

## Real-Life Reading: A systematic Review

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**Abstract:** Real-life reading, which is defined as reading that takes place in regular situations outside of controlled environments, is examined in this systematic study. The study's objectives are to determine the variables affecting these behaviors, analyze the approaches taken, and point out areas that require more investigation. A thorough database search was carried out using PRISMA criteria and keywords like "real-life reading" and "everyday reading." Laboratory-based research were removed, while those that focused on naturalistic reading behaviors were included. Key findings, methods, participant demographics, and objectives were all covered in the data extraction process. Three primary themes emerged from the review: (1) Contextual Factors: Situational and environmental factors have a big impact on reading habits; (2) Technological Influences: Digital devices have changed how people read; and (3) Methodological Challenges: Studying real-life reading is made more difficult by problems like ecological validity and participant variability. The results indicate that reading in real life is dynamic and context-dependent, although there are no established approaches in the literature. To properly record natural reading activities, new technologies are required, such as digital logs and wearable eye-trackers. To improve generalizability, future research should also examine a variety of populations and environments. By highlighting the significance of closing gaps between research and practical reading behaviors, these insights can guide interventions, technological design, and instruction to increase everyday reading engagement.

**Key Words:** Real-life reading; systematic review ; everyday reading; PRISMA; Wearable eye-tracking

## INTRODUCTION

The capacity to read and understand texts in the context of daily life is becoming more and more crucial in the quickly expanding digital era. The term "real-life reading" describes a person's capacity to assess, analyze, and apply knowledge gleaned from a variety of reading sources in authentic contexts. These abilities are necessary for social interactions, decision-making, and problem-solving in daily life in addition to academic settings. Even while a lot of research has been done on reading skills in general, little is known about how these skills are used in real-world situations.

Numerous works of literature demonstrate that reading is not only a necessary academic ability but also a critical one in forming a person's perception of the world. (Gee, 2014), for instance, highlights the significance of social context in the reading process, where a person's cultural background and experiences have a significant impact on text comprehension. Furthermore, (Dwyer & Street, 1997) contends that literacy encompasses the capacity to comprehend and apply information in a broader social context in addition to technical reading

and writing abilities. This implies that reading about everyday life is crucial for giving people the tools they need to adjust and contribute to a complicated society.

In this regard, the purpose of this essay is to discuss the value of reading in everyday situations, pinpoint the difficulties people encounter while using their reading skills, and offer suggestions for enhancing them. Lack of motivation, restricted access to high-quality reading materials, and trouble connecting the material read to personal experiences are a few of the difficulties that are frequently faced. It is intended that by comprehending real-life reading, readers will be more equipped to handle a variety of scenarios that call for in-depth and relevant text comprehension. In order to help people apply the knowledge they learn to make better decisions, this article will also go over techniques for enhancing reading comprehension in the context of daily life.

### ***Research questions***

R1. How does social and cultural context affect one's ability to read in everyday life?

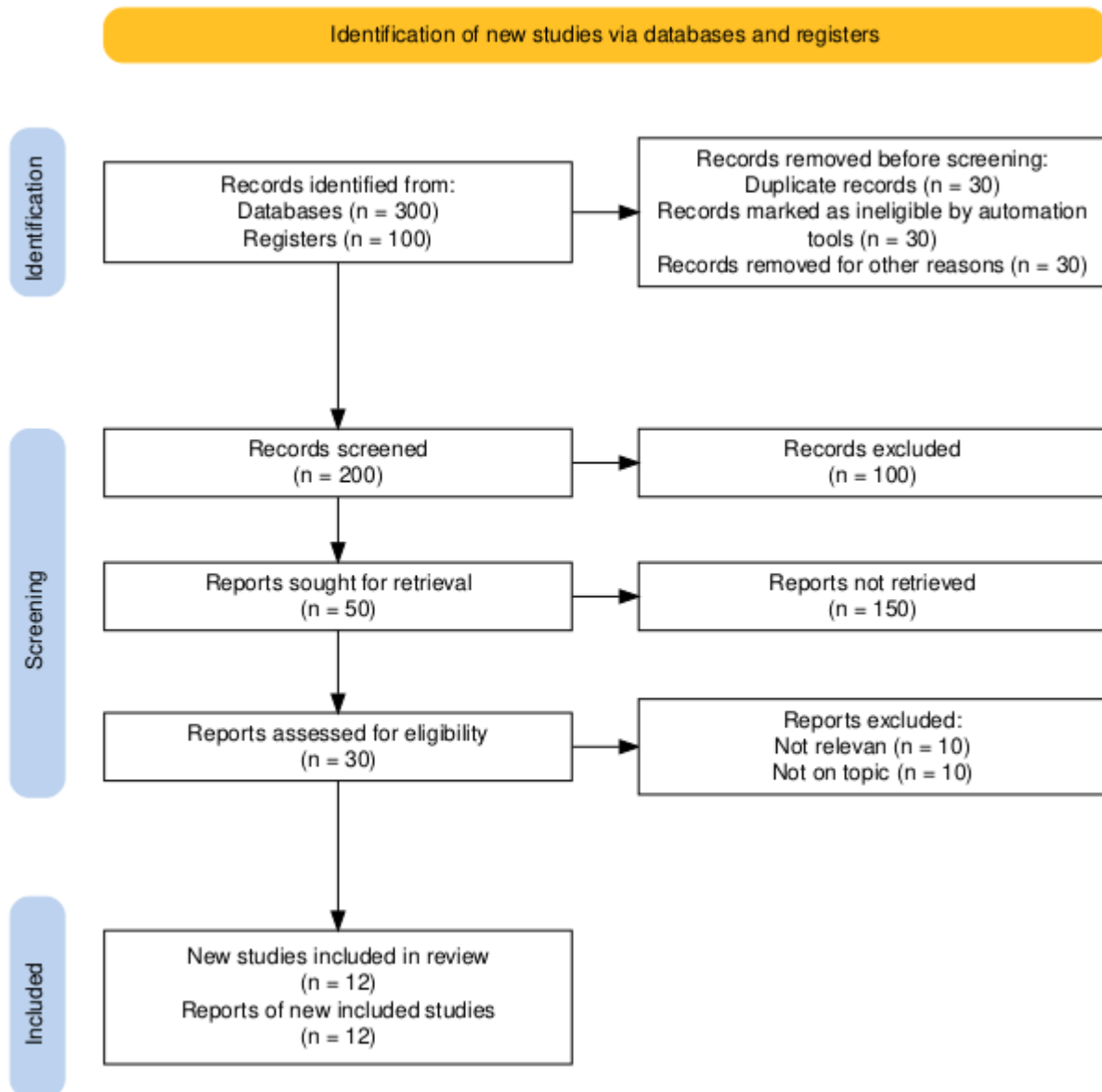
R2. What methods can be used to improve reading skills in real life for people with different educational and social backgrounds?

## **RESEARCH METHOD**

In order to investigate people's experiences and opinions on real-life reading—a reading practice that centers on texts that are pertinent to daily life—this study used a qualitative methodology. The selection of qualitative methods was based on their capacity to offer profound understandings of the situations and meanings that participants encountered, as well as to discern subtleties that may not be apparent using quantitative methods. In-depth interviews and focus groups will be used to gather data for this study, enabling the researcher to more thoroughly examine the opinions, emotions, and experiences of the participants.

This study will also use the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flowchart to make sure that the process of choosing and synthesizing pertinent material is carried out in an organized and transparent way. The procedures followed in the identification, selection, and quality evaluation of research pertaining to real-life reading will be demonstrated using the PRISMA diagram. Researchers can clearly see the quantity and kind of studies analyzed by utilizing this diagram, which also helps them visualize the progression of the research process from the first literature search to the selection of studies that satisfy the inclusion criteria.

This study intends to give a deeper understanding of how people perceive reading in real life and to pinpoint the elements that impact these reading behaviors in the context of daily life by utilizing a combination of qualitative approaches and PRISMA diagrams. It is anticipated that the findings of this study will make a substantial contribution to the advancement of literacy theory and practice. They will also offer suggestions to practitioners and educators who wish to improve persons' access to relevant and meaningful reading experiences.



**Figure 1.** PRISMA Flowchart of the selection process

## RESULTS AND DISCUSSION (Font size: 12, Times New Roman, Bold, Capital Letters)

Table 1

Summary and characteristics of the final studies selected

| No. | Authors & Year               | Country   | Research Objectives                          | Method                            | Key Findings                        | Implications                             |
|-----|------------------------------|-----------|--|-----------------------------------|-------------------------------------|--|
| 1.  | (Sugiarti & Prihatini, 2023) | Indonesia | By combining engaged reading techniques with | This study's methodology combined | 1. According to research, students' | Teachers and lecturers can enhance their |

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|    |                      |           | discovery learning, this study aims to investigate students' literary appreciation abilities in identifying real-life representations in short tales.                                | discovery learning with engaged reading techniques. Students who had taken the Prose course and had prior experience reading literary texts were also asked to provide data for the study. | experiences, their capacity to expound on information, and their understanding of real-life representations in prose can all be enhanced by the combination of engaged reading and discovery learning.<br><br>2. A more complex knowledge structure was produced by activating existing knowledge and adding new information from the short story.<br><br>3. Understanding intrinsic components increases students' reading motivation more than extrinsic ones. | students' literary reading skills by combining discovery learning with engaged reading practices. To increase the generalizability of the findings, more diverse people should be included in future studies. |
| 2. | (Dania & Adha, 2021) | Indonesia | The study's goal was to investigate the difficulties first-year EFL (English as a Foreign Language) students encounter when trying to understand authentic online reading materials. | The study used a descriptive qualitative approach and concentrated on the difficulties faced by 22 first-year English education majors at a private university in Padang,                  | 1. Coming across an excessive number of new terms, expressions, and lingo.<br>2. Texts that were too long or unrelated to their interests were difficult to understand.  | According to the study, teachers should think about rewriting challenging terminology in these texts to improve understanding even though online authentic materials are                                      |

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|    |                         |             |  | Indonesia. Questionnaires, interviews, and observation were used to gather data.   | 3. Difficulties understanding unique vocabularies that were foreign to them, such proverbs  | helpful for enhancing language abilities. It is advised that future studies concentrate on the utilization of authentic web resources for particular genres.  |
| 3. | (Sobczak et al., 2022)  | Poland      | Building a real-time testing platform for unmanned ground vehicles and evaluating LiDAR-based and monocular SLAM algorithms in two distinct settings—an indoor setting and a rural scene—are the goals of this research. | 1. Communication efficiency comparison between UDP Bridge and ROS#. 2. LiDAR-based SLAM error levels are compared between simulation and reality. 3. Actual and expected trajectories in indoor and outdoor settings are compared. 4. SLAM algorithms (ORB SLAM2 and Google Cartographer) are being tested for decontamination robots in both indoor and outdoor settings. | 1. Compared to ROS#, the suggested solution (UDP Bridge) is substantially faster. 2. The simulation and real-world SLAM errors are fairly close, suggesting that the simulation framework may be evaluated using this verification process. 3. Real-time operation of Google Cartographer is possible with data transmitted via UDP Bridge. | Other researchers can utilize the developed test platform as a foundation to extend current solutions and develop their own ROS-compatible test platforms. This illustrates how testing autonomy algorithms in a variety of complicated contexts could be improved. |
| 4. | (Franssen et al., 2024) | Netherlands | Comparing randomized controlled trials   | 1. Two separate reviewers used the web program   | Prehabilitation can reduce LoS and the likelihood   | According to the findings, prehabilitation  |

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|    |                            |       | <p>(RCTs) and observational studies examining prehabilitation in patients undergoing colorectal surgery, particularly with regard to the relationship between prehabilitation and postoperative complications and length of stay (LoS), was the main goal of the systematic review and meta-analysis. Comparing RCTs to observational studies in terms of participation rates, patient characteristics, and prehabilitation intervention characteristics was the secondary goal.</p> | <p>Rayyan to choose the studies, and the first author extracted the data into pre-made data tables. Other reviewers verified that the data were consistent.</p> <p>2. Several statistical tests were employed to compare continuous and categorical data, and statistical analyses were carried out using Review Manager (RevMan) with a random effects model to account for heterogeneity.</p> <p>3. The Cochrane Risk of Bias 2 tool for RCTs and the Cochrane ROBINS-I tool for observational studies were used to assess the risk of bias.</p> | <p>of postoperative complications, according to a pooled analysis of observational study results. RCTs, however, did not find a correlation between prehabilitation and postoperative outcomes. Furthermore, because observational study participants were older and had more severe comorbidities, RCT patients did not accurately represent real-world practice.</p> | <p>might be helpful in real-world situations, however because patient characteristics vary, RCT results might not apply to the general population. This suggests that in order to assess the efficacy of prehabilitation therapies, particular observational study designs that more closely mirror actual practice are required.</p> |
| 5. | (Elías-Cabot et al., 2024) | Spain | <p>To assess the effects of applying an artificial intelligence (AI) system to assist human double reading in a real-world setting of a digital breast</p>   | <p>The performance of double reading screening using mammography and tomosynthesis following the use of AI as decision</p>   | <p>Comparing double reading with AI support to double reading without AI support, the study discovered an increase in CDR, PPV, and RR. In</p>   | <p>According to the results, AI that supports human double reading increases the precision of breast cancer screening programs in</p>   |

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|    |                             |        | tomosynthesis (DBT) and digital mammography (DM) breast cancer screening program   | support was examined in the study. 11,998 women in a sequential cohort were involved, and double reading was done while AI support was in place to automatically identify and highlight lesions that might be signs of breast cancer. Positive predictive value (PPV) of recalls, recall rate (RR), and cancer detection rate (CDR) were used to gauge performance. A McNemar test was used to compare the study group's results to those of a control group. | particular, the RR increased by 0.7% (from 5.4 to 6.1; $p < 0.001$ ), the PPV increased by 4% (from 10.6 to 14.6; $p < 0.001$ ), and the CDR increased by 3.2/‰ (from 5.8 to 9; $p < 0.001$ ). | practical contexts, boosting the efficacy of digital breast tomosynthesis and digital mammography.   |
| 6. | (Spjeldnæs & Karlsen, 2024) | Norway | The study intends to investigate how readers manage distractions after making digital connections and how digital reading technology affects reading habits. It focuses on comprehending how readers interact with | Using an inductive technique and a thematic analysis, the study creates categories and themes from interviews with Norwegian readers. 23 categories pertaining to reading practices   | 1. Digital affordances assist readers to immerse themselves in literature by improving reading opportunities and facilitating a detachment from digital distractions.<br>2. Devoted            | The results point to the need for more investigation into how digital affordances affect non-readers and less committed readers. Furthermore, the study shows that future audience and reading research must |

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|    |                         |         | various reading materials, especially the distinctions between digital and analog formats.   | were produced by the analysis, which comprised coding in NVivo. The interviews were conducted in Norwegian with the first author providing translations, and the informants were anonymised.  | readers show a great awareness of the need to safeguard their reading time despite digital distractions by devising ways to get around barriers to reading.<br>3. The study notes that the availability of digital formats has led to a shift in the way people consume literature, making it less focused and more informal, however it also points out that avid readers actively work to keep up their reading habits. | comprehend the structural changes in literary reading brought about by digitization and streaming services.   |
| 7. | (Pflepsen et al., 2020) | Nigeria | Assessing and reporting on students' acquisition of fundamental reading abilities is the main goal of the Early Grade Reading Assessment (EGRA), especially in low- and middle-income nations. The study intends to explore the tool's suitability for various | In order to gather data for the EGRA's implementation in northern Nigeria, the existing EGRA Hausa instrument was modified and given both before and after an intervention aimed at enhancing teachers' literacy training and kids' learning results. | 1. Since a sizable portion of kids had zero scores on some EGRA-measured skills, it has been suggested that the test frequently emphasizes pupils' limitations rather than their strengths.<br>2. Discussions over the efficacy of teaching kids to read in a language they understand have   | According to the results, EGRA is a useful instrument for evaluating literacy, but it also identifies important areas where teaching methods need to be improved. Stakeholders can learn from the data gathered how important it is to improve literacy training and resources. |



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|    |                 |        | contexts, the instrument adaption process, the logistics of data collecting, and the assessment's effectiveness in promoting literacy development.  | Every stage of the assessment process as well as the planning and execution of the intervention involves stakeholders. The test covered a range of skills and was used to determine the impact of certain reading improvement programs or to establish a baseline of children's reading proficiency at the national or regional level. | been sparked by the findings, which showed poor reading levels among kids despite supportive policies for language use in the classroom.<br><br>3. When the results were being distributed, the focus was on the necessity of improving education for every child by better teaching essential skills and providing reading materials.                  | The difficulties faced during data collection also highlight how crucial careful preparation and teamwork are to guaranteeing the authenticity and quality of the data.   |
| 8. | (Mohinur, 2020) | France | The study aims to investigate the use of real resources in reading instruction, stressing the advantages, difficulties, and workable solutions for successful integration in language learning. | The study uses a theoretical framework to facilitate the incorporation of real resources, going over useful implementation techniques and analyzing the advantages and difficulties of using them in reading instruction. Additionally, it makes use of a number of theoretical stances, including Task-Based Language                 | 1. By exposing students to a variety of language usage, genuine materials improve their reading comprehension abilities and get them ready for communication in the real world.<br>2. Students who interact with real texts are better able to acquire critical reading skills like summarizing, predicting, inferencing, and monitoring comprehension. | According to the results, incorporating real resources into reading lessons can greatly improve intercultural competency and language learning results. Teachers are urged to use these resources and employ successful teaching techniques to produce engaging lessons that equip students for language use in authentic situations. |

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|     |                          |           |  | Teaching (TBLT) and Communicative Language Teaching (CLT), to assist teachers in creating efficient teaching methods.   | 3. Adapting to learners' skill levels, cultural variations, access problems, and time limits are some of the difficulties that may arise with integrating real resources.  |   |
| 9.  | (Anggraini et al., 2024) | Indonesia | According to a comprehensive literature analysis, the goal of the study is to investigate the effects and methods of teacher-parent collaboration in improving kids' critical reading abilities. | The study focused on peer-reviewed papers released in the previous ten years and used a systematic literature review methodology. Studies involving primary school students between the ages of 6 and 8 that examined teacher-parent collaboration in connection to children's literacy, particularly critical reading skills, met the inclusion requirements. Eleven articles in all were chosen for in-depth examination due to their caliber and pertinence. | The results show that children's literacy development and critical reading abilities are generally improved by teacher-parent collaboration. The majority of the analyzed research reported positive results from these kinds of partnerships. Nonetheless, certain obstacles were noted, such as poor communication and a lack of parental awareness, which can impede productive teamwork. | The results' implications imply that encouraging cooperation between educators and parents might greatly improve kids' critical reading skills. To maximize the success of these cooperative efforts, it is imperative to address the issues that have been identified. |
| 10. | (Adelina, 2023)          | Indonesia | Using online pre- and post-questionnaires, the   | Open-ended pre- and post-questionnaires   | The answers to the post-activity surveys show that   | According to the results, reading activities can  |

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|     |                             |      | study seeks to ascertain students' prior knowledge or experiences on a certain topic and determine whether the reading passage might enhance or alter their opinions after reading.  | completed by participants are used in this qualitative study. This approach makes it possible to examine human social situations, motivations, and behavioral reflections in great detail. The study only included a small number of respondents, which implies that more qualitative techniques like interviews and a bigger sample size could be used in future studies. | there are inclinations to change one's mind following a reading exercise. Furthermore, the follow-up questions revealed information about students' understanding, and certain respondents gave high percentages of accurate answers.  | improve comprehension and engagement by incorporating students' prior knowledge and life experiences. Because it enables learners to make connections between the reading material and their existing knowledge, this method may be especially helpful for lower-level ESL students.                                   |
| 11. | (Nilforoushan et al., 2023) | Iran | The purpose of the study was to assess the actual use of metacognitive reading methods across narrative and expository English texts and investigate if Iranian EFL learners with different reading levels had different perceptions of these tactics. | The Oxford Placement Test, a Persian Reading Comprehension Placement Test, and English and Persian Perceived Reading Strategy Questionnaires were among the tests and questionnaires administered as part of the mixed methods methodology used in the study. Chi-   | The results showed that Iranian EFL learners' perceptions of the frequency and kind of global reading techniques did not differ significantly. The frequency and kind of reading tactics used to solve problems, however, varied significantly. The study discovered that while learners | According to the study, teaching L2 readers metacognitive strategies can improve their understanding of English texts. It also suggests that in order to improve students' attitudes toward reading and assist them understand the value of metacognitive techniques for meaning-making and improving their processing |

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|     |                         |           |  | square tests, MANOVA, and theme-based analysis were used to examine the data.  | employed different support-reading strategies, they employed comparable global and problem-solving strategies for both narrative and expository texts. While summarizing and posing questions were more popular for narrative materials, paraphrasing, circling information, and reading aloud were the most often used support tactics for expository texts. | abilities, reading strategy teaching ought to be incorporated into the reading curriculum.  |
| 12. | (Jasionis et al., 2021) | Lithuania | Investigating the link between social cognition (SC) and epilepsy characteristics and real-life outcomes, including education, employment, and relationships among PWEs, was the aim of the study. | Eighty-one epileptic patients who completed theory of mind (ToM) and emotion recognition (ER) activities made up the study's targeted sample size. Numerous statistical techniques, including one-way ANOVA, chi-square tests, Mann-Whitney U tests, and logistic regression, were | 1. When it came to ToM tasks, patients with epilepsy—especially those with extra-temporal epilepsy (ETE) or temporal lobe epilepsy (TLE)—performed lower than healthy controls (HC).<br>2. The subgroups with generalized epilepsy (GGE), ETE, and TLE did not significantly differ in their SC   | The results imply that PWEs' social functioning and quality of life may be adversely affected by deficits in social cognition. The study emphasizes the need for more investigation into how SC affects PWEs' chances to live happy, full lives in society. Interventions targeted at enhancing the social functioning of people with |

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|  |  |  |  | used in the analysis to examine the connections between SC and the degree of education attained, work status, and quality of life. | performance, suggesting that GGE is also somewhat impaired.<br>3. SC was not linked to the cause of epilepsy or seizure lateralization, but it was linked to the frequency of seizures and the quantity of antiepileptic drugs (ASMs).<br>4. Quality of life and SC were found to be correlated, albeit this could be impacted by underlying depressive symptoms.<br>5. ToM and ER did not directly connect with work status or the capacity to form close relationships, although they were associated with the patients' educational attainment. | epilepsy may also benefit from an understanding of the connection between SC and actual outcomes. |
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More successful reading skills training programs may be developed using the tactics that participants highlighted, such as talking with friends and choosing pertinent reading materials. Giving them the appropriate resources and techniques will enable them to use their reading abilities more effectively in everyday situations.

All things considered, this study emphasizes how critical it is to comprehend real-life reading as a sophisticated and varied talent. This study offers important insights into people's experiences and the difficulties they encounter when using their reading abilities in daily life by taking a qualitative approach and applying the PRISMA method.

## CONCLUSION

The results underscore important understandings of the topic and its applicability to wider settings. The main findings highlight trends and linkages that broaden our comprehension and offer useful applications. These results are significant because they provide a basis for further research and decision-making in addition to filling up current knowledge gaps. Stakeholders can make well-informed decisions that lead to significant advancements in their respective fields by utilizing these information.

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