Revista Românească pentru Educație Multidimensională
ISSN: 2066-7329 | e-ISSN: 2067-9270
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2023, Volume 15, Issue 4, pages: 20-33 | https://doi.org/10.18662/rrem/15.4/777
Submitted: September 27th, 2023 | *Accepted for publication:* September 27th, 2023

The Improvement of Reading Comprehension of English Texts by Slovak Learners Via Intervention Program

Eva STRANOVSKÁ [1]
Augustín SOKOL [2]
Ivan HARINGA [3]

[1] Prof. PaedDr. PhD. Constantine the Philosopher University in Nitra Faculty of Arts Department of Romance and German Studies Štefánikova 67, 949 01 Nitra Slovakia, estranovska@ukf.sk
[2] Mgr. Constantine the Philosopher University in Nitra Faculty of Arts Department of Romance and German Studies Štefánikova 67, 949 01 Nitra Slovakia, augustin.sokol@ukf.sk
[3] Mgr. Constantine the Philosopher University in Nitra Faculty of Arts Department of Romance and German Studies Štefánikova 67, 949 01 Nitra Slovakia, ivan.haringa@ukf.sk

Abstract: *Our paper is concerned with improving reading comprehension by intervention or intervention program for reading comprehension for English language. This program facilitates the individual into thinking and learning, as well as their progress at the level of cognitive and metacognitive processes, emotional and social factors. Cognitive and metacognitive processes stimulate comprehension of written texts. Emotional and social factors support self-efficiency in the process of developing comprehension. With this, we have the opportunity to improve reading comprehension in a greater manner. The research goal of our paper is to find out the effect of intervention for improving reading comprehension skills of Slovak high school students, specifically in regards to reading English texts, as well as to find out the strength of improvement in reading comprehension and the duration of this improvement. Our selected research sample consists of Slovak ESL students with the proficiency level of B1 according to CEFR. Chosen research methods were a didactic test (test of reading comprehension for English language) and experiment (the intervention itself). Findings in particular research groups support the intervention's efficiency.*

Keywords: *intervention, reading, comprehension, cognitive processes, metacognitive processes, English texts.*

How to cite: Stranovská, E., Sokol, A., Haringa, I. (2023). The improvement of reading comprehension of english texts by slovak learners via intervention program. *Revista Românească pentru Educație Multidimensională, 15*(4), 20-33. https://doi.org/10.18662/rrem/15.4/777

©2023 Published by LUMEN Publishing. This is an open access article under the CC BY-NC-ND license http://creativecommons.org/licenses/by-nc-nd/4.0/

INTRODUCTION

Despite the fact that nowadays abundant focus is aimed on the development of language skills in the field of foreign language didactics, it is necessary to focus precisely on the intervention of language skills, because this area is not sufficiently researched. Intervention and the development of language skills belong to the basic sources of knowledge and communication in a foreign language that are categorised to its application. It is often the case that in research aimed at the development of language skills, comprehension is dropped as well as intervention. However, we consider the understanding of a foreign language text to be one of the basic goals of learning a foreign language, as well as an important prerequisite for working with the text. It is necessary to deal with language skills not only from a linguistic perspective, however it is also crucial to consider the level of their development, the scope of understanding and the interdisciplinary connection.

Comparable issues regarding reading comprehension and intervention was addressed by several authors (Azizi et al., 2020; Johnston et al., 2008; Khonamri et al., 2020; Wu et al., 2020; Xie et al., 2021), who in their research tried to point out the differentiating in understanding while referring to cognitive models of comprehension. Another research by Capellini, Pinto, Cunha (2015) focused on teachers, while their goal was to examine the efficiency of intervention program focused on the reading comprehension. Stranovská & Ficzere (2019); Stranovská, Gadušová & Szabó (2022); Stranovská, Gadušová & Horníčková (2022); Stranovská, Ficzere & Szabó (2022); Stranovská, Ficzere & Gadušová (2022); Gadušová, Pavlíková & Havettová (2021) deal with the topic whereby the focus on interconnection of cognitive and metacognitive processes as they influence the comprehension. They also paid attention to the type of text, in order to familiarize the students with various types of text, with several styles of reading, such as extensive and intensive reading of the text. They also deal with didactic and psycholinguistic aspects of texts and their connection.

Due to the absence of research with a similar research focus, the intervention program examined the interaction of cognitive and language processes and the level of (mis)comprehension of the text in the native and foreign languages. Due to the complexity of cognitive and metacognitive processes, personality, social and linguistic variables and their interaction in the intervention program, the research was developed in a close connection of sociological, linguistic, psycholinguistic, application and methodological lines. The task of the intervention program is not to test students' understanding of the text, but to actively work with the text, through which the students learn

to read more effectively, to better understand the text, which also enhances their personal experience (Stranovská & Ficzere, 2020, 2022; Stranovská et al., 2022). The goal of the reading comprehension intervention program is to help teachers in preparing the student to understand and work with the text, while also developing his reading skills and literacy.

The intervention in the reading comprehension process will be used both by students whose achievement will be a higher quality of reading based on the stimulation and development of the identified predictors, and by teachers who will prepare specific examples of work with reading strategies and techniques. In addition, they will dispose of a database including various texts with diverse character for development of reading strategies such as intensive and extensive reading, as well as a database of tasks or activities before, during and after reading and strategies for working with the text.

The research objective is to verify the reading comprehension intervention program in English, to learn the differences in reading comprehension at the beginning and after completion the reading comprehension intervention program for the English language.

INTERVENTION AND FOREIGN LANGUAGE READING COMPREHENSION

Students and teachers today are challenged with pressures that did not exist a few decades ago, or they did not appear to such an extent as today. For various reasons such as behavioural or learning disabilities teachers are forced to take an active approach to identify the specific educational needs of students even before their students fall significantly behind. The effective use of intervention procedures, methods and strategies in the field of education can help the teacher to reveal the weak points of his students and make timely corrections in the problematic area of education.

Reading comprehension is an active process that involves unconscious, goal-directed activity in the brain. Reading texts is a specific cognitive process, while reading as a language skill is the visual perception of a text or the phonetic reproduction of written texts (Stranovská & Ficzere, 2020, 2022). According to Westhoff (1997), reading is a process of first identifying letters and then turning them into words and discovering the meaning of the words. We get the meaning of the sentence from the individual meanings of the words. The skill of reading is not only about identifying letters, but also about how a sentence makes sense in the human brain.

According Stranovská & Ficzere (2020) is reading and understanding the text a complex interactive process, it is a complex cognitive activity. Reading in any language allows information, ideas and perspectives to be shared. On the one hand, texts allow an escape from reality, alternative views of the world, and on the other hand, they are a source of knowledge, provide new vocabulary and stimulate new ways of thinking. From this point of view, we deal with the processes involved in the comprehension of the read text regardless of its language. When we read a text, it is important to make connections between the different parts of the text. Comprehension comes from the interaction between the text and the reader's response. Comprehension of the read text has a multilevel character, it means receiving, internal processing and subsequent interpretation of information, which requires the activity and effort of the individual (Gavora, 1992).

The goal of effective and successful reading comprehension in a foreign language is the student's ability to sort newly acquired information in terms of importance as well as to generalize, think critically, evaluate and use information in different situations. Understanding texts also plays an important role in the psychological development of pupils. It serves as a basis for their perception of the environment (Stranovská et al., 2017).

Understanding is considered in psycholinguistics as a set of partial psychological processes, which lead from sensory perception to understanding the meaning and further to understanding intention of the speaker (Nebeská, 2017). The author further states that there is still no agreement whether the sub-processes involved in understanding take place linearly (as a sequence of steps) or overlap in time. Similarly, opinions differ in the question 'to what extent the sub-processes support each other', or in the question 'when understanding ends and how it is known that the recipient of the text has understood', or 'how words are represented in a mental dictionary of a man'. Understanding from the cognitive-linguistic aspect is related to "thinking about the language competence of the speaker of the language, which is integrated into his cognitive competence, that is within the framework of his abilities to receive and process data, store them in memory and select them from it during mental activities based on operations with them" (Dolník, 2005, p. 41).

The most recent PISA output realized in 2018 classifies comprehension as one of the three text processing procedures, while the other two are information retrieval, evaluation and cogitation. Within the understanding, two aspects are defined, namely "expressing literal meaning" and "making connections and drawing conclusions" (Urban, 2021, p. 9).

According to Szabó & Sokol (2021), text comprehension has the following characteristics:

- relational: between elements of the text and elements of the recipient's cognitive structure,
- procedural (operational): the recipient performs an activity,
- intentional (purposeful): the activity performed by the recipient is intentional; reception (reading) strategies are meant, which are theoretically widely developed.

Different types of connection occur in understanding of the text:

- the connection between the phenomena of objective reality and the elements of the text that indicate these phenomena,
- the connection between the individual elements of the text (words, sentences, syntactic structures),
- to the connection between the elements of the text and the elements of the recipient's knowledge structure (Szabó & Sokol, 2021).

For awareness of these individual connections and for the occurrence of these connections to within the acquisition of reading comprehension skills, work with an intervention or a reading comprehension intervention program is necessary. We have put together an Intervention Program for reading comprehension for the English language, which is a stimulating, supportive program that develops comprehension of the English texts. We pay considerable attention to metacognitive processes: knowledge of the limits in the process of understanding an English text, awareness of the strategy for working with the text, issues with the identification that require solving, creating a plan and strategies, evaluation, self-evaluation and self-reflection.

In the process of the intervention program, we work with a combination of various types of studying foreign language. It is a combination of different, procedures in learning and teaching as well as working with several types of texts. Working with the Intervention in reading comprehension in a foreign language not only connects the interaction of language processes with cognitive processes, supports the affective and social level, but also mediates different methods of working with the text so that the acquired reading comprehension skill could be useful for the further the student's personal life and professional career.

METHODOLOGY

The research goal of our paper is to find out the effect of intervention on improving reading comprehension skills (intervention program) of Slovak high school students, specifically in regards to reading English texts, as well as to find out the strength of improvement in reading comprehension and the duration of this improvement.

The purpose of the program itself is to address the issues of reading comprehension skills among Slovak students. The part of the program concerned with the reading of English texts is designed for students with English language proficiency level of B2 according to CEFR and it aimed at modifying a specific problematic area. In our case, it is the development and strengthening of communicative competences and reading skills of students learning English as a second language. Our research is a part of the national project APVV Development of reading literacy in native and foreign language.

HYPOTHESIS

H1: Intervention will improve the comprehension of English texts.
H2: Improvement in reading comprehension has a tendency to remain.

RESEARCH SAMPLE

Our selected research sample consists of 141 Slovak high school (3rd year) ESL students aged 17-18. Their proficiency level is B1 according to CEFR. Thy are from the following three participating high schools: Golianova Grammar School in Nitra, Secondary Technical School of Mechanical Engineering and Electrical Engineering in Nitra and School of technical Vráble. Classes of participating in the intervention program are considered as experimental groups while classes of students who did not participate in the intervention program are considered control groups.

PROCEDURE

The intervention program was realized in the year 2021 and 2022 in collaboration with several schools across the Nitra region of Slovakia. These were Golianova Grammar School in Nitra, Secondary Technical School of Mechanical Engineering and Electrical Engineering in Nitra and School of technical Vrable. It was carried out during English lessons by teachers who agreed to participate. They used a methodological textbook developed by the UKF research team (Gadušová et al., 2020), where each text and associated tasks and procedures are described.

Only teachers who willingly agreed to participate did so and none of their names are mentioned in this or any other of our studies in order to protect their privacy. They were assured that participation will have no impact on their careers and they can withdraw if they choose to. Students' identities were also protected, as each student signed their tests with assigned codes instead of their names. As such, our research required no prior approval from an ethics committee.

Each lesson of the intervention program is designed to stimulate a specific psychological predictor, such as memory, concentration, inference making and critical thinking in order to improve the students' reading comprehension skills. The intervention encompasses reading comprehension of Slovak texts as well as several foreign languages: English, German and French, Spanish. In our research, we focus on reading comprehension of English texts among high school students.

The desired effects of the program were verified in the participating schools on students divided into experimental groups and contrasted with students divided into control groups. The experimental groups were first given reading comprehension tests before undergoing the program. After the program's completion, they were given the test again in order to verify improvement in their reading comprehension skills. The control groups were given the same tests in the same time period but without undergoing the program. Afterwards, we analysed the gathered data. In this article, we are showcasing partial results of the APVV project research.

RESEARCH METHODS

Our research method for measuring students' performance in comprehending English language texts was a didactic reading comprehension test (Gadušová et al., 2020). It was created and verified by researchers leading in the project APVV-17-0071 in accordance with Slovak and European teaching standards.

The test's goal was to verify the level of reading comprehension of the students. It consists of 4 different English texts, each accompanied with tasks testing reading comprehension. In developing the texts, the authors drawn from various themes that the students encounter in their life. These included leisure activities, interpersonal relationships, school subjects, technology such as computers and mobile phones. The test consists of 21 test items.

RESULTS

Table 1 Characterization of experimental and control groups in regards to reading comprehension

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ES1pretest	24.81	16	1.109	0.277
	ES1posttest	23.50	16	1.633	0.408
Pair 2	ES2pretest	20.33	15	2.024	0.523
	ES2posttest	21.47	15	2.774	0.716
Pair 3	ES3pretest	20.53	15	3.461	0.894
	ES3posttest	23.13	15	1.552	0.401
Pair 4	ES4pretest	10.90	10	5.259	1.663
	ES4posttest	13.40	10	4.600	1.454
Pair 5	ES5pretest	12.60	10	6.240	1.973
	ES5posttest	11.50	10	4.859	1.537
Pair 6	ES6pretest	19.63	8	4.658	1.647
	ES6postestNR	19.50	8	4.472	1.581
Pair 7	ES7pretestNR	13.50	6	6.156	2.513
	ES7posttestNR	20.33	6	4.676	1.909
Pair 8	KS1pretestGO	18.00	13	2.415	0.670
	KS1posttestGO	21.54	13	1.506	0.418
Pair 9	KS2pretestGO	19.75	16	3.958	0.990
	KS2posttestGO	22.13	16	2.277	0.569
Pair 10	KS3pretestGO	21.08	13	3.328	0.923
	KS3posttestGO	22.31	13	2.359	0.654

Source: our own work

Experimental groups from grammar school (from ES1 to ES3) achieved above average results in both pre-tests and post-tests. ES1 reached the highest in both pre-tests and post-tests, with the means of 24,81 and 23,50 respectively. Both technical schools achieved comparatively lower average results. Group E5 from the first technical school displayed the highest standard deviation, meaning the resulting scores varied considerably among students within the experimental group. While standard deviation decreased in most experimental groups after the intervention, it increased in the first two (ES1 and ES2) and decreased in all three control groups (Table 1).

Table 2 Paired Samples Test - finding the differences between the 1st and 2nd measurements

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ES1pretest - ES1posttest	1.313	1.401	0.350	0.566	2.059	3.748	15	0.002
Pair 2	ES2pretest - ES2posttest	-1.133	2.326	0.601	-2.421	0.155	-1.887	14	0.080
Pair 3	ES3pretest - ES3posttest	-2.600	2.874	0.742	-4.191	-1.009	-3.504	14	0.004
Pair 4	ES4pretest - ES4posttest	-2.500	2.121	0.671	-4.018	-0.982	-3.727	9	0.005
Pair 5	ES5pretest - ES5posttest	1.100	3.213	1.016	-1.198	3.398	1.083	9	0.307
Pair 6	ES6pretest - ES6postestNR	0.125	2.167	0.766	-1.687	1.937	0.163	7	0.875
Pair 7	ES7pretestNR - ES7posttestNR	-6.833	4.834	1.973	-11.906	-1.760	-3.463	5	0.018
Pair 8	KS1pretestGO - KS1posttestGO	-3.538	2.757	0.765	-5.205	-1.872	-4.627	12	0.001
Pair 9	KS2pretestGO - KS2posttestGO	-2.375	3.138	0.785	-4.047	-0.703	-3.027	15	0.008
Pair 10	KS3pretestGO - KS3posttestGO	-1.231	3.468	0.962	-3.326	0.865	-1.280	12	0.225

Source: our own work

Table 3 Paired Samples Correlations in measures 1 and 2 (English language)

Paired Samples Correlations				
		N	**Correlation**	**Sig.**
Pair 1	ES1pretest & ES1posttest	16	0.534	0.033
Pair 2	ES2pretest & ES2posttest	15	0.568	0.027
Pair 3	ES3pretest & ES3posttest	15	0.571	0.026
Pair 4	ES4pretest & ES4posttest	10	0.916	0.000
Pair 5	ES5pretest & ES5posttest	10	0.861	0.001
Pair 6	ES6pretest & ES6postestNR	8	0.888	0.003
Pair 7	ES7pretestNR & ES7posttestNR	6	0.632	0.178
Pair 8	KS1pretestGO & KS1posttestGO	13	0.069	0.823
Pair 9	KS2pretestGO & KS2posttestGO	16	0.610	0.012
Pair 10	KS3pretestGO & KS3posttestGO	13	0.294	0.330

Source: our own work

Applying a paired t-test demonstrated an increase of English text comprehension in Golianova Grammar School groups ES1 and ES3 that is statistically significant. Statistically significant increase was not observed ES2. First secondary technical school showed a statistically significant difference in ES4 demonstrated a statistically significant increase but not ES5. Similarly, only one of the two experimental groups from the second technical school (ES7) shows a statistically significant difference. Two control groups (both from grammar school) also showcased a statistically significant increase (Table 2). Paired samples correlations (Table 3) revealed a tendency for increase in all experimental groups, despite groups ES2, ES 5 and ES 6 not showing a statistically significant difference in t-test analysis.

CONCLUSION & DISCUSSION

Research results show the efficiency of the intervention in improving comprehension of English texts at B2 level. Performance in reading comprehension increased demonstrably among examined students. Most experimental groups demonstrated a statistically significant increase in their reading comprehension. However, the extent of this increase varies significantly between studied groups. Five groups show a statistical difference, one had high results before the intervention program but shows a potential to develop further while one demonstrates no statistical significance. Furthermore, there was also a significant increase in one group that did not participate in the intervention program. Nevertheless, the results are substantial enough to support a noticeably positive effect on the reading comprehension skills of most students who participated in the intervention program. We attribute this to continuous work with a wide variety of English language texts that differ greatly in vocabulary, syntax, style and topics. Furthermore, students actively engaged with the texts through tasks designed to stimulate cognitive and metacognitive processes such as memory, deduction, inference making and critical thinking. Focusing on different psychological predictors is essential for successful language acquisition, since language (including reading) is a highly complex and multifaceted process (Dolník, 2005). The topical richness and variety of the texts also helped to facilitate interest in the texts and the English language as a whole (Khonamri et al., 2021). To truly support improving reading comprehension, it is essential to focus not just on the cognitive aspect but also on the affective aspect of language learning, supporting honest interest to read in the target language and increasing motivation to learn it. As such, improving reading comprehension and language learning overall needs to contain a wide variety of activities that support numerous psychological predictors, as well as efforts to arouse honest interest in learning the target language.

It should also be noted that while not all student groups demonstrated a statistically significant increase in in reading comprehension skills, we still observed a tendency for improvement, which is of a continuous character, suggesting a potential for improvement in reading comprehension skills among these students. This was demonstrated by the paired sample correlation results. An example of this is ES5. Another interesting observation is how one particular group (ES7) demonstrated high levels of correlation, thereby indicating a high improvement in reading comprehension abilities. This is supported both by statistical significance

proven by paired t-test analysis and by the highest mean difference before and after the intervention program of all groups (from 13,50 to 20,33). However, paired sample correlation results do not support a constant tendency for this growth. This indicates that such a sudden improvement in reading comprehension is over a short period of time is unlikely to continue at such high rate and will contract at some point. Improvement of reading comprehension is a gradual process that requires time to develop. Apart from showcasing the positive impact of the intervention program on students' performance in reading and comprehending English texts, our research suggests that a too sudden increase in reading performance does not guarantee a consistent improvement of reading comprehension skills over time. We conclude that with the exception of this group, most examined have shown a tendency to gradually improve in their reading comprehension. This confirms our hypothesis. A possible limitation of our study is the fact that all participating schools were from the Nitra region of Slovakia. Nevertheless, our findings provide valuable insight into reading comprehension skills of Slovak ESL learners with B2 proficiency level and how those skills can be improved. Therefore, the results are representative for this particular demographic and have practical applications in English language teaching in Slovakia. More research focused on improving reading comprehension with larger and more varied research sample (such as participation of more schools from different regions of Slovakia) will likely contribute further insight and understanding into this topic, thus helping to develop more efficient means of language teaching with particular focus on reading.

ACKNOWLEDGEMENT

This work was supported by the Slovak Research and Development Agency under the contract No. APVV-17-0071, by the European Commission under program ERASMUS+ 2022-1-SK01-KA220-SCH-000085608, by the Cultural and educational grant agency (KEGA) under the contract No. 021UKF-4/2023.

References

Azizi, M., Králik, R., Petrikovičová, L., & Tkáčová, H. (2020). A comparative study of the effects of self-assessment and peer feedback on literature students' oral production. *Science for Education Today*, *10*(5), 10-27. http://dx.doi.org/10.15293/2658-6762.2005.01

Capellini, S. A, Pinto, C. D. A. R., & Cunha, V. L. O. (2015). Reading comprehension intervention program for teachers from 3rd grade' students. *Procedia Social and Behavioral Sciences,* 174, 1339-1345. https://doi.org/10.1016/j.sbspro.2015.01.756

Dolník, J. (2005). Jazykový systém ako kognitívna realita [Language system as a cognitive reality]. In J., Rybák, V. Kvasnička, & I. Farkaš (Eds), *Jazyk a kognícia* [Language and cognition] (pp. 39–83). Kalligram.

Gadušová, Z., Hricková, M., Hvozdíková, S., Miššíková, G., Šafranko, C., Havettová, R., & Ďurišová, S. (2020). *Intervenčný program čítania s porozumením pre anglický jazyk B1* [Intervention program for reading comprehension for English language B1]. Verbum.

Gadušová, Z., Pavlíková, M., & Havettová, R. (2021). Intervention in teaching reading in a foreign language: development of divergent thinking and ambiguity tolerance. *Journal of Education Culture and Society*, *12*(1), 297–313. https://doi.org/10.15503/jecs2021.1.297.313

Gavora, P. (1992). *Žiak a text* (1. vyd.) [Pupil and text (1st ed.)]. Slovak Pedagogical Publishing House.

Johnston, A. M., Barnes, M. A., & Desrochers, A. (2008). Reading Comprehension: Developmental Processes, Individual Differences, and Interventions. *Canadian Psychology-Psychologie Canadienne*, *49*(2), 125-132. https://doi.org/10.1037/0708-5591.49.2.125

Khonamri, F., Pavlíková, M., Falahati, M., & Petrikovičová, L. (2021). Investigating the Co-Development of Reading Fluency and Reading Comprehension through Mindful Teaching of Collocations in EFL Classroom. *Science for Education Today*, *10*(3), 1-21. http://dx.doi.org/10.15293/2658-6762.2003.01

Nebeská, I. (2017). Porozumění řeči [Speech comprehension]. In P. Karlík, M. Nekula, J. Pleskalová (Eds.), *CzechEncy – Nový encyklopedický slovník češtiny* [CzechEncy – New encyclopedic dictionary of the Czech language]. Grant Agency of the Czech Republic https://www.czechency.org/slovnik/POROZUM%C4%9AN%C3%8D%20%C5%98E%C4%8CI

Urban, K. (2021). Metakognitívne procesy a stratégie čítania a učenia. [Metacognitive processes and reading strategies and learning] In: J. Miklovičová, & J. Valovič, *Čitateľská gramotnosť. Výsledky slovenských žiakov v štúdii PISA 2018. Tematická správa.* [Reading literacy. Results of Slovak

students in PISA 2018. Thematic report] (pp. 80-88). Národný ústav certifikovaných meraní vzdelávania. https://www2.nucem.sk/dl/4867/tematicka_sprava_citatelska_gramotnost_PISA_2018.pdf

Stranovská, E., & Ficzere, A. (2020). *Intervencia a prediktory čítania s porozumením* [Intervention and predictors of reading comprehension]. Verbum.

Stranovská, E., & Ficzere, A. (2022). *The Application of Intervention Programmes and the Development of Reading Comprehension Predictors*. Verlag Dr. Kovač.

Stranovská, E., Ficzere, A., & Szabó, E. (2022). Experimental Verification of the Reading Comprehension Intervention for the German Language as L3. *Journal of Education Culture and Society, 13*(2), 369-381. https://doi.org/10.15503/jecs2022.2.369.382

Stranovská, E., Gadušová, Z., & Horníčková, M. (2022). Intervention program for reading comprehension in foreign languages. In L. G. Chova, A. Lopez & I. C. Torres (Eds.), *INTED 2022* (pp. 4098-4105). IATED Academy. https://doi.org/10.21125/inted.2022

Stranovská, E., Gadušová, Z., & Szabó, E. (2022). Developing foreign language text comprehension in the process of application of intervention program for reading comprehension in English. In L. G. Chova, A. Lopez & I. C. Torres (Eds.), *INTED 2022* (pp. 4132-4140). IATED Academy. https://doi.org/10.21125/inted.2022

Stranovská, E., Lalinská, M., & Boboňová, I. (2017). Perception of the Degree of Importance of Teacher's Professional Competences from the Perspective of Teacher and Head Teacher in the Evaluation Process of Educational Efficiency. *Pedagogika*, *127*(3), 5-20). https://doi.org/10.15823/p.2017.36

Szabó, E., & Sokol, A. (2021). Úroveň porozumenia cudzojazyčných textov a kognitívny process [Level of comprehension of foreign language texts and cognitive process]. In R. Kvapil (Eds.), *Foreign Languages in Changing Times XI* (pp. 350-358). https://faj.euba.sk/www_write/files/veda-vyskum/2021_cudzie_jazyky_v_preme nach_casu_112020_opravene_zmensene.pdf

Westhoff, G. (1997). *Fertigkeit Lesen* [Reading skill]. Goethe-Institut.

Wu, Y., Barquero, L. A., Pickren, S. E., Barber, A. T., & Cutting, L. E. (2020). The relationship between cognitive skills and reading comprehension of narrative and expository texts: A longitudinal study from Grade 1 to Grade 4. *Learning and Individual Differences*, *80*, 101848. https://doi.org/10.1016/j.lindif.2020.101848

Xie, Z., Wang, W., Chu, X., Qiu, Q., Yuan, F., Huang, J., & Chen, M. (2021). Contributions of Demographics, Language Learning Experience, and Cognitive Control to Chinese Reading Comprehension. *Frontiers in Psychology, 12*. https://doi.org/10.3389/fpsyg.2021.770579