UTILIZING TEXT-RESPONSIVE FORM TO ENHANCE 4TH-SEMESTER STUDENTS' COMPREHENSION AND CRITICAL ENGAGEMENT WITH SCIENTIFIC ARTICLES

Fitrahnanda Ayubadiah
Sekolah Tinggi Ilmu Ekonomi Balikpapan[1]
nanda@stiebalikpapan.ac.id

Abstract	Article Information
This study aims to investigate the effectiveness of Text-Responsive Forms (TRFs) in enhancing the comprehension and critical thinking skills of 4th-semester students when engaging with scientific articles. The study employed a qualitative study approach, incorporating Text Responsive Form assessment, questionnaire, and semi-structured interviews to gather data on students' written and oral responses. The findings revealed that while Text-Responsive Forms were successful in improving foundational comprehension, as students were able to accurately summarize and organize key points from the articles, they struggled with deeper critical engagement and analysis. Interviews revealed that many students could clearly articulate basic information but found it challenging to delve into more complex, analytical discussions. Students' perceptions indicated that the Text Responsive Form was useful for structuring responses but still insufficient in fostering critical analysis. The study concluded that while Text Responsive Forms provide important foundational skills, they should be supplemented with additional strategies to better prepare students for academic and advanced writing tasks that require comprehensive understanding and critical evaluation of academic texts	

INTRODUCTION

In higher education, comprehending and critically engaging with academic texts, particularly scientific articles, is essential for academic success. Academic reading involves understanding the surface meaning of the text and requires students to process information, analyze arguments, and synthesize findings to develop a deeper understanding of the subject

matter (Grabe & Stoller, 2011). These skills are necessary for success in academia and beyond, as they allow students to engage with complex content, contribute to scholarly discussions, and apply knowledge to real-world problems. In relevance to academic writing, proficiency in academic reading is essential as it forms the foundation for other critical academic tasks, including research and analysis. In Politeknik Alkon Kalimantan, 4th-semester students are prepared to conduct literature reviews and reference academic sources effectively for their advanced writing courses. Therefore, the ability to read and comprehend scientific articles is needed.

However, developing academic reading skills and comprehension can be challenging for students, especially when engaging with complex, discipline-specific texts since they include higher-order processes such as analysis, synthesis, and evaluation. In line with this, the national curriculum of Indonesia mandates that the students cultivate critical thinking and analytical skills to meet the demands of the modern academic and professional landscape.

Moreover, recent studies indicate that many students struggle to engage critically with academic texts. (Woolley, 2016) mentioned that students often resort to superficial reading strategies like memorization instead of deeper comprehension. The study also emphasized that these superficial reading approaches limit students' ability to fully understand the nuances of academic text which often contains a lot of information and structure in ways that require higher-level cognitive skills, including inference, synthesis, and critical evaluation.

Ahmadi (2017) further explored the challenges students face when interacting with scientific articles, noting that many students need help identifying the main ideas and arguments due to a lack of familiarity with academic language and structure. Ahmadi's research highlighted the gap between students' language proficiency and the demands of academic reading, which requires a blend of linguistic and cognitive skills. This challenge becomes acute when students are asked to summarize, analyze, or critically engage with academic articles, as these tasks require not only comprehension of the content but also an understanding of how the text is structured and the ability to evaluate the arguments presented.

Furthermore, Mokhtari et.al (2019) found that students who actively monitor their understanding, employ strategies to resolve confusion, and reflect on their reading process are more successful at comprehending, and academic texts. Their research also indicated that these students are better prepared for the demands of higher education, particularly in courses that require critical engagement with complex texts, such as proposal writing and thesis development. These studies point out that while students may be able to decode the language of academic texts, they often need help with more profound levels of comprehension and critical engagement.

Despite the importance of developing academic reading comprehension, there remains a gap in how students are supported in this skill, particularly when it comes to using tools that can enhance both comprehension and critical thinking. While recent research such as Vygotsky (2019) explained scaffolding as a basic reading strategy that involves breaking down complex texts into manageable parts and providing students with support and guidance

until they can read independently, and Mikulecky (2017) emphasizes the importance of engaging with a text through annotation, questioning, and summarizing which helps students retain information and understand it more thoroughly, the role of text-responsive forms in facilitating students' understanding and engagement with academic text remains under-explored.

Text responsive form requires students to summarize key components of scientific articles such as introduction, research problems, objectives of the article, theoretical frameworks, methodology, data sources, and final findings have the potential to guide students in actively processing the content, organizing their thoughts and reflecting the material. The form also includes comments and suggestions after reading the articles which would be effective in bridging the gap between surface-level reading and deeper comprehension, allowing students to not only understand the content but also critically analyze and synthesize it.

The current gap in the literature lies in the limited research on the effectiveness of such forms in improving both comprehension and critical engagement with academic texts. Given the increasing emphasis on higher-order thinking skills in higher education and the specific challenges students face in reading and understanding scientific articles, there is a clear need for more studies that investigate how text-responsive forms can support these cognitive processes and prepare students for advanced academic texts.

As students in the 4th semester are on the cusp of engaging in more advanced academic tasks, such as proposal writing, in their next semester, ensuring they have the necessary academic reading skills is critical. The ability to comprehend, analyze, and synthesize information from scientific articles will support their performance in these advanced courses and help them meet the higher-order cognitive demands of their future studies and professional careers (O'Reilly & McNamara, 2017).

Thus, this research aims to investigate how effectively students comprehend the articles using text-responsive forms, identify challenges students face when completing the forms, and explore their perceptions of the effectiveness of text-responsive forms in improving reading comprehension and critical engagement.

LITERATURE REVIEW

Theoretical Perspective on Reading Comprehension

Reading comprehension is a multifaceted process that involves both lower order and higher order skills. The former includes decoding, word recognition and integrating new information while the latter involves summarizing and critical analysis. To fully engage with scientific articles, students need to process information on multiple levels, identifying key arguments, evidence, and methodological frameworks. Student's ability to comprehend academic text is often limited by their reading proficiency and reading strategies. According to schema theory, readers interpret text by activating their prior knowledge and connecting it to new information. Moreover, metacognitive strategies such as self-monitoring and self-regulation, are critical in helping students become more aware of their comprehension process.

The use of Text Responsive Forms encourages students to actively monitor their understanding by summarizing key sections of scientific articles, potentially promoting metacognitive awareness.

Critical Thinking in Academic Reading

Critical Thinking is defined as the ability to analyze, evaluate, and synthesize information in a logical and structured manner (Facione, 2011). It involves evaluating the strength of arguments, identifying biases, and assessing the relevance of evidence. In reading scientific articles, students are encouraged to comprehend and have a critical engagement with the article. They must assess the quality of research and its implications. Several studies link reading activities to the development of critical thinking skills. These skills are crucial in higher education, where students are expected to assess the quality of research, identify gaps in literature, and apply theoretical frameworks to real-world problems. Integrating critical thinking in reading activities leads to improved comprehension and retention (Ennis, 2011). In this research, the Text Responsive Form serves as a tool to promote higher-order thinking by requiring students to analyze and summarize key components of scientific articles, thus linking reading comprehension to critical thinking development.

Bloom's Taxonomy and Critical Engagement

According to Krathwohl (2002), Bloom's taxonomy is a widely accepted framework for assessing students' critical engagement with text. The taxonomy outlines six levels of cognitive engagement ranging from basic recall of information to more sophisticated levels such as analysis, evaluation, and creation. This study applies Bloom's framework to assess how effectively students engage with scientific articles when using the Text Responsive Form to analyze and evaluate research findings.

Higher Order Thinking Skills in Higher Education

Higher-order thinking skills (HOTS) have become a priority in Indonesia's education. The Merdeka Curriculum encourages students to move beyond rote memorization, focusing instead on critical thinking, creativity, and problem-solving through project-based and differentiated learning. In higher education, this emphasis is reinforced by Permendikbud No. 3 Tahun 2020, which mandates the development of analytical skills, including critical thinking, as a key outcome for university graduates.

Previous Studies on Text-Responsive Forms for Improving Reading Comprehension

Studies on Text-Responsive Form or similar tools for improving reading comprehension and critical thinking are still limited in the context of scientific articles and in higher education. Rukmini et.al (2021), highlighted the importance of strategic reading in understanding academic texts, particularly in the Indonesian higher education context. It identified that many students struggle with the complexity of academic language, suggesting a need for more targeted interventions like text-responsive forms.

Sari et. al (2019) explored the use of text-response tasks to enhance reading comprehension in a vocational high school in Indonesia. It found that structured tasks helped students better understand and engage with texts but focused primarily on narrative texts. Ahmadi

et.al (2018) explored the use of graphic organizers and response forms to improve students' reading comprehension, highlighting that these tools helped students better structure and understand the content. Lastly, Rahmawati (2017) investigated the impact of comprehension worksheets on students' understanding of journal articles.

To fill the research gap between previous studies, this research focused specifically on the effectiveness of text-responsive forms in enhancing students' engagement with research articles through comparison between their written summaries and verbal explanations. The text-responsive form used in this study is based on structured scaffolding principles, which have been shown to improve comprehension and critical engagement with academic texts. By breaking complex texts into manageable sections and prompting reflections, students can focus their cognitive resources on understanding key concepts, reducing extraneous cognitive load. This form actively monitors their understanding by summarizing, evaluating, and critiquing various parts of the article.

RESEARCH METHODOLOGY

Research Design

This study was conducted to explore the effectiveness of text-responsive forms in enhancing student comprehension and critical engagement with scientific articles. Thus, this research used a qualitative research design using a case study approach. The case study method is particularly suitable for examining educational interventions in real-life classroom contexts (Yin, 2018). Data were collected through student-completed text-responsive forms and follow-up interviews, allowing for an in-depth exploration of both written and oral responses. This design allows for the detailed examination of how students interact with academic texts and how the form scaffolds their reading and thinking processes.

Participants

The participants of this study were fourth-semester students enrolled in the Reading for Academic Purposes class at Politeknik Alkon Kalimantan. The class consists of 26 active students, representing a group transitioning from intermediate to advanced academic tasks, and must develop strong academic reading skills to engage with articles as they will be expected to write research proposals. The participants have varying levels of English proficiency ensuring that the sample represents a range of student experiences with reading comprehension and critical engagement.

Data Collection

The data was collected through students' text-responsive form which required students to answer a series of open-ended questions aimed at assessing their comprehension and critical thinking skills. Then, a Likert-scale questionnaire was used to evaluate their experience with the form as well as the clarity, usefulness, and difficulty of the form. Lastly, a semi-structured interview was conducted to follow up on the written responses provided in the form. The interview allowed the researcher to clarify and deepen their understanding of the student's responses to the articles.

Data Analysis

The students' responses were analyzed using a rubric to evaluate the depth of comprehension and critical engagement. Rubric-based assessments are commonly used in education research to provide structured, objective evaluations of performance (Brookhart, 2018). Each section of the form was scored, allowing for a comparative analysis of student performance across different aspects of the article. Meanwhile, the questionnaire results were calculated to summarize the students' overall perceptions of the form. The interview transcripts were analyzed using thematic analysis to identify recurring themes related to students' comprehension and critical thinking as additional data to support the answers from the text-responsive form rubric and questionnaire.

FINDINGS AND DISCUSSIONS

In this section, the researcher explains the summary of the assessment rubric of the student's answers on the text-responsive form and the interview session to determine the form's effectiveness in fostering critical thinking and deeper comprehension as well as the student's obstacle in using it. In addition, the results of the questionnaire were used to explore student's perceptions of the usefulness of this form in improving their understanding.

Comprehension Analysis

The text-responsive form aims to make it easier for students to understand a research article by filling in structured columns (open-ended questions) adjusted to the section of the article such as the background of the study, research problems, literature review, methodology, findings, and discussion.

Table: 1 Summary from Text-Responsive Forms

Criteria	Excellent (4)	Good (3)	Adequate (2)	Poor (1)	Total Response
Accuracy	9	16	1	0	26
Clarity of Explanation	9	15	2	0	26
Comprehensiveness	7	16	3	0	26
Critical Engagement	4	11	11	0	26
Use of Terminology	2	23	1	0	26

The number of students participated in this research was 26 students who attended Reading for Academic Purpose (4th semester students). In terms of accuracy, there were 25 students (96%) performed at an "Excellent" or "Good" level, demonstrating strong accuracy in their responses. Only 1 student (4%) was rated "Adequate", and none were rated "poor". The result indicates that most students can correctly identify and relay information from the research or scientific articles they reviewed. The second assessment was the clarity of explanation which shows that 24 students (92%) achieved "Excellent" or "Good" ratings for the clarity of their explanations, while 2 students (8%) were rated "adequate". This suggests that

while most students can explain their answers clearly, there is still room for improvement in articulating their thoughts more effectively.

The third criterion was comprehensiveness which assessed how the students addressed all aspects of the article. The result shows 23 students (88%) performed at an "Excellent" or "Good" level, demonstrating an overall ability to cover key points in the scientific or research article. However, 3 students (12%) were rated "Adequate", showing that while most students could comprehensively address key points, a small portion struggled to cover all necessary aspects in their responses.

Critical Engagement assessed whether the students demonstrated deep analysis and insight into the article's arguments, only 15 students (58%) were rated "Excellent" or "Good" in this category, with 11 students (42%) receiving "Adequate" rating. This indicates that while a majority showed some critical engagement with the material, a significant portion still lacked depth in their analysis and evaluation of the scientific articles, highlighting an area for development in fostering higher-order thinking skills.

Lastly, most students (96%) received "Excellent" or "Good" ratings, with 2 students (4%) rated "Adequate". This shows that students generally demonstrated a good grasp of key terminologies related to the scientific articles, though some students still needed to refine their use of discipline-specific language.

Critical Thinking Assessment

Besides the written summaries from the students, the researcher also conducted interviews to explore their comprehension and critical thinking with the article. The assessment criteria aimed to explore whether students developed critical thinking in filling out the forms and elaborating on their answers, rather than just memorizing.

Table: 2 Summary from Interviews Assessment

Criteria	Excellent (4)	Good (3)	Adequate (2)	Poor (1)	Total Response
Consistency with Form	9	16	1	0	26
Clarity of Oral Explanation	7	14	4	1	26
Depth of Understanding	5	13	7	1	26
Critical Thinking	6	10	10	0	26
Ability to Elaborate	6	10	10	0	26

Most students (96%) performed "Excellent" or "Good" level, showing their capability in adhering to the expected form. Only one student (4%) was rated "Adequate", and none were rated "Poor". This demonstrates that most students are comfortable following the written form. In terms of Clarity of Oral Explanation, twenty-one students (81%) achieved either "Excellent" or "Good" for the clarity of their explanations, while 4 students (15%) achieved "Adequate" level and only 1 student (4%) was rated "Poor". While most students presented

clear and articulate answers, a small portion needed to work on expressing their ideas more effectively.

Eighteen students showed strong comprehension of the material proven by 69% performing "Excellent" or "Good" level. However, 7 students (27%) were rated "Adequate" which indicated many students need to deepen their understanding of the content. In critical thinking aspects, the result suggests that while some students demonstrated higher-order thinking and evaluation skills, a large portion of students approximately 39% needed help with deeper critical engagement and analysis of the material. Lastly, almost like the result in critical thinking, most students could expand upon their ideas, nearly 40% need improvement in providing detailed and well-developed explanations.

Student's Perceptions of Using Text-Responsive Form in Reading Scientific Articles

In comprehension of scientific or research articles, the questionnaire's result indicated that the Text-Responsive Form helped them comprehend the key sections of scientific articles, such as background, methodology, and findings. Eighty-five percent of students rated the form's effectiveness on a 4 or 5-point scale. For example, one student commented, "*karena penggunaan formulir membuat saya tahu bagian utama yang harus saya pahami dengan jelas*" indicating the form helped them focus on essential components. However, a small percentage (10%) rated the form's usefulness lower, pointing to challenges in understanding some of the more technical aspects of the articles, such as research questions and data sources.

When asked about the clarity and ease of use of the form, approximately 75% of students found the questions in the forms were clear and easy to follow. One respondent mentioned, "I think there is no part of this form that confused me" suggesting that most of the students received the overall structure well. However, there were a few areas where students reported difficulty in answering open-ended questions by stating "*too many open-ended questions*", indicating it may have been overly demanding for some students.

The form also appears to have been successful in promoting active engagement with the scientific articles. Eighty percent of students felt that the form encouraged deeper involvement with the article's content by stating "*I understand the article better by focusing on its structure*". However, some students rated their engagement at 3, suggesting that for a few, the form might not have fully promoted the level of critical thinking.

Students' Suggestions for Improvement

Some students recommended simplifying the technical term language used in the form to make it more accessible for readers at different levels of proficiency. They also suggested introducing questions in a tiered structure, with easier questions at the beginning and more challenging, like open-ended ones toward the end. As per their comments on the questionnaire, the tiered structure is expected to help students gradually engage with the text without feeling overwhelmed. Last, a few students noted that providing more explicit instructions on how to complete the form would be helpful.

DISCUSSION

The analysis of the Text-Responsive Form rubric findings and the interview assessment, complemented by the questionnaire results, reveals significant insight into student comprehension and crucial engagement with scientific articles. These findings shed light on the student's strengths and challenges and offer an opportunity to reflect on the effectiveness of teaching methods and materials in achieving the course's learning outcomes.

Consistency with Form and Accuracy in Written Responses

Both the form and interview rubric assessment revealed that students demonstrated a high level of adherence to the expected structure and accuracy in their responses. Most of the students scored "Excellent" and "Good" in terms of accuracy and use of terminology, indicating that most of them had a strong grasp of the articles and were able to present their understanding in written form. Furthermore, the findings also suggest that the form is effective in guiding students' ability to organize and summarize contents. The form served as scaffolding, helping students organize their thoughts and summarize the key ideas. According to Ghoneim et.al (2020), structured approaches like guided forms or response templates can enhance students' abilities to organize information more effectively. Consistent with the findings of Ahmadi et. al (2018), which emphasized the effectiveness of structured reading tools, this study demonstrates that Text-Responsive Form can scaffold students' understanding by breaking down complex texts into manageable sections. This was also supported by the positive feedback from students regarding the comprehension of the text shown in the findings. As the other students performed excellency in consistency, the adequate-level students struggled with a few problems in identifying the suitable answer for the questions or mixing up some parts.

Clarity of Oral and Written Explanations

Clarity of explanation in both written and oral responses emerged as a critical factor in assessing student comprehension. Most of the students were able to clearly express their ideas in writing though a slightly smaller percentage achieved similar results in oral explanations. This aligns with O'Reilly's (2019) research which emphasizes the importance of both written and verbal communication as complementary skills in the academic context. The students often exhibit stronger writing skills but challenges in articulating complex ideas orally when dealing with advanced content, resulting in hesitation and pauses while explaining the answers. They were too focused on what they wrote and had to be exactly the same as what they said on the form even though as 4th semester students, their ability to convey explanations verbally should be better and developed.

Comprehensiveness and Depth of Understanding

A noticeable gap exists between the students' written comprehensiveness and their depth of understanding, as assessed in the interview. While most students could effectively summarize content in writing, a significant portion needed help demonstrating a deeper understanding during verbal discussion. Stahl (2021) indicates that students' abilities to move from surface-level comprehension to critical engagement are often underdeveloped, particularly when tasked with applying knowledge in a less structured oral format. The difficulty

that some students demonstrated in their deep understanding resulted in memorizing the content only without reflecting analysis as in the form.

Challenges in Critical Thinking and Engagement

According to Lutz et al. (2022), critical thinking and engagement are key to higher-order academic skills. Yet, these are often the most challenging competencies for students to develop, particularly in complex and analytical reading. The relatively lower critical thinking performance across both the Text-Responsive Form rubric and interview assessments highlights a significant area for improvement. The findings showed that students demonstrated difficulty synthesizing and evaluating information from scientific text, suggesting a need for more explicit instruction on critical thinking strategies. Furthermore, Wang et.al (2023) argue that while vocabulary acquisition is important for academic literacy, the ability to ability to contextualize and expand on those terms is what deepens understanding. Thus, the findings suggested that students are acquiring relevant academic vocabulary, and they require further development in expanding on those ideas in meaningful and precise ways.

The Effectiveness of Text Responsive Form in Fostering Student Understanding and Critical Thinking

According to the questionnaire results, students generally perceived the Text-Responsive Form as helpful in enhancing their comprehension and critical engagement with scientific articles. Most of the students felt that the form guided their reading and helped them summarize the material effectively. However, some students noted that while the form was useful for identifying key points, it did not fully address their need for thinking strategies. The perception aligns with the result that many students showed only an "adequate" level of performance. In line with that, Turner et.al (2020) stated that structured reading guides are effective for improving basic comprehension but often fall short when it comes to fostering deeper critical engagement.

Moreover, the effectiveness of Text-Responsive Forms lies in their structured approach, which helps guide students through the process of summarizing, organizing, and identifying key concepts in scientific articles. However, while the Text-Responsive Form excels at promoting basic comprehension, its impact on critical thinking is less pronounced. Many students demonstrated an ability to correctly summarize content but struggled to engage in deeper and analytical discussions during interviews. Therefore, the supplementation of other instructional strategies such as discussion or reflective questioning will be crucial to fully developing their critical thinking abilities.

CONCLUSION

The study concluded that while the Text-Responsive Form effectively improves students' foundational comprehension and their ability to summarize scientific articles, they need to improve fostering deeper critical thinking and engagement with the material. The gap between the written responses and verbal explanation performance highlights the need for additional instructional strategies. Future research should focus on integrating activities that

promote critical thinking and analysis such as discussion, analysis exercises, and questioning which will encourage students to engage more deeply with complex content to achieve a more comprehensive development of academic literacy. These skills will be particularly beneficial for the 4th semester students at Politeknik Alkon Kalimantan, as they will serve as crucial preparation for writing research proposals, which require both a solid understanding of academic texts and the ability to critically evaluate and synthesize information.

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