

EFL Students' Attitudes and Practices of Close Reading Strategies for Monitoring Comprehension and Promoting Critical Thinking

A Case of Two First-year Groups at Oum-El-Bouaghi University

Hadjer Zebbouchi
Mohamed Kheider University of
Biskra (Algeria)
hadjer.zebbouchi@univ-biskra.dz

Ahmed Bacher
Mohamed Kheider University of
Biskra (Algeria)
ahmadbashar2012@hotmail.fr

Received : 05/10/2021

accepted: 09/12/2021

Abstract :

This study examines tertiary EFL students' attitudes towards practicing close reading of complex informational and literary texts and purports to answer two questions: what are tertiary EFL students' attitudes towards *close reading* of complex texts? And how effectively do they practice *close reading* strategies to monitor comprehension and promote critical thinking? To this end, a questionnaire has been administered to collect pertinent data from two first-year EFL groups at Oum-El-Bouaghi University. Findings reveal that respondents resort to rereading and annotation techniques in preference to raising text-based questions and engaging in group discussions; whereas, their comprehension-repair strategies show some spontaneous *close reading* practices despite being unfamiliar with this concept. However, their strategies tend to lack firm metacognitive skills involved in higher-order thinking. This problem, which has resulted from inadequate reading instructions and scant independent reading in their schooling years, has led to repercussions on students' readiness for university reading.

Keywords: Close reading strategies, complex texts, comprehension monitoring, critical thinking, cognitive and metacognitive skills, EFL students.

Introduction :

Reading is a strong pillar for students' academic and career success. It is the ability to connect with texts to construct meaning and apply it effectively in real situations. It involves complex cognitive and metacognitive processes which involve active reflective thinking, comprehension monitoring, critical reasoning, inference making, analyzing content and structure, evaluating evidence, and synthesizing information. Acquiring these skills requires avid reading and rigorous practice with high-quality texts. Research on reading in the Algerian context suggests that EFL students tend to struggle with comprehension of scientific texts¹ and literary texts² especially with the plethora of textual material now available digitally³.

After they have spent years of receiving in-class English instruction in middle and secondary grades, EFL students, by and large, begin their university studies lacking effective intellectual skills to read with a purpose, to critically evaluate complex informational and literary works for content and structure, and to keep their minds attentive to unfold hidden meanings. Students tend to settle for the surface meaning, which might, at times, be a misconception of the true intentions of an author. Such problems seem to stem

The corresponding author: Hadjer Zebbouchi

from insufficient classroom instructions of comprehension and critical thinking back in their schooling years, which is very likely to influence students' perceptions and attitudes towards the nature of reading as both process and practice, and may expose them to the risks of falling short of their tertiary education when English content becomes highly demanding. In fact, even at university levels, the teaching of reading strategies has been long integrated in methodology classes; and reading received its proper status, like writing and oral expression, as an independent university module only recently, in the academic year 2019/2020, through a ministerial instruction.

This study seeks to have an insight into tertiary EFL students' comprehension difficulties with complex informational and literary texts through their attitudes towards the long and slow process of *close reading* that deepens comprehension and triggers higher-order thinking. It also investigates the students' know-how and effectiveness of practicing this reading strategy to overcome their comprehension breakdowns and promote critical thinking. Hence, this study attempts to answer two questions:

- 1) What are tertiary EFL students' attitudes towards the strategies of close reading of complex texts?
- 2) How effectively do EFL students practice close reading strategies (i.e., purposeful rereading, text annotations, robust text-based questions, and constructive interactive discussions) to monitor comprehension and promote critical thinking?

1- Literature Review :

1-1 Reading Comprehension :

Comprehension is the first step towards critical and analytical reading, as one cannot think critically about a text they do not understand. Comprehension does not occur from moving eyes on the text and decoding the printed words as Schoenbach et al. corroborate: "Reading is not just a basic skill [...] of lifting the words off the page. It is a complex process of problem solving in which the reader works to make sense of a text"⁴. Comprehension requires higher-order thinking skills, which may account for students' aversion from reading particularly in a foreign language due to a number of factors: limited linguistic knowledge⁵, the impact of preexisting L1 cognitive processing strategies^{6,7,8,9}, and lack of exposure to FL textual materials and unfamiliarity with FL socio-cultural aspects¹⁰.

To understand the nature of comprehension, Woolley states that "reading comprehension is a flexible and ongoing cognitive and constructive process [...] that integrates information from the text-based model with information from prior knowledge using inferential processing"¹¹. In brevity, comprehension occurs when readers use information from a text and their background knowledge to construct meaning in purposeful reader-author interplay. "The goal [of such interplay is] therefore described in the text rather than to obtain meaning from isolated words or sentences"¹². This adds value to making meaning from the text as a whole rather than its separate segments.

1-2 Critical Thinking and Text Complexity :

Critical thinking is a form of reflective thinking through "giving deep or serious or concentrated thought to something, beyond the immediate response to stimuli"¹³; that is, to avoid quick reactions towards and make well-thought-out judgments. It involves analyzing and evaluating the text, and making further judgments about the author's standpoint. This means to look closely at both content and structure of a text to attain deep comprehension, to judge its value, and to question the credibility of the claims addressed by the author. Such higher-order activities impose intensive mental loads on the reader's mind.

Critical thinking is different from other forms of thinking by its fair and open-minded, active and informed, skeptical, and independent nature¹⁴ in that readers make well-informed evidence-based judgments while accepting other points of view and hold themselves accountable for their own skepticism around the author's ideas.

Rigor is the vehicle for critical thinking and a key characteristic of close reading. Reading straightforward texts does not have the potential for upgrading students' language and knowledge levels. However, the increasing cognitive demands exerted by complex texts have positive impact on scaffolding students' comprehension, as Alder and Van Doren contend that they are "capable for raising us from a condition of understanding less to one of understanding more"¹⁵; i.e., wrestling with arduous comprehension tasks expands mental capacities.

There are criteria for textual complexity as Shanahan elaborates:

Complex text includes those rhetorical features, literary devices, layers of meaning, graphic elements, symbolism, structural elements, cultural references, and allusions ... Text complexity also includes all the other linguistic elements that might make one text more difficult than another. That includes the sophistication of the author's diction (vocabulary), sentence complexity (syntax or grammar), cohesion, text organization, and tone ... Text complexity refers to both the sophisticated content and the linguistic complexity of texts.¹⁶

In short, the sophistication of the content refers to the qualitative features of a text which can only be determined by a human reader; whereas, language complexity refers to the readability of a text which can be measured quantitatively by a computer program such as *Atos*, *Flesch-Kincaid Grade Level*, and *Lexile*.

1-3 Strategies of Close Reading

Expert readers apply critical thinking strategies which are the essence of close reading. Understanding these strategies would facilitate the concept and practice of close reading, as explained by Brown & Kappes:

Close reading of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices; the significance of word choice and syntax; and the discovery of different levels of meaning as passages are read multiple times.¹⁷

To sum up the protocol, close reading is a long cognitive and metacognitive process of critically analyzing a text through repeated readings, text-dependent questions, and interactive group discussions in a teacher-guided instructional routine. The rationale for giving special attention to particular chunks is addressed by Fisher & Frey; contending that "digging deeper in one part of the text influence[s] students' understanding of other parts of the text"¹⁸, and thereby contribute to attain firm understanding of the text as a whole. In addition, Saccomano & College advocate chunking the text especially when dealing with tricky parts to control how readers manage the content and process information¹⁹.

1-3-1 Purposeful Rereading :

As there is no way to fully understand an authentic text at one take; purposeful rereading can compensate for students' comprehension failures, deepen their thinking, and equip their conversations with text-based evidence. What makes rereading purposeful is a well-defined expression of the purpose in reading and the author's purpose in writing²⁰. To understand an author's purpose, readers can look for the underlying reason for writing; whether to convey a life lesson through a story, to inform the reader about a given matter, to persuade the reader to accept a particular point of view, to explain a process or procedure, or entertain the reader²¹. On the other hand, to have a purpose in reading is to take into account both content and language knowledge²²; i.e., to read for information, vocabulary and structure. Close reading can be planned in three phases with increasing levels of rigor as illustrated below:

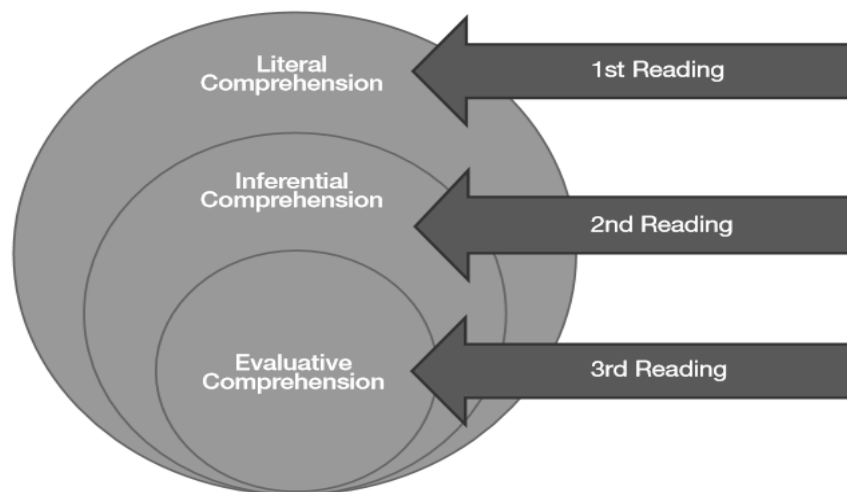


Figure (*01): Levels of Close Reading Purposes²³

Students should expand their close reading purposes every time they return to an authentic text: from the first encounter which is restricted to understanding the surface meaning of the text; moving to drawing immediate conclusions through reading between the lines; until advanced assessment of evidence.

Guided instructions which are based on a model of gradual release of cognitive responsibility contribute to scaffolding students' comprehension and demonstrate how well-trained readers think as they read²⁴. This allows students to "independently monitor their own comprehension as they read challenging text"²⁵ through reflecting on their thinking and questioning themselves and the author's ideas.

1-3-2 Text-dependent Questions :

Asking constructive text-dependent questions is integral for successful close reading. This type of questions ensures students' comprehension of the text without interference from personal experience or prior knowledge related to the topic addressed therein^{26,27}. However, it should be noted that background knowledge is not eliminated from the entire close reading process but only from early stages which focus more on the general understanding of the text, the themes, and analysis of the language and structure. Only later in advanced reading cycles, readers can relate their prior knowledge to synthesize new meanings with already existing ones and establish well-informed judgments.

Questions can be structured in three cycles with increasing levels of difficulty to comply with the reading purposes, as Fisher and Frey summarized: "What does the text say?" "How does the text work?" "What does the text mean?"²⁸. In other words, close reading starts with initial interpretation of the text, followed by the analysis of the language and structure, to the actual understanding and evaluation of the author's intended meaning.

1-3-3 Interactive Group Discussions :

Text-based questions require students to share their opinions in interactive group discussions and support their responses with evidence from the text. This "co-construction of knowledge"²⁹ solidifies comprehension, builds communicative skills and corrects misconceptions of the text. Collaborative work promotes problem-solving and deep thinking skills (Schoenbach, Greenleaf, & Murphy, 2012) through displaying various ways of thinking to eliminate ambiguity from the text.

1-3-4 Text Annotations :

Annotations and writing margin notes are typical to close reading. Expressing one's thoughts about a text has a powerful impact on the mind, comprehension, and memory³⁰ in a way that maintains an active thinking, shows the extent to which readers' have a firm grip on what they read, and facilitates recall of the author's ideas.

Annotating slows the reading process and adds depth to it as a reader pauses to pay special attention to tricky parts or prominent ideas. Although readers can develop their own customized annotations during close reading, Fisher and Frey emphasized three key techniques: “Underline central ideas”, “Circle words and phrases that are confusing” and “Write margin notes”³¹. This helps to invite the mind to think about important information in the text, monitor comprehension and summarize text meaning.

It should be pinpointed that straightforward texts do not challenge the reader’s cognitive resources and, therefore, do not merit undergoing close reading.

2- Methodology :

2-1 Data Collection Method :

A semi-structured questionnaire has been designed to comply with the aims and reach answers to the questions raised in the present research. Questions (20 in total) range from close-ended, open-ended, to multiple-choice, which have been administered to collect relevant quantitative data that drive the analysis phase and contribute to arriving at reliable findings about the respondents’ perceptions and attitudes towards close reading strategies and their effectiveness in applying these to cope with comprehension impediments and enhance critical thinking.

2-2 Respondents :

46 first-year EFL students from the English department at Larbi Ben M’Hidi University of Oum-El-Bouaghi have responded to the questionnaire; they represent two existing groups (3 & 4) in the academic year 2020/2021. The choice of first year level serves the rationale of this research due to its transitional nature; EFL students at this stage start using sophisticated domain-specific Language unlike they have used to, and are required to read a plethora of English texts, both informational and literary, with various levels of complexity.

2-3 Data Analysis Tool :

The obtained responses have been coded manually according to the questions types then analyzed using *Microsoft Excel 2010* software. Results are interpreted in meaningful figures (bar charts) as displayed and discussed in the section below.

2-4 Results and Discussion :

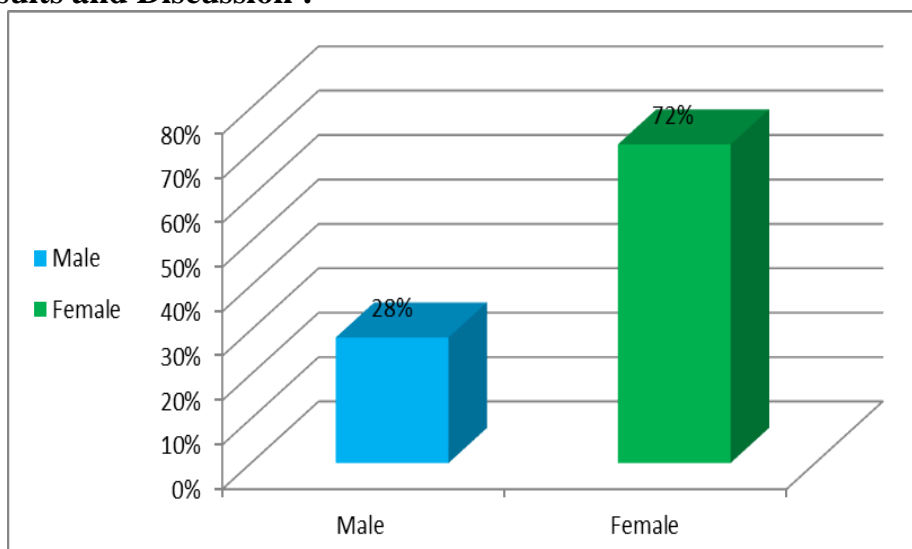


Figure (01): Respondents' Gender

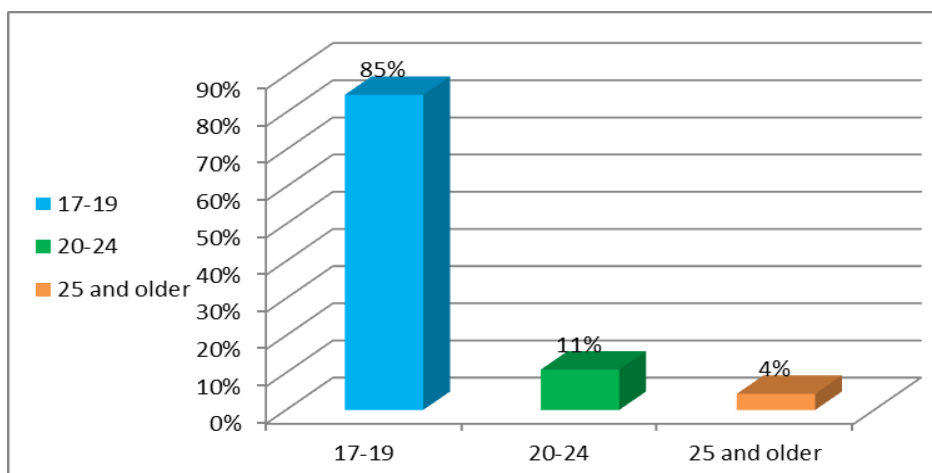


Figure (02): Respondents' Age Range

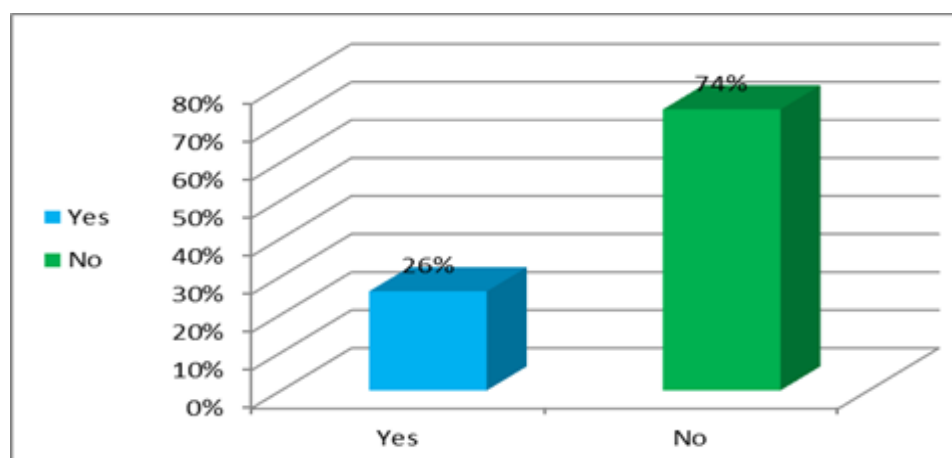


Figure (03) : Availability of a Home Library

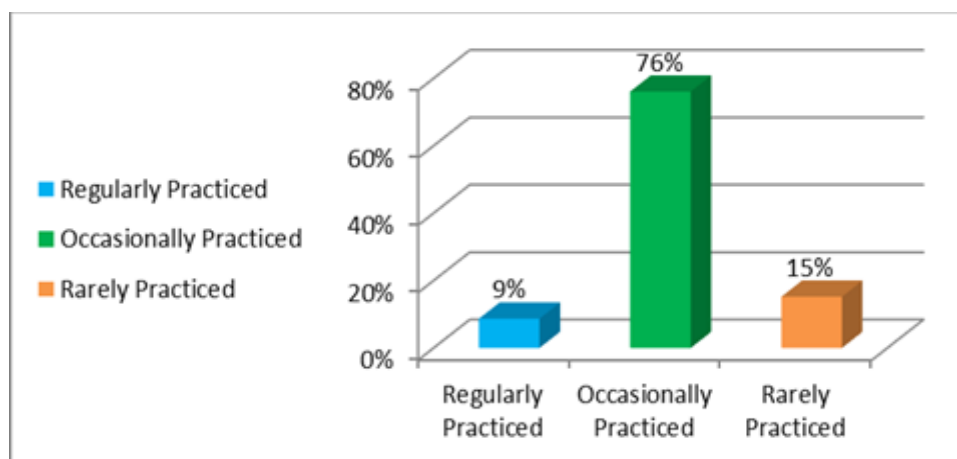


Figure (04): Respondents' Attitudes towards In-class EFL Reading Instructions during Middle and Secondary Levels

The first four figures feature the profile of the respondents with females representing the majority (72%). In addition, 85% of the respondents, both females and males, fall within the 17-19-year-old category which backs up the focus of this study on students enrolling to higher education directly from secondary EFL classes. 74% of the respondents have acknowledged lacking easy access to English books at home (figure 3) and 76% have reported insufficient in-class EFL reading instructions during their pre-university levels (figure 4).

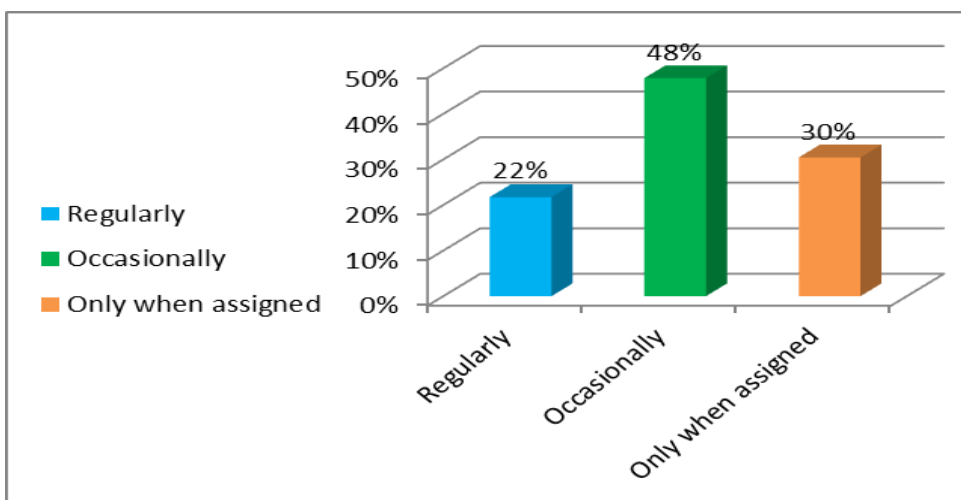


Figure (05): Frequency of Independent Reading Practice

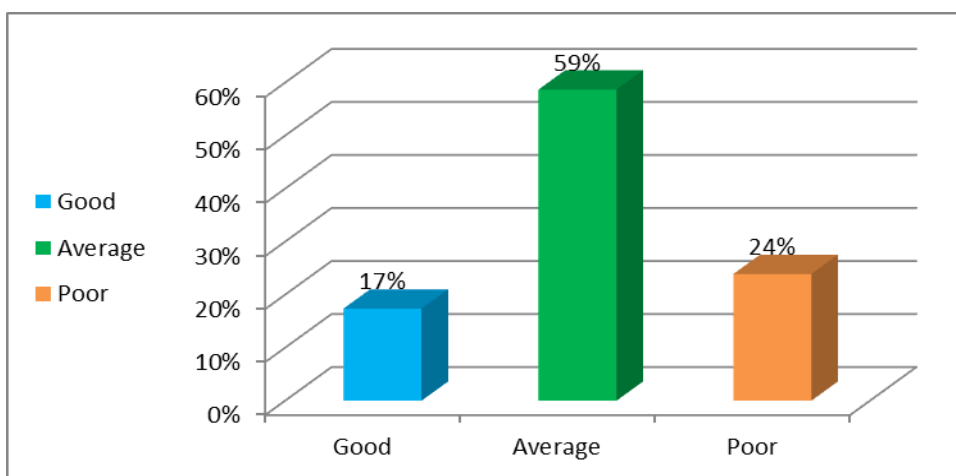


Figure (06): Respondents' Self-evaluation of Their Comprehension Skills

Findings signal lack of well-grounded effective reading strategies, normally developed by skilled readers over time with scaffolding and continuous practice, which may justify the majority's intermittent to scarce independent reading (figure 5) and limited comprehension skills (figure 6).

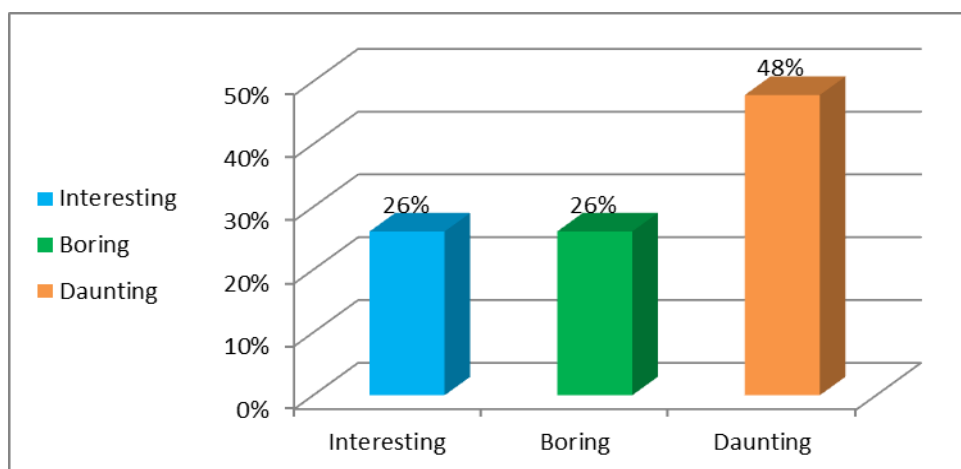


Figure (07): Respondents' Attitudes towards Reading Complex Texts

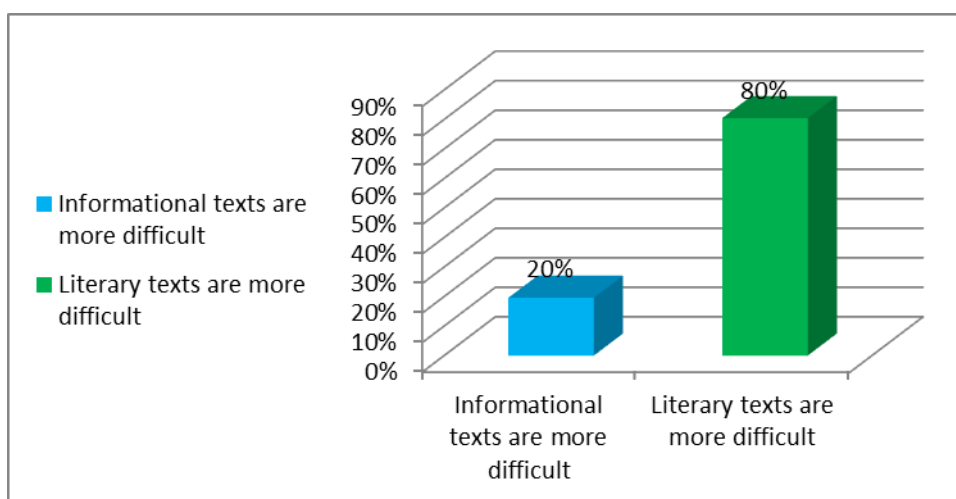


Figure (08): Respondents' Attitudes towards Text Types

Respondents' answers provide evidence that EFL students encounter comprehension difficulties when handling rigorous texts (figure 7) especially when reading fiction (figure 8) which may refer to the infrequent diction and ambiguous figurative language that characterize poetry and prose.

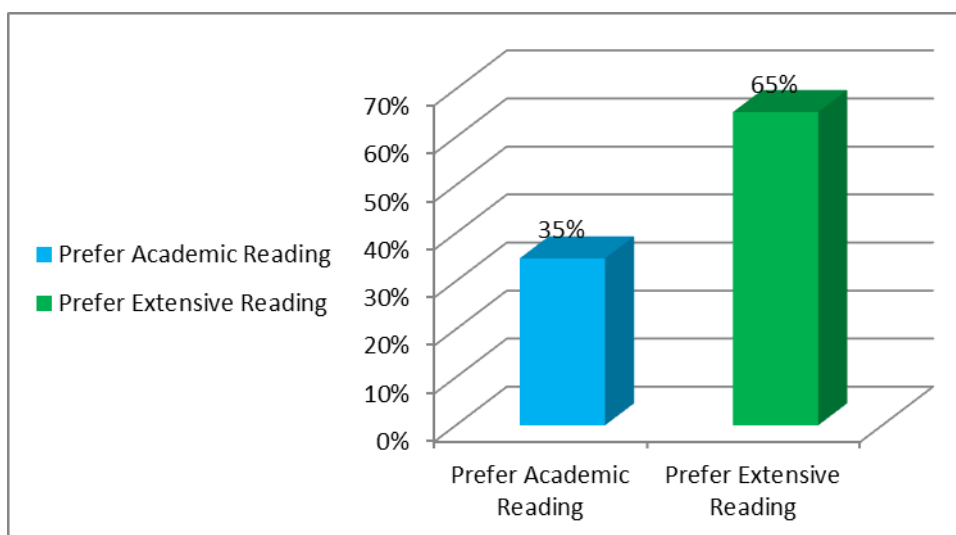


Figure (09): Respondents' Attitudes towards Reading Different Contents

Thirty respondents prefer extensive reading, or reading for pleasure, over academic reading (figure 9). Reading for enjoyment does not, necessarily, require close attention to all text levels, as the usual purpose is general understanding or appreciation of a particular aspect; resulting in little exerted cognitive load. On the contrary, academic texts are loaded with domain-specific terminologies and contain less predictable structures, which challenge the reader's intellectual resources and are mainly approached for academic purposes.

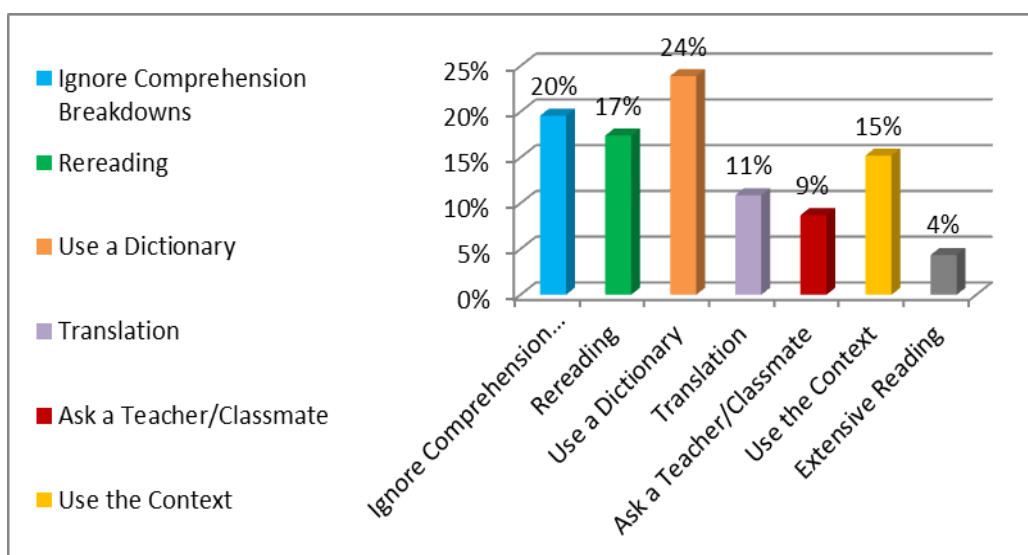


Figure (10): Respondents' Strategies for Comprehension Monitoring during Reading

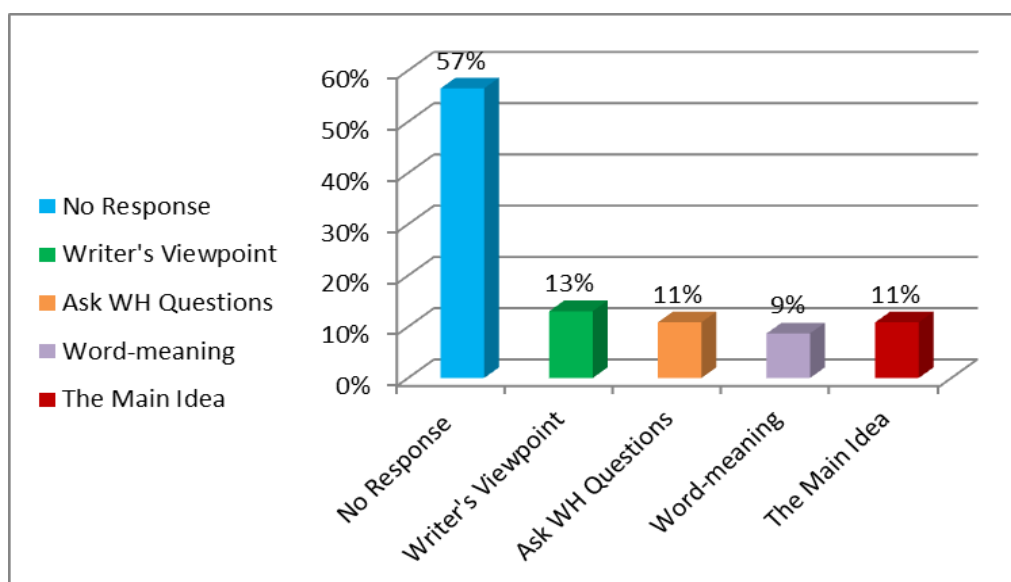


Figure (11): Types of Questions Raised by the Respondents during Reading

Figure 10 shows examples provided by the respondents of how to overcome comprehension breakdowns. Answers span from unsolving the problem which indicates lack of reflective thinking; to using lower-level thinking strategies such as translation and looking up difficult vocabulary; to making some interaction through asking for a teacher's support; until performing some primary levels of higher-order thinking through repeated reading and using the surrounding context to find meaning. Internet translation gives literary translations which may distort the meaning and structure of the original text and does not allow the reader to think in English. Similarly, dictionaries provide many definitions notably to words with higher-frequency of occurrence, depending on the context, and thereby do not guarantee interpretation of the author's intended meaning. Figure 11 implies some inferential thinking of 20 respondents through guessing word meaning and pondering about the main idea and author's viewpoint which are not explicitly stated in complex texts. Answers to WH questions are generally found at the text level and do not require higher-order thinking.

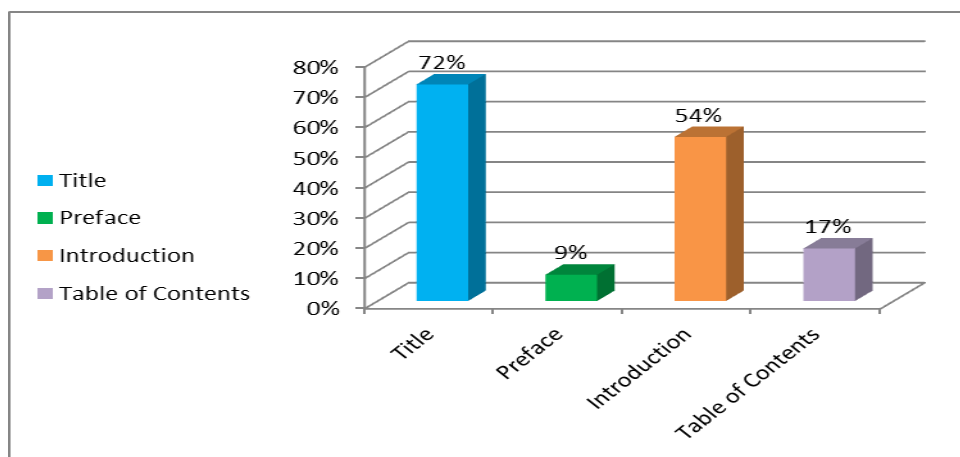


Figure (12): Where Respondents Look for Meaning when They First Approach a Book

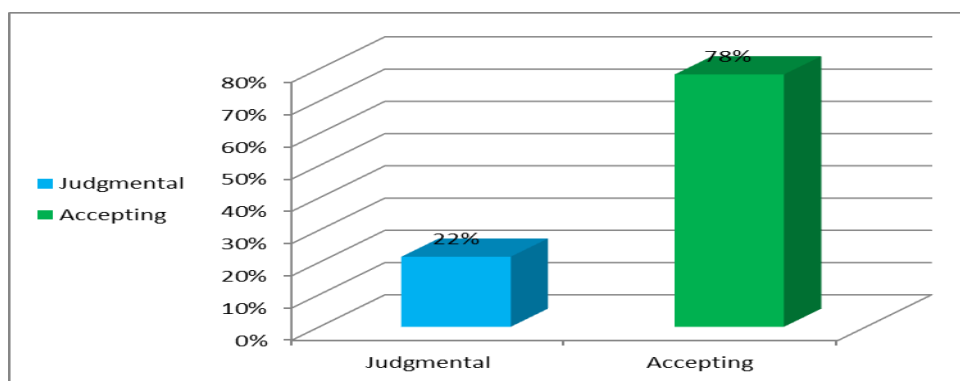


Figure (13): Respondents' Attitudes towards an Author's Standpoint

Most respondents rely on the title and introduction to figure out what a book is about (figure 12) but this cursory reading does not tell much about the meaning of such extended text, for the title is, sometimes, misleading and the introduction may not cover every aspect addressed in the book. To add more meaning, the table of contents and preface should not be overlooked; the former lists all the subtitles in an order of appearance to identify the scope of the book and facilitate navigation of information; the latter features the author's purpose, sets the context for the topic and shows the author's qualifications for more more reliability and credibility. 78% of the respondents take nondjudgmental attitude towards the author's standpoint (figure 13); this openness of the mind is a critical-thinking attribute through which critical readers do not accept only the ideas that conform to their prior beliefs and reject the rest. Instead, they tolerate the diversity of tinkering.

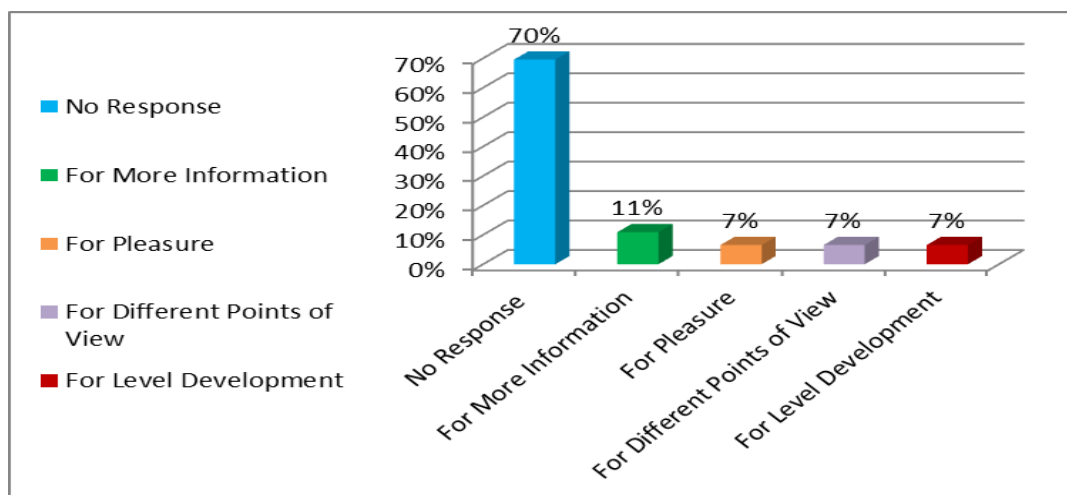


Figure (14): Respondents' Examples of Reading Texts with A Purpose

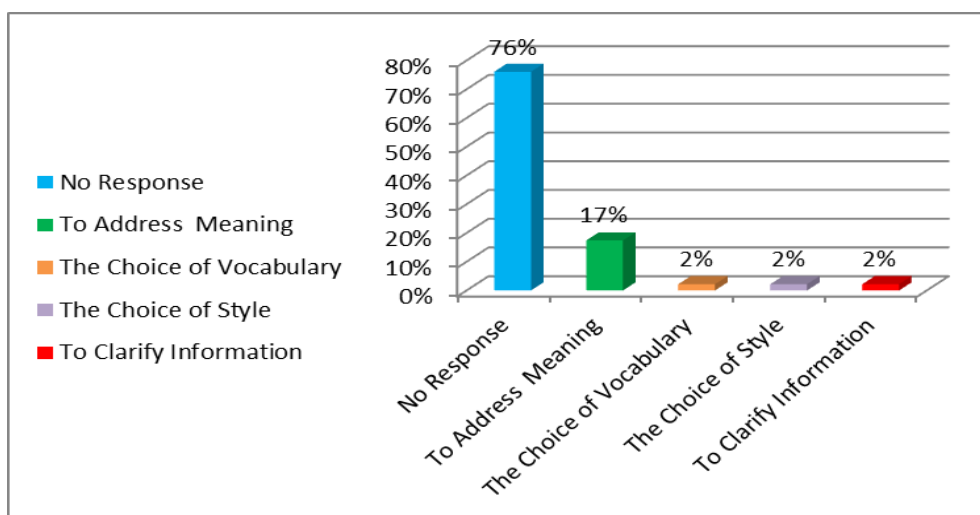


Figure (15): Respondents' Examples of an Author's Purpose in Writing a Text

Figures 14 and 15 reveal the respondents' unfamiliarity with the concepts of “purpose in reading a text” and “author's purpose in writing a text” and thereby the levels of thinking both practices undergo. 11 respondents have stated the target goals from reading in general (to expand knowledge, improve language level and enjoy leisure time), rather than the specified purposes from reading a particular text. Yet, understanding point of view is inherent in close reading of author's craft (figure 14). From figure 15, apparently, 2 respondents have confused between an authors' purpose in writing with text structure (vocabulary and style) but 9 have succeeded to provide good examples, namely to inform and clarify an idea.

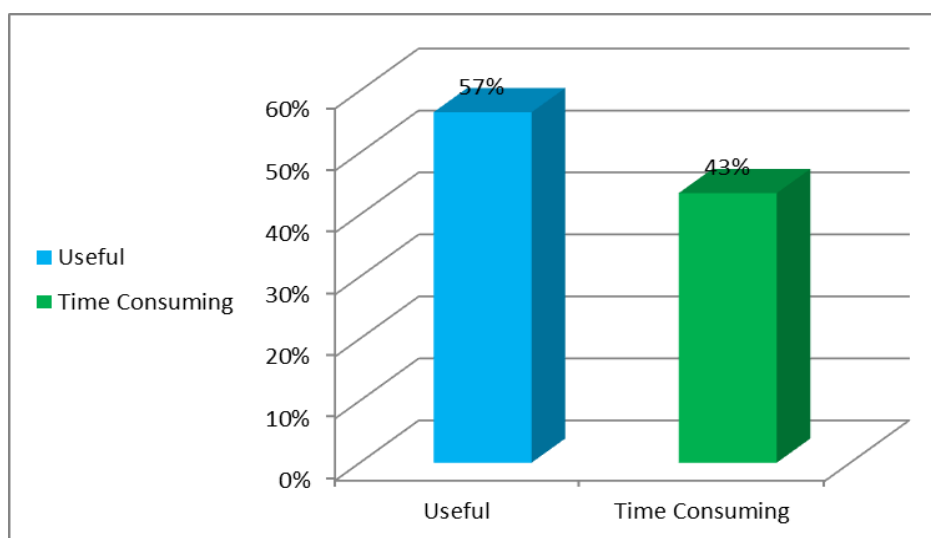


Figure (16): Respondents' Attitudes towards Rereading Challenging Texts

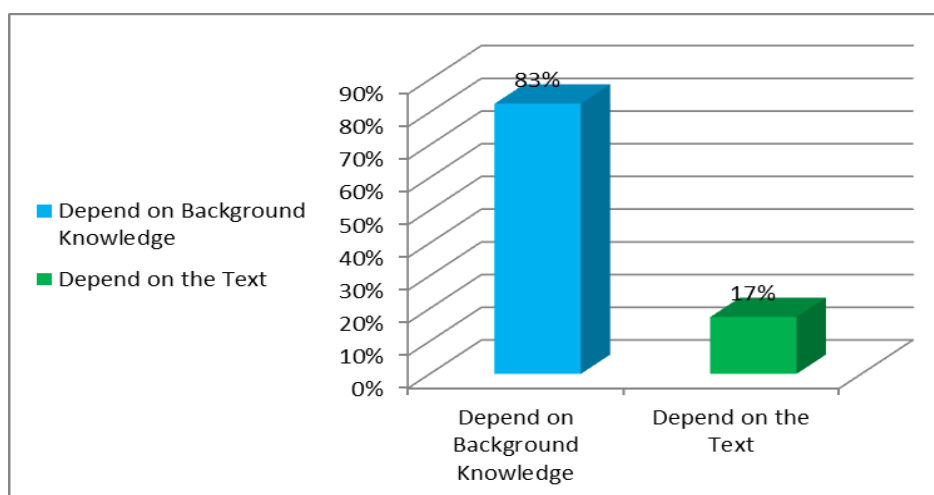


Figure (17): Involving Background Knowledge to Understand Text Meaning

Most respondents reread challenging texts to unlock the meaning, which is a close reading activity (figure 16); at the same time, they rely on their prior knowledge to meet this goal (figure 17). Heavy dependence on background knowledge and seeking answers from outside the text helps to understand the wider topic more than the author's point of view.

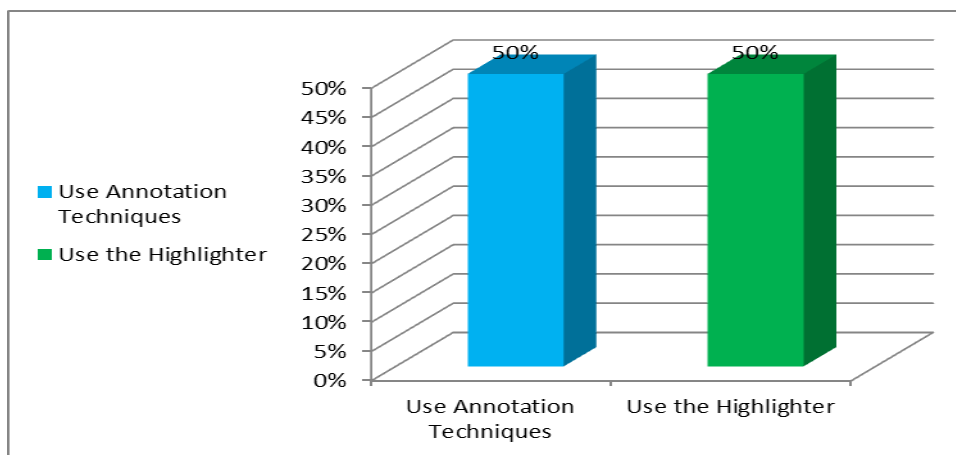


Figure (18): Respondents' Attitudes towards Text Annotations

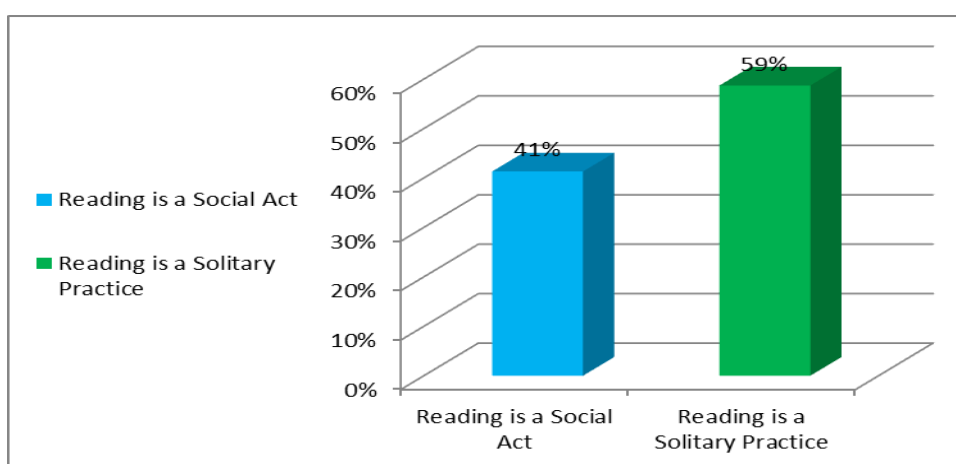


Figure (19): Respondents' Attitudes towards Text-based Group Discussions

Figure 18 discloses 50% of the respondents annotate as they read, which reflects active thinking, while the other half prefer highlighting the text, which may cause distraction if not used purposefully and sparingly to accentuate central ideas. Even so, the text should not be left unmarked or missing the reader's commentaries, questions, and summary of the key

points. This activates related knowledge stored from previous reading cycles when returning to the text for an extended purpose. In this context, Carol Porter-O'Donnell summarized her unsuccessful experience with the highlighter in early college years: "The yellow marks in my college textbooks, which left little of the page in its original color, did not help me to learn very much"¹. As far as interactive discussions are concerned, 59% of the respondents do not seem to share thoughts on their readings with others (figure 19); thus, giving no opportunity for themselves to experience collaborative learning, correct misinterpretations, and explore the text from new perspectives. Still, nearly the half (41%) perceive reading as a social activity for constructing meaning.

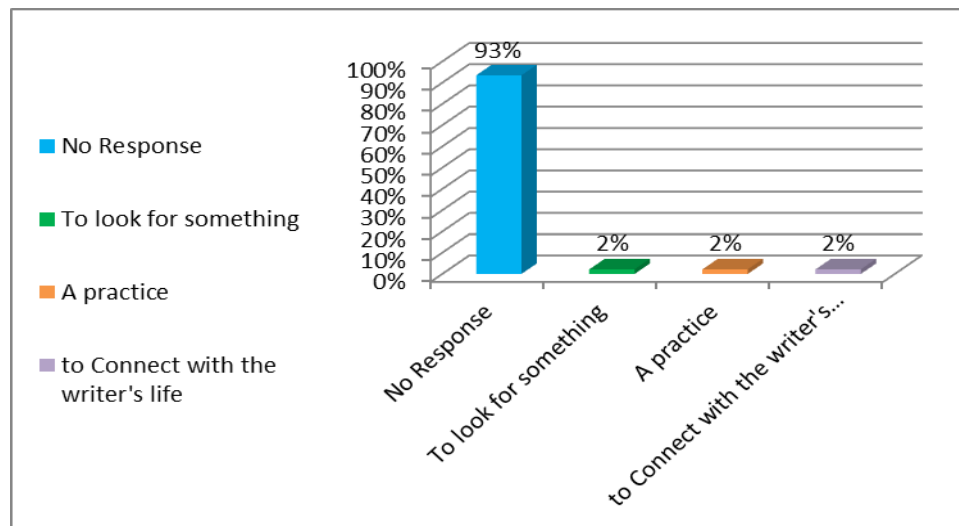


Figure (20): Respondents' Definitions of Close Reading

The last figure (20) verifies whether the concept of close reading is common among Tertiary EFL students. 43 responses (93%) display unawareness of the concept, while one respondent has defined it as connecting with the writer, which is the opposite of the decontextualized nature of close reading (i.e., connecting with the text). At least, two respondents have succeeded to guess that close reading is a practice involving inquiry.

To answer the two questions raised in the introduction of this small-scale research, discussion of the obtained results reveals that:

- 1) Respondents of this study (tertiary EFL students) have, to some extent, a positive attitude towards two close reading strategies: rereading and text annotations and tend to have unfavorable opinion of interactive group discussions and text-based questions. Notwithstanding, their readings are marked by open-mindedness which implies a favorable stance towards authors' points of view.
- 2) The respondents have demonstrated some spontaneous, but not well-grounded, close reading practices to compensate for their comprehension breakdowns—despite their unawareness of the concept of close reading—such as text annotations and rereading (without establishing a purpose for reading and considering the author's purpose in writing), in addition to their intensive reliance on background knowledge. Inferential thinking has also been observed in a few responses through using contextual clues to understand word meaning. However, their strategies lack effective cognitive and metacognitive skills required in higher-order thinking.

Conclusion :

This study aims to shed light on university EFL students' difficulties with understanding complex informational and literary texts and investigates to what extent they have developed, over their schooling years, effective close reading protocols to solve comprehension problems and attain higher-order thinking. Another important endeavor is

to have an insight into students' attitudes towards close reading strategies to understand which are preferred and which are not, in order to fill this gap through raising awareness and practice.

The obtained results from the questionnaire support the claims raised in the introduction of this paper; respondents lack strong intellectual skills to read with a purpose, and settle for the surface meaning which cause comprehension problems when handling rigorous texts. In addition, findings reveal that these problems originate from insufficient teachers' instructions in pre-university EFL classes and abandoning independent reading.

Therefore, this study supports teacher-students collaboration and recommends implementing close reading strategies to build a solid foundation for students' comprehension, critical thinking, and independent reading. Teachers, students, decision makers, and curriculum designers can benefit from these findings in terms of adopting an effective protocol, selecting high-quality textual materials and allotting sufficient time to close reading sessions.

The scope of this work is limited to two first-year EFL groups at the English department of Oum-EL-Bouaghi University. Thus, findings cannot be generalized beyond the case study but can be used as a reference for future research on close reading, notably because of its scarcity in the Algerian context of Teaching English as a Foreign Language.

Footnotes :

¹ Azeroual, Djihed, (2014), Investigating the Reading Difficulties of Magister Students of Physics vis-à-vis their General English Knowledge, *Revue Sciences Humaines*, 41(Tome A). 89-98.

² Hadjira, Cherif, & Kaouli, Nadir, (2019), Reading Literature and Its Major Problems: A Qualitative Analysis of EFL Students' Perceptions, *Social and Human Sciences Review*, Batna 1 University, 20(2).

³ Ammour, Kamilia, & Fodil, Med Sadek, n.d., Algerian EFL Students' Reading Comprehension Skills across Paper and Screen: A Sociocultural Approach, *Elkhitab*, 13(2), 371-386.

⁴ Schoenbach, Ruth, Greenleaf, Cynthia, & Murphy, Lynn, (2012). Engaged Academic Literacy for All. In *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms* (2nd ed), San Fransisco: Jossey Bass, p.38.

⁵ Grabe, William, (2009), Reading in a Second Language: Moving from Theory to Practice, In C. A. Chappelle & S. Hunston (Eds.), New York, NY.

⁶ Alderson, J. Charles, (1984), Reading in a Foreign Language: A Reading Problem or a Language Problem?, In J. C. Alderson & A. H. Urquhart (Eds.), *Reading in a Foreign Language*, 1-24.

⁷ Koda, Keiko, (2004), Insights into Second Language Reading: A Cross-linguistic Approach. In M. H. Long & J. C. Richards (Eds.), New York, NY.

⁸ Birch, Barbara M., (2007), English L2 Reading: Getting to the Bottom (2nd ed.), In E. Hinkel (Ed.), *ESL & Applied Linguistics Professional Series*, Lawrence Erlbaum Associates (LEA), New Jersey & London.

⁹ Grabe, William, (2009), Reading in a Second Language: Moving from Theory to Practice, In C. A. Chappelle & S. Hunston (Eds.), New York, NY.

¹⁰ Grabe, William, (2009), Reading in a Second Language: Moving from Theory to Practice, In C. A. Chappelle & S. Hunston (Eds.), New York, NY.

¹¹ Woolley, Gary, (2011), *Reading Comprehension: Assisting Children with Learning Difficulties*. Springer, p.15.

¹² Woolley, Gary, (2011), *Reading Comprehension: Assisting Children with Learning Difficulties*. Springer, p.15.

¹³ Butterworth, John, & Thwaites, Geoff, (2013), *Thinking Skills: Critical Thinking and Problem Solving* (2nd ed.). Cambridge, p. 2.

¹⁴ Butterworth, John, & Thwaites, Geoff, (2013), *Thinking Skills: Critical Thinking and Problem Solving* (2nd ed.). Cambridge.

¹⁵ Adler, Mortimer J., & Van Doren, Charles, (1972), *How to Read a Book: The Classic Guide to Intelligent Reading*. New York, NY, p. 16.

- ¹⁶ Shanahan, Timothy, (10 January, 2016), Close Reading and the Reading of Complex Text Are not the Same Thing, <https://shanahanonliteracy.com/blog/close-reading-and-the-reading-of-complex-text-are-not-the-same-thing>
- ¹⁷ Brown, Sheila, & Kappes, Lee (2012), *Implementing the Common Core State Standards: A Primer on “Close Reading of Text”*, The Aspen Institute, Washington DC, p. 2.
- ¹⁸ Fisher, Douglas, & Frey, Nancy, (Dec 2014 /Jan 2015), Contingency Teaching During Close Reading. *The Reading Teacher*, 68(4), 277-286, p. 279.
- ¹⁹ Saccomano, Doreen, & College, Marist, (2014), How Close Is Close Reading? *Texas Journal of Literacy Education*, 2(2), 140-147. Retrieved from http://www.texasreaders.org/uploads/4/4/9/0/44902393/how_close_is_close_reading.pdf
- ²⁰ Paul, Richard, & Elder, Linda, (2003), Critical Thinking... and the Art of Close Reading (part I), *Journal of Developmental Education*, 27(2), 36-37, 39.
- ²¹ Heinen, Laura, (2019), Author’s Purpose Is NOT “As Easy As PIE”, <https://cultivatingcriticalreaders.com/2019/02/16/authors-purpose-is-not-as-easy-as-pie/>
- ²² Fisher, Douglas, & Frey, Nancy, (2010), Unpacking the Language Purpose: Vocabulary, Structure, and Function, *TESOL Journal*, (1)3, 315-337.
- ²³ Sisson, Diana, & Sisson, Betsy, (2014), *Close Reading in Elementary School: Bringing Readers and Texts Together*, Routledge, New York and London, p. 38.
- ²⁴ Fisher, Douglas, Frey, Nancy, & Nelson, John, (2012), Literacy Achievement through Sustained Professional Development, *The Reading Teacher*, 65(8), 551-563.
- ²⁵ Lapp, Dian, Fisher, Douglas, & Grant, Maria (2008), “You Can Read this Text—I’ll Show You How”: Interactive Comprehension Instruction, *Journal of Adolescent & Adult Literacy*, 51(5), 372-383, p. 372.
- ²⁶ Shanahan, Timothy, (23 September, 2013), Why Should Close Reading Be Advantaged?, <https://shanahanonliteracy.com/blog/why-should-close-reading-be-advantaged>
- ²⁷ Moss, Barbara, Lapp, Dian, Grant, Maria, & Johnson, Kelly, (2015), *A Close Look at Close Reading: Teaching Students to Analyze Complex Texts Grades 6-12*, Alexandria & Virginia USA, ASCD.
- ²⁸ Fisher, Douglas, & Frey, Nancy, (Jan 2014/ Feb 2015), Diving In: Help Students Get to the Bottom of Close Reading and Complex Texts, *Reading Principal*, 9-12, p. 10.
- ²⁹ Fisher, Douglas, & Frey, Nancy, (Dec 2014/ Jan 2015), Contingency Teaching during Close Reading, *The Reading Teacher*, 68(4), 277-286, p. 280.
- ³⁰ Adler, Mortimer J., & Van Doren, Charles, (1972), *How to Read a Book: The Classic Guide to Intelligent Reading*. New York, NY.
- ³¹ Fisher, Douglas, & Frey, Nancy, (Jan 2014/ Feb 2015), Diving In: Help Students Get to the Bottom of Close Reading and Complex Texts, *Reading Principal*, 9-12, p. 10.
- ¹ Porter-O’Donnell, Carol, (2004), Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension, *The English Journal*, 93(5), 82-89, p. 82.

Bibliography :

- Adler, M. J., & Van Doren, C. (1972). *How to read a book: The classic guide to intelligent reading*. New York, NY: Simon & Schuster.
- Alderson, J. C. (1984). Reading in a Foreign Language: A Reading Problem or a Language Problem?, In J. C. Alderson & A. H. Urquhart (Eds.), *Reading in a Foreign Language*, 1-24.
- Ammour, K., & Fodil, M. S. (n.d.). Algerian EFL students’ reading comprehension skills across paper and screen: A sociocultural approach. *Elkhitab*, 13(2), 371-386.
- Azeroual, D. (2014, June). Investigating the reading difficulties of Magister students of physics vis-à-vis their general English knowledge, University of Constantine. *Revue Sciences Humaines*, 41(Tome A), 89-98.
- Birch, B. M. (2007). *English L2 Reading: Getting to the Bottom* (2nd ed.), In E. Hinkel (Ed.), *ESL & Applied Linguistics Professional Series*. New Jersey & London: Lawrence Erlbaum Associates (LEA).
- Brown, S., & Kappes, L. (2012). *Implementing the common core state standards: A primer on “close reading of text”*. Washington DC: The Aspen Institute.
- Butterworth, J., & Thwaites, G. (2013). *Thinking skills: Critical thinking and problem solving* (2nd ed.). Cambridge: Cambridge University Press.

- Fisher, D., & Frey, N. (Dec 2014/ Jan 2015). Contingency teaching during close reading. *The Reading Teacher*, 68(4), 277-286.
- Fisher, D., & Frey, N. (2014 Jan/2015 Feb). Diving In: Help Students Get to the Bottom of Close Reading and Complex Texts. *Reading Principal*, 9-12.
- Fisher, D., & Frey, N. (September 2010). Unpacking the language purpose: Vocabulary, structure, and function. *TESOL Journal*, (1)3, 315-337.
- Fisher, D., Frey, N., & Nelson, J. (2012). Literacy achievement through sustained professional development. *The Reading Teacher*, 65(8), 551-563. DOI: 10.1002/TRTR.01082.
- Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. In C. A. Chappelle & S. Hunston (Eds.). Cambridge Applied Linguistics. New York, NY: Cambridge University Press.
- Hadjira, C., & Kaouli, N. (2019, December). Reading literature and its major problems: A qualitative analysis of EFL students' perceptions. *Social and Human Sciences Review, Batna 1 University*, 20(2), 507-526. ISSN: 1111-5149, EISSN: 2588 – 2430
- Heinen, L. (2019). *Author's Purpose Is NOT "As Easy As PIE"*.
<https://cultivatingcriticalreaders.com/2019/02/16/authors-purpose-is-not-as-easy-as-pie/>
- Koda, K. (2004). *Insights into Second Language Reading: A Cross-linguistic Approach*. In M. H. Long & J. C. Richards (Eds.). Cambridge Applied Linguistics. New York, NY: Cambridge University Press.
- Lapp, D., Fisher, D., & Grant, M. (February 2008). "You can read this text—I'll show you how": Interactive comprehension instruction. *Journal of Adolescent & Adult Literacy*, 51(5), 372-383.
- Moss, B., Lapp, D., Grant, M., & Johnson, K. (2015). *A close look at close reading: Teaching students to analyze complex texts grades 6-12*. Alexandria & Virginia USA: ASCD.
- Paul, R., & Elder, L. (Winter 2003). Critical thinking... and the art of close reading (part I). *Journal of Developmental Education*, 27(2), 36-37, 39.
- Porter-O'Donnell, C. (May 2004). *Beyond the yellow highlighter: Teaching annotation skills to improve reading comprehension*. *The English Journal*, 93(5), 82-89.
- Saccomano, D., & College, M. (2014). How close is close reading? *Texas Journal of Literacy Education*, 2(2), 140-147. Retrieved from
http://www.texasreaders.org/uploads/4/4/9/0/44902393/how_close_is_close_reading.pdf
- Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Engaged Academic Literacy for All*. In *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms* (2nd ed). San Francisco: Jossey-Bass.
- Shanahan, T. (10 January, 2016). *Close reading and the reading of complex text are not the same thing*. <https://shanahanonliteracy.com/blog/close-reading-and-the-reading-of-complex-text-are-not-the-same-thing>
- Shanahan, T. (23 September, 2013). *Why should close reading be advantaged?*
<https://shanahanonliteracy.com/blog/why-should-close-reading-be-advantaged>
- Sisson, D. & Sisson, B. (2014). *Close reading in elementary school: Bringing readers and texts together*. New York and London: Routledge.
- Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. Springer. DOI 10.1007/978-94-007-1174-7_2.