences. In a few words, this is how the mechanics are given while reading. During this period, having fulfilled what is required, the dynamic increases considerably in terms of language, concerns that arise or hypotheses that can be raised, in addition to memories, in this way what has been written turns out to be familiar, that is how meets the objectives and the needs of the reader are met, in addition to the interests of the teacher. Several questions can be formulated to the students where the teacher asks:

- What do you remember with this topic? (Without anyone being able to see the text beforehand).
- What do you think was the reason for the author to choose that topic? (Remember that the intention of the first and last is different).
- Based on the theme, can you recognize the central idea within the text? (The inferential intention).
- After having read a text or a story, each student shares it.

Based on this, he hypothesizes about the possible emphasis of the author, they must defend their argument. Reading is one of the most important informational, social and historical processes that Humanity has generated from the development of Language, as a product of evolution and work, language or language and the invention of writing in its configuration as an organization (Indeed Editorial Team, 2020).

DURING THE LECTURE:

When the reading is given, it is necessary for each reader to individually recognize the text so that its content does not seem strange to him. It can be read in pairs or several groups that can in turn be interchangeable, each one can give their opinion, suggest, thus fulfilling the intention of the reading.

- a. It is possible that during this phase the hypothesis that was previously formulated is verified.
- b. Students are able to distinguish the central paragraph, meditate and suggest about its essential content. The teacher thus fulfills an integration role, it is the moment in which the student assumes the collateral content, urban ethics, rules, the way of deciding, this does not require that the teacher must be present at all times (Jordan, 2020).

AFTER THE READING

The socio-cultural approach suggests that during the first and second instances that occur during the process, a much more relaxed context will be fostered that encourages dialogue and socialization, always in consensus. This stage also makes it easier for language to be implemented, emerging as a useful resource for mutual learning. When the reading is finished, questions can be formulated according to the teacher's criteria, without taking into account their students and their needs, that is where authentic assimilation begins to be impeded. During this phase it is possible that both interact through language, using synthesis, comments, graphics, among others (Bergin, 2015).

READING STRATEGIES

They are all those tactics or techniques that help the reader and/or use the reader to understand the text and to be able to approach it with ease.

Strategies to develop reading skills

Generally, when a student has skills to read in their native language, many of the times they do not have them when reading a text in the non-native language. What causes the student to be accompanied by a book, magazine, newspaper or any article that helps and motivates reading, there are certain reading techniques that help us to understand more clearly what is being read.

- Previewing (pre observation): consists of reviewing the titles and subtitles of the work, headings to have a clearer vision of the structure of the text.
- Predicting (predict): we can deduce what kind of text it is through the author and the genre of reading that he frequently performs.
- Skimming and Scanning (rapid reading and location of specific information): it is very important to identify main ideas, identify the structure of the text and begin to answer the predicting a question.
- Guessing for the context (translate in the context): to know some meaning of a certain word we must discover its meaning by placement in the sentence or the meaning that it gives to the reading development.
- Paraphrasing: at the end of each paragraph try to make a shorter summary to better understand.

Motivation is the impulse necessary to move people to the realization or achievement of a goal. Strategies are an important factor in the development and progress of a company because the attitude and behavior of subordinates in relation to their work and the achievement of the proposed goals depend on it (Al Raqqad, Ismail, & Al, 2019).

READING COMPREHENSION

The student achieves reading comprehension when he develops skills that allow him to carry out actions similar to those carried out by experts in real life; precisely because they are complex, these actions require gradual learning and the guidance of the teacher who has to design their classes based on comprehension performances. Teachers, when linking comprehension with performance, understand that these require attention, practice, and refinement and that they are not grasped, but are learned gradually, many theorists have conceived reading as a unidirectional process in which the reader does not assign meaning to a word until you have recognized all the letters in it.

- Ability to understand: Have a communicative intention, that is, you must want to say something to someone and therefore make use of relevant strategies to achieve communicative effectiveness and efficiency.
- Summarizes easily: explain in a simple and adequate way what has been learned.
- Construct meaning: grasp complex ideas to activate relevant meanings (Smith, Snow, Serry, & Hammond, 2021).

Comprehension in the area of reading is also fundamental since the teaching of the language is based on authentic written texts in the foreign language; the development of reading comprehension plays an important role in our teaching.

- Global comprehension: It must enter into relation with other texts or genres to achieve meaning and be able to be interpreted according to a series of competencies.
- Processes the content: achieves maturity, the participatory effect and, above all, a high degree of verbal fluency.
- Relate the concepts: various sequences that build it must be related to each other.

It is essential to dedicate the necessary time to avoid and alleviate the difficulties that arise for students in this skill, such as difficulties in capturing ideas from a complex sentence or difficulties in deactivating irrelevant meanings, etc. Importance of this model emphasizes the importance of decoding, but ignores the role of the reader as a constructor of meaning; considers the reading process as a set of steps to be followed to transfer the meaning of the printed text to the minds of the readers. When reading comprehension occurs, the reader constructs the meaning of a text using the visual information provided by the author in the written material and the non-visual information that is the previous knowledge that he possesses, readers have an active role in the process of reading and use various strategies to interpret information from written text (Kočíský *et al.*, 2018).

READING COMPREHENSION PROCESS

- The visualization. When reading, the reader slides his gaze through each word continuously, however the advance is not, this movement turns out to be saccadic.
- The phonation. In this step, all the information goes from what is perceived by the eyes to speech, that is, a verbal coupling occurs consciously or not.
- Reading also passes to vocalization and even sub vocalization.
- The audition. The sounds inside the ear usually occur unconsciously, that is, here each word travels to the ear.
- The cerebation. Each element finally comes together in the brain, once they have traveled separately, so that all information is integrated.

Thus, in order to speak properly of reading, it is necessary that there be a system of graphemes that make the translation of the system of oral symbols to the visual plane. It could also be said that oral communication is a natural condition in the human species, while the writing/reading pair is the development of a technique based on that natural aptitude. When scrolling slowly but steadily, because if when a person reads very slowly he only grasps ten or fewer words or letters, while a more advanced reader grasps between twenty or thirty

letters at a time, the ability to identify each word intervenes in the speed of reading, the same that can change as the reading is more frequent (Dharmayanti, 2020).

READING COMPREHENSION LEVELS

• **Literal comprehension:** Recognition and recall are two essential skills that the reader handles during this level. In addition, questions are raised that seek:

- a. When locating and identifying each item they need to be recognized.
- b. The time, each name, each character among other aspects must be identified.
- c. Each main idea must be recognized.
- d. Every secondary idea must be acknowledged.
- e. Each effect and its related cause must be recognized.
- f. The characteristics of each character must be recognized.
- g. The place, the moment and each act that become part of the memory.
- h. Every detail should try to be remembered.
- i. Every main idea of the author should be remembered.
- j. Every secondary idea of the text must be remembered (Arshad, Shakir, & Ahmad, 2020).

• **Reorganization of information:** Corresponds to the second stage where it happens that ideas and data undergo a reorganization, which means that a classification of it has been generated, in a more synthesized way. In this way it is necessary that each reader is able to elaborate:

- a. Each place, person and object must be classified by categories.
- b. The text must be reproduced schematically, that is, by means of sketches.
- c. The text should be condensed through a simple summary.
- d. Every fact, every idea must be brought together in a synthesis. To ensure that the information obtained is concrete, they must necessarily go through these two levels, which in turn will help to achieve a global understanding (Ceyhan & Yıldız, 2021).

• **Inferential comprehension:** It means that the hypotheses, deductions, your personal experiences the reader will be able to join them to the reading during this stage, such as: The reader could add their additional details inferentially. You can from the text get a lesson on morals or ethics and even give a meaning to it, in this way an inference of each main idea is given. The order of the text can be out of order if every secondary idea is out of order, this is another form of inference. Finally, the characteristics of each character is another form of inference, since their features may not be present in the Reading (Kuşdemir & Bulut, 2018).

NARRATIVE DISCOURSE IN SHORT STORIES

Discourse represents language in use and a form of social practice. Written discourse is an invention of man that deserves instruction and practice, it is permanent, which allows readers and writers to be separated in space and time, and is received through the visual channel, where the writer uses symbols as paralinguistic drawings, punctuation marks, among others. The written discourse must make use of cohesive elements (grammatical and lexical) that allow the reader to establish relationships between the elements of the text, in the university academic field, students tend to be exposed to written texts that merit the use of the three types of comprehension (Aksu-Koç & Aktan-Erciyes, 2018).

Short stories allow students to reflect on reading in a more imaginative way, increase their creativity by confronting their points of view with those of the characters; which implies reaching critical thinking through the interaction and interpretation of the text.

IMPROVE READING COMPREHENSION

To improve reading comprehension, it is necessary to practice reading both in class and at home, it is also helpful to learn to interpret certain elements of the text to extract the general idea (Pourkalhor & Kohan, 2013).

EPL-triple R reading comprehension method: This method helps us as a strategy to improve reading comprehension, by which it facilitates the memorization of information quickly, since it is considered a reading strategy because it actively includes the reader during the process. Reading. Examine, ask, read, replay, record, review.

1. Quickly scan the text, locating main ideas.
2. Ask certain questions about the topic.
3. Read the text to find answers to the questions raised.
4. Repeat the main ideas of the text, orally.
5. Record in writing the ideas mentioned above from the text.
6. Review the activities done in each step.

If a reader assimilates new knowledge and successfully relates it to stored data, their entire focus increases. On the other hand, if this increase also lasts his previous experience, so he has a wide possibility of capturing each word that turns out to be essential within the text, in this way each inference can be made in a more coherent way in addition to proposing new and better meanings. Finally, to incorporate new learning information, the assimilation process must occur more frequently and continuously (Özdemir & Akyol, 2019).

METHODOLOGY

The method of this research is presented with the next description when (Ho) hypothesis applies to students and teachers (see Figure 1).

RESULTS

INSTRUMENT 1 - DESCRIPTIVE STATISTICAL ANALYSIS

From the first instrument the following data was obtained:

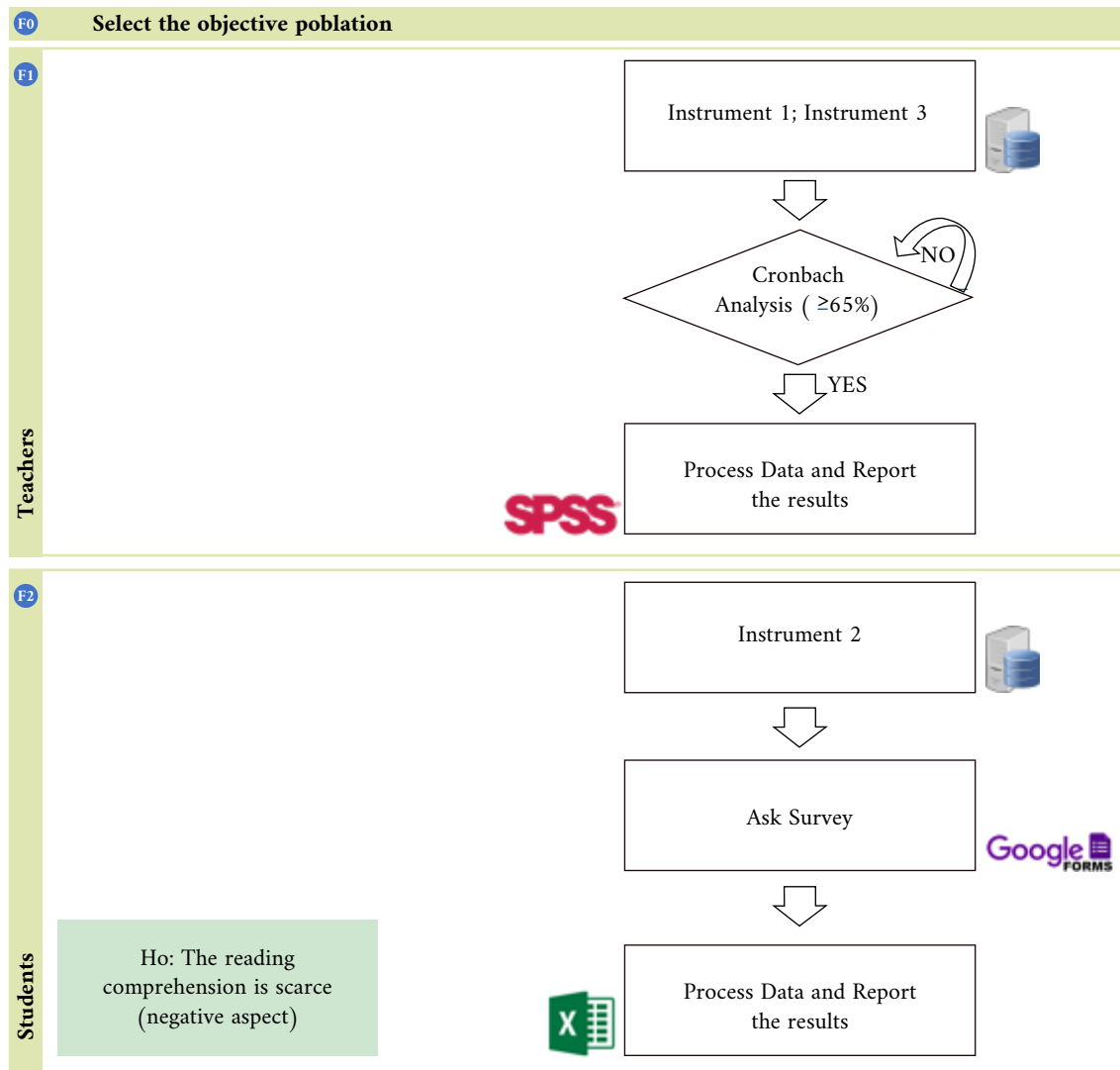
- The first question related to the different techniques to practice reading for pleasure, 100 % do not consider the other techniques to practice reading. Because the institutional plan does not describe the use of techniques. The plan is rigid.
- Regarding the range of teaching strategies to develop reading comprehension skills, 33 % of teachers do not apply teaching strategies. In this aspect, the teachers mentioned that they do not have time to develop reading comprehension because the previous plan describes all strategies.
- Concerning management, 67% of the teacher do not motivate to read the other literature. Therefore, they do not stimulate their students to read.
- All teachers use plan management, and implementation based only on organizational planning.

INSTRUMENT 2 - SURVEY

From the second instrument the following data was obtained:

- The preference of students on reading is reflected in 55% in the selection of books on the Internet, while the other 45% in the search for them in bookstores. This is due to the ease of searching on the internet and the wide range of options they may have.

Figura 1. Technology applied



- Regarding the question of whether students finish reading the books they start, the result was 80% never, while 20% usually. What is a reflection of the lack of motivation or interest in doing so.
- According to the time they spend reading, a low interest is noted, because 80% of them do not spend even an hour a day reading, which significantly impairs the acquisition of good reading comprehension.
- As a result, it was also obtained that students have more preferences to books that are easy to read, which would be a key point when seeking to develop a better reading comprehension.

INSTRUMENT 3 - SUMMARY REPORT (TEACHERS)

As a general result obtained in this report, can be mentioned:

- 100% of Teachers apply reading for pleasure in class. However, only 66% of them apply striking strategies for the process; the remaining 33% do not consider reading for pleasure is an important point in the development of reading comprehension. They prefer to use other strategies
- 100% of the teachers dedicate at least 15 minutes in each class to reading. While at the end of the class, only 66% of them motivate their students to continue reading outside of class.

CONCLUSIONS

- Reading for pleasure is an essential part of the development of skills to learn a new language, in this case, and very importantly in the development of reading comprehension.
- Reading and reading comprehension skills have been and are of great importance as a tool for education and access to information.
- Reading competence is associated with school learning and enjoys a recognition as an instrument for the development of a mentality criticism and for the socialization of citizens.

It can be concluded that this activity or strategy is taken as a motivation for students to learn at the time of learning through things that they like and not by obligation or pressure, that is, if as teachers they get students to read for pleasure, the result end of reading comprehension in a new language will be much more effective and successful.

RECOMMENDATIONS

From the following research, it is recommended

- Propose a crossing of values within the variables to be studied.
- Generate a test of verification (Cronbach's Alpha) with at least 2 teachers to prototype.
- Resort to the sites or workplaces by which the teacher applies the teaching strategies where the students or laugh under the structured objective of the subject or the curricular plan, their learning.

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