

Exploring EFL Teachers' Teaching Process in Reading PISA-Like Reading Texts
Mengeksplorasi Proses Mengajar Guru EFL dalam Membaca Teks setara PISA

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Naskah Diterima Tanggal 14 Desember 2021—Direvisi Akhir Tanggal 10 April 2022—Disetujui Tanggal 20 Desember 2022
doi: <https://doi.org/10.26499/rnh.v11i2.4683>

Absrak

Jurnal ini menyajikan sebagian hasil dari proyek penelitian yang bertujuan untuk mengembangkan program pelatihan bagi guru untuk mengajar teks membaca setara PISA dengan 24 guru peserta (10 guru bahasa Indonesia dan 14 guru bahasa Inggris) yang dilakukan pada tahun 2021. Bagian lain dari proyek penelitian ini juga telah dilaporkan dalam Emilia, Sujatna, dan Kurniasih (2022). Studi ini berpusat pada tahap awal pelatihan, yang berfokus pada kemampuan awal guru dalam mengajarkan membaca sebelum diberikan input pelatihan. Data penelitian diperoleh dari sesi peer teaching dan RPP yang dibuat oleh guru sebelum diberikan sesi input pengajaran teks bacaan mirip PISA. Data penelitian kemudian dianalisis berdasarkan teori PISA Reading (OECD, 2019), membaca sebagai proses sosial (Wallace, 1992; Gibbons, 2014), dan pengajaran bahasa berbasis teks (Emilia, 2011; Rose & Martin, 2012; Mawar, 2020). Hasil penelitian menunjukkan bahwa beberapa guru terlihat mampu untuk menjembatani akses siswa untuk membaca teks dengan mengaktifkan pengetahuan awal mereka yang dapat membantu mereka memahami teks. Namun demikian, beberapa guru terlihat masih belum memberikan bimbingan kepada siswa ketika mereka membaca. Hasil ini menunjukkan bahwa guru masih membutuhkan bimbingan untuk mengajar membaca, terutama dalam mengajar teks bacaan mirip PISA. Oleh karena itu, data mengkonfirmasi perlunya pelatihan guru untuk mengajar teks bacaan seperti PISA.

Kata-kata Kunci: membaca PISA, proses membaca sebagai proses sosial, pengajaran membaca

Abstract

This paper presents partial results of a research project aiming to develop a training program for teachers to teach PISA-like reading texts with 24 participating teachers (10 Indonesian language teachers and 14 English language teachers) conducted in 2021. The result of the study has also been reported in Emilia, Sujatna, and Kurniasih (2022). This study centers around the early stage of training, focusing on the teachers' initial ability in teaching reading practice prior to the training. The data were collected from peer teaching and lesson plans made by the teachers prior to the sessions on teaching PISA-like reading texts. The data were then analyzed based on the theory of PISA Reading (OECD, 2019), reading as a social process (Wallace, 1992; Gibbons, 2014), and teaching reading through the use of text-based instructions (Emilia, 2011; Rose & Martin, 2012; Rose, 2020). The result of the study shows that some teachers had bridged the students' access to text by activating their prior knowledge to help them understand the text. Nevertheless, some teachers had not provided guidance for the students when they read. This result suggests that the teachers still need guidance to teach reading, especially in teaching PISA-like reading texts. Hence, the data confirm the need for training teachers to teach PISA-like reading texts.

Keywords: PISA reading, reading as a social process, teaching reading

How to Cite: Rahmadina, K. P. dan Emi Emilia. (2022). Exploring EFL Teachers' Teaching Process in Reading PISA-Like Reading Texts. *Ranah: Jurnal Kajian Bahasa*, 11(2), 503—520. doi: <https://doi.org/10.26499/rnh.v11i2.4683>

INTRODUCTION

Literacy has been a new buzzword in Indonesia, especially for the last two decades since Indonesia participated in PISA in 2000. Reading, which is a part of literacy competency, plays a significant role in education. The ability to read is crucial not only to make sense of a text, but also to maintain functional competence (broader learning), success in education, independence, and quality of life (Matlin, 2014; Oakhill, Cain, & Elbro, 2006). However, according to The Programme for International Student Assessment (PISA) developed by OECD, Indonesian students' literacy performance fell below average (OECD, 2018), which calls for more action on the matter though attempts in improving the students' reading comprehension and literacy have continuously been made.

Considering teachers as one of the aspects contributing to students' success in reading, the researchers in a collaborative research project and training program of three state universities in Indonesia conducted a study that aimed to develop a teacher development program as an attempt to help teachers to teach reading and improve students' literacy skills that are up to par with PISA-expectations. The program intends to introduce the use of text-based instruction to 10 Bahasa Indonesia teachers and 14 English teachers. The result of the training program has been partially reported in Emilia et al., (2022) and Fadhillah and Emilia, (2022).

The training program was organized in six meetings and aimed to introduce the teachers to the essential knowledge of PISA reading, the ability to estimate text difficulty of a text, the teacher's ability to develop PISA-like reading texts and test items, and the pedagogical aspects of teaching reading. Out of the six meetings, the program provided one peer teaching session before the input session for teaching PISA-like reading texts. This is conducted to provide a snapshot of the teachers' usual practice of teaching reading and to identify which aspect has been done well by the teachers and what can be improved.

This paper centers around the participating teachers' initial ability in teaching reading prior to the input on teaching PISA-like reading texts. In the interest of space, this study focuses only on the way the teachers ensure the students' access to interact with the PISA-like reading texts by reviewing their lesson plan and observing the peer-teaching in the initial stage of the training. This study drew on the framework of teaching reading as a social process (Gibbons, 2014; Luke & Freebody, 1997; Wallace, 1992, 2003) a functional perspective of reading (Rose, 2020; Rose & Martin, 2012), and PISA Reading (OECD, 2019, 2021) in line with the theoretical foundation of the larger study of the training program.

The result of this study is relevant for the training as it can explore how much the teachers know about the basic principles of teaching reading before getting any input on teaching reading in the training program. Furthermore, literature on exploring teachers' practice of teaching reading is still considered rare (Salem, 2016) compared to other dimensions in the teaching reading such as the students as readers (Becker et al., 2010; Troyer et al., 2019) and the instructions that can help students to read (Duke & Pearson, 2009; Rupley et al., 2009; Spörer et al., 2009). Therefore, this study could also enrich the body of knowledge on teachers' practices in teaching reading and on the teaching of PISA-like reading texts.

THEORETICAL BASIS

There are several theories drawn on in this study. This includes the theory of reading as a social process, PISA Reading, and the text-based instruction introduced in the study (SFL-GBA and Reading to Learn).

Reading As a Social Process

Reading is a social activity and it is considered social in the sense that “readers and writers enact their roles as members of communities; social in that it unfolds in a social context” (Wallace, 2003 p. 9). In other words, this concept of reading believes that there are relationships in texts; it always comes from or is intended for someone (Luke & Freebody, 1997). The meaning of the text is constructed and reconstructed as the readers bring their own interpretations of what they read considering their life experiences which is ‘deeply social in nature’ (Jacobs & Shegar, 2018). Hence, the teaching and learning practice branched from this perspective is reflected in the kind of practices that involve the teacher as mediator between the text producer or author, the text and the students (Wallace, 2003) which requires an active participation and interaction of the learners involved in it (Lantolf, 2006; Samar & Dehqan, 2012; van Compernelle & Williams, 2012).

Rose and Martin (2012) and Rose (2020) suggested a similar concept under the theory of functional perspective of reading, and address that “the task of learning reading is addressed from two perspectives—the problem of teaching reading in the classroom, and the nature of the reading task itself” (Rose and Martin, 2012, p. 120).

The notions discussed above are closely linked to both PISA reading and the theory of text and context by (Halliday, 1975; Halliday & Hasan, 1989) and the texts of social practices (Mickan, 2012) which believes that texts are integral to everyday life, that they are ‘threaded into the social fabric of relationships, work and leisure’ (Mickan, 2012, p. 24). Interaction with texts results in a specific meaning, which led to the classification of text genre, one of the basic foundations of literacy instructions under the theory of systemic functional linguistics.

PISA reading also considers the context of a text in assessing students’ reading ability by setting a scenario for the texts and tasks based on the demand of 21st century reading (Alexander et al., 2012). This is due to their conception of reading as ‘a purposeful act that occurs within the context of particular goals’ (OECD, 2019), which makes the theory of reading as a social process a suitable theoretical lens for reviewing teaching reading under this study. In what follows, we will discuss how PISA Reading considers reading as a social process while adhering to the demand of 21st century reading in more depth.

PISA Reading

PISA (The Programme for International Student Assessment) is OECD’s programme that seeks to explore to what extent a 15-year-old has attained knowledge and skills to be able to participate in the society. This is done by assessing their capability in using their knowledge in reading, mathematics, and science. Specifically in reading, the PISA reading assesses the students in terms of their capacity to “understand, use, evaluate, reflect on and engage with texts” (OECD, 2019, p. 14).

PISA reading requires the reader to perform a range of cognitive processes including: to locate information (accessing and retrieving information within a text, searching for information across several texts), to understand (comprehending the literal meaning of sentences or short passages, going beyond the literal meaning of information in a text by integrating with information in the passage, and integrating pieces of information that are located within two or more texts), and to evaluate and reflect (evaluating whether the information in a text is valid, current, accurate, unbiased; evaluating the form of the writing to determine how the author is expressing their purpose and or point of view; determine whether multiple texts corroborate and contradict each other and when they conflict, deciding how to handle that conflict) (OECD, 2019; OECD, 2021).

These tasks are also tested in a form of different question types. PISA Reading present different task format such as multiple-choice, short answer format, complex multiple-choice and open constructed response questions (see Britt, Rouet and Durik, 2017).

The text materials presented in PISA reading are also categorized in terms of text types (the genre of the text), text format (how the text is presented, in paragraphs, lists, etc.), situation (public, educational, or occupational), and source (single or multiple source to grasp the overall meaning of the text) (ibid.). Characteristics of the text materials in PISA are summarized in Table 1 below.

Table 1.
Text Characteristics in PISA Reading

Source	<ul style="list-style-type: none"> ● Single – a single unit of text that has an author or a group of authors, a time of writing or publication date, and a reference title or number. ● Multiple – multiple units of texts where each has a different author, different publication times, or have different titles or reference numbers.
Organization and Navigation	<ul style="list-style-type: none"> ● Static – texts with simple organization and a low density of navigation tools; typically texts with one or several pages organized in a linear way. ● Dynamic – texts with a more complex, non-linear organization, and a higher density of navigation tools.
Format	<ul style="list-style-type: none"> ● Continuous – texts formed by sentences that are organized into paragraphs. ● Non-continuous – texts composed of a number of lists or elements such as tables, graphs, diagrams, advertisements, schedules, catalogues, indexes, forms, etc. ● Mixed – texts containing both continuous and non-continuous elements.
Scenarios	<ul style="list-style-type: none"> ● Personal – situations that contain text that satisfies an individual's personal interests in both practical and intellectual ways. ● Public – situations that contain text that relates to activities and concerns of the society at large. ● Educational – situations that contain text designed for the purpose of instruction and that is often chosen by an instructor rather than the reader. ● Educational – situations that contain text that supports the accomplishment of an immediate task.

To enable students to succeed in PISA reading, teachers need to teach them text types and questions equivalent to those in PISA reading. This can be done by using an instruction which is relevant to the demand of PISA-reading in terms of text-types and questions, that is Systemic Functional Linguistics Genre-Based Approach which will be discussed as follows.

SFL-GBA Instruction

The Systemic Functional Linguistics Genre-Based Approach (SFL GBA) is an approach to literacy teaching first developed in Australia. It has been developed based on the SFL theory from Halliday (1975, see also Halliday & Hasan, 1989). This instruction mainly revolves around the recognition of text types, its schematic structure, and linguistic features (see Macken-Horarik, 2002, p. 21-22) with four steps of implementation: building knowledge of the field, modeling, joint construction, and independent construction (see Emilia, 2011, p. 33). Adding on to this, this instructional design upholds the idea that there should be interactions between the teacher and the students in order for knowledge transfer to occur, and that students will need explicit guidance in the process of acquiring the knowledge (Emilia, 2011; Rose and Martin, 2012; Rose, 2020; Wallace, 1992). The SFL GBA has been underpinned by the theory

of scaffolding (Bruner, 1983), zone of proximal development as discussed by Vygotsky (Kozulin & Vygotsky, 2003). This idea is also in line with the theory of reading as a social process (Wallace, 1992; 2003), and a functional perspective of reading (Rose and Martin, 2012; Rose, 2020) that has been previously discussed.

The SFL GBA has been used in Indonesia since 2004 in the curriculum of English. Since 2013, it has been used in the curriculum of Indonesian (Nurlaelawati et al., 2020). Hence, the practice of teaching English as a Foreign Language (EFL) reading is often embedded within the implementation of SFL GBA. Emilia (2011) suggests that the reading activities can be embedded in the building stage of SFL-GBA (p. 33). The reading activities can follow the common view of teaching reading which suggests that reading activities can be divided into three phases: pre-reading, while reading, and post-reading activities (Cahyono & Widiati, 2005; Gibbons, 2014; Moorman & Blanton, 1990). Pre-reading activities may consist of questions to which the reader is required to find the answer from the text, or activities that prepare the reader for likely linguistic difficulties in a text; more recently attention has shifted to cultural or conceptual difficulties (Wallace, 1992). While-reading activities generally aim to encourage learners to be flexible, active, and reflective readers in a way that invites the readers to read in ways that are perceived to be appropriate to the type of text being presented. Post-reading activities, on the other hand, consisted of questions that followed a text (ibid.).

Furthermore, Rose and Martin (2012) suggested that teachers can ask the class a focus question that is relevant to the task they are engaged in—discussing a topic, reading a text, and constructing another text while paying attention to the three levels of reading comprehension which includes the literal, inferred, and interpretive level (see Rose, 2020; Sadoski, 2004) embedded in the task given to the student. The students' task is then to respond to the teachers' question, and the answer may come from what they have just learned, from the text they are reading, or from their previous experience. This interaction is done in the 'prepare before reading' and 'detailed reading' stage in the Reading to Learn (Hereafter R2L) instruction they suggested (See Rose and Martin, 2012; Rose, 2020). The R2L instruction was also introduced by the training program at the later stage of the training.

The theories of teaching reading in the above discussion can complement the core concepts presented in PISA reading that has been previously discussed. Nevertheless, although PISA reading has a very clear framework of reading assessment, there is not any guidance on how to teach PISA reading and to improve PISA reading score. The theory of reading and teaching reading presented in this study could serve as a companion to introduce the framework of PISA reading for classroom practice. For instance, as has been previously discussed, in order to help students to comprehend the text with ease and successfully, they should also be equipped with explicit guidance to recognize three levels of reading comprehension, which includes the literal, inferred, and interpretive level as suggested in Rose and Martin (2012), Rose (2020). This concept of three levels of reading comprehension goes hand in hand with PISA Reading's well elaborated cognitive processes (OECD, 2019) as has been elaborated in the previous section. In exploring the kind of teaching reading practices in an attempt to teach PISA-like reading texts, the synthesis of the theories that has been discussed is of significance because of how much it complements one another and may be deemed as a suitable theoretical lens for reviewing teaching PISA-like reading materials under this study.

Lesson Planning in Teaching Reading

Lesson planning is the process of putting the knowledge of teaching and learning and the students to design one lesson (Purgason, 2014). Lesson planning is an important aspect in teaching and learning activity as it could produced a unified lesson and ensure the lesson to

flow more smoothly (Ashcraft, 2014). Furthermore, it can also serve as evidence of the teachers' professionalism as well as their way to evaluate their knowledge as a teacher (ibid.).

Lesson plans can differ in terms of forms and templates, nevertheless, it has several core element that includes: learning objectives or learning outcomes, procedures (sequencing, timing, grouping), teaching materials, contingency plan, and assessment (Ashcraft, 2014; Purgason, 2014).

In planning a reading lesson, the structure of the lesson plan usually organized according to the pre-skill practice, during-skill practice, and post-skill practice (Ashcraft, 2014). This is in line with the teaching reading activities in Wallace (1992). The reading activities will reflect based on the learning outcomes the lesson seeks to achieve. The learning outcomes could be to increase the students' skimming or scanning rate, identify main ideas in paragraphs, make inferences, answer comprehension questions, and more (Day, 2020). Regardless of the activity, however, the teachers should ensure that reading should be the major activity of the reading lesson (Farrell, 2009).

The core elements of the lesson plans, the structure of the lesson plan, as well as the activities written in the lesson plan in this study were reviewed based on the discussed theory above.

RESEARCH METHOD

This section will present several aspects related to the methodology of the study, including context, site, and participants of the research, research method, as well as the data collection and analysis process.

Context and Participants

This qualitative case study is a part of a larger study on the development of a training program aiming to develop teachers' ability in teaching PISA-like reading texts (see Emilia et al., 2022). In the space of interest, this study focuses on exploring the participating teachers' initial ability in teaching reading prior to teaching reading input from the training and endeavored to address the question: *"How do the teachers help the students to read PISA-like reading texts prior to the training program?"*.

This study was conducted online and involved a total of 24 Indonesian and English language teachers from West Java involved in the larger study, with 10 Indonesian language teachers and 14 English language teachers. The teachers voluntarily became participants of the study upon being given information about the training program. For this study, the data explored will be limited to nine teachers who had their peer teaching done considering time and space limitations. The teachers and schools are dissembled in pseudonyms to ensure confidentiality of the teachers' personal information. See Table 1 below.

Table 2.

Participating teachers (pseudonym)			
Name	Level	Text Types Taught	Title of Text
Indah	Senior High School	Discussion	Students forum: Graffiti
Dian	Senior High School	Narrative	Genie-us!
Nurul	Senior High School	Procedure	How to Make Fried Banana
Ria	Senior High School	Biographies	Anne Frank
Nia	Senior High School	Discussion	Advantages and Disadvantages of Online Learning
Asti	Senior High School	Exposition	The Outbreak of CoronaVirus

Name	Level	Text Types Taught	Title of Text
Dinda	Junior High School	Descriptive Text	Wae Rebo
Fajar	Junior High School	Narrative	The Transit
Nisa	Junior High school	Advertisement	Job Vacancy

This research, in line with the training program, lasted for five months with six meetings through Zoom video conferencing platform due to the covid pandemic situation. As mentioned above, this study focused on the teacher's peer teaching practice before the training program, which serves as a 'snapshot' of their teaching practice within a particular situation at a single point of time (Cohen et al., 2018, p. 292).

The teachers were asked to make a lesson plan and execute a 20 minutes peer teaching session using the PISA-like reading materials they have developed from the first and second training sessions. This peer teaching session was done once in the early stage of the training. Due to time constraints in the training program, the time limit for the peer teaching session was not enough. The training program acknowledged that a twenty minutes session is not sufficient for exploring the teachers' practice in teaching PISA-like reading texts. Hopefully, the next stage of the research could provide a longer peer teaching session to better guide the teachers.

Data Collection and Analysis

Two data collection techniques were employed in this study, namely observation of teachers' peer teaching practice and the collection of lesson plans. In this study, the first and second author took part as participant observers. Both authors observed the peer teaching sessions in the training program. As observers, the researchers wrote the observation notes simultaneously as the teachers conducted their peer teaching session in order to gain a comprehensive insight of how the teachers scaffold students' access to the text they are going to read.

The researchers also took notes on the kind of reading activities the teachers provided during their 20 minutes peer teaching session. To promote the reliability of the observation, the researchers invited another researcher to observe the program to check their observation and ensure accuracy of the observation and also to reduce bias. The results of observation were then descriptively elaborated on field notes and supported by evidence to strengthen observation results (Merriam, 2009; Merriam & Tisdell, 2016).

Lesson plans as a form of documentation were the second source of data in the study. As evidenced in research, lesson plans can illustrate teachers' expertise (Borko & Livingston, 1989; Farrell & Bennis, 2013) as it "exposes teachers' beliefs, understandings and orientations" (Baecher et al., 2014, p. 120) about the curriculum, the subject concerned, the students, pedagogy, and so forth. Furthermore, it "synthesizes our understanding of second language acquisition and language teaching pedagogy with our knowledge of our learners, the curriculum, and the teaching context" (Ashcraft, 2014, p. 1). This research considered this notion and analyzed the lesson plans written by the teachers before the intervention of the training's input with the intention to explore the teachers' knowledge in teaching reading as well as provide support to the observation result of the teacher's initial ability to teach reading, following the theory of lesson plan discussed in the theoretical basis.

The data that was obtained from participant observation and lesson planning in this research were translated to English and were descriptively elaborated using triangulation technique as it could further validate the data gained through the observation, as aligned with (Cresswell, 2013) "in triangulation, researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence". In interpreting the data, the authors followed thematic analysis as proposed by (Braun & Clarke, 2006) by focusing on identifying themes (patterns of meaning) in qualitative data. To add on, data were coded and

developed directed by the content of the data (inductive way) and is organized through theory generated-themes following the framework of teaching reading as a social process (Wallace, 1992, 2003; Gibbons, 2014; Luke and Freebody; 1997), a functional perspective of reading (Rose and Martin, 2012; Rose, 2020), and PISA Reading (OECD, 2018; 2021).

RESULT

Findings from observations and lesson plans were then read and categorized to explore themes on the teachers' practice of teaching PISA-like reading materials they have developed. The result of the study will be laid out based on the two data collection techniques: data from lesson plans and data from peer teaching observations.

Data from Lesson Plans

From the teachers' lesson plans, it can be seen that the teachers already have the core elements of lesson plans for their peer teaching plans except for the timing aspects. As summarized in Table 2 below, all of the teachers have ensured to write sequencing in the teaching procedures and the teaching materials in their lesson plans. In contrast, the majority of the teachers have not provided details of the timing for each activity. The focus of interaction in the lesson was also centered around teacher-whole class interaction. Only two of the teachers (Fajar and Nia) planned to put the students in groups in one of the stages of their peer teaching session.

Table 3.
Summary of the elements in the teachers' lesson plans

Pseudonyms	Learning objective(s) focusing on reading	Procedures			Teaching materials	Assessment
		Sequencing	Timing	Grouping		
Indah	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dian	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nurul	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Asti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dinda	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Fajar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nisa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Different from the data obtained related to procedures, teaching materials, and assessments, the data on learning objectives in the teachers' lesson plans show a diverse result. Although all of the teachers have stated lesson objectives on their lesson plans, only five out of nine teachers have a learning objective that focuses on reading. The others focused on a more productive outcome of the language learning, that is producing the text. This is evident in Excerpt 1 below.

<p>Lesson objective: With the methods of observation, discussion, lecture, question and answer, and collaboration, students can distinguish and capture meaning related to social functions, text structure, and linguistic elements of discussion texts related to controversial and actual issues, as well as compose discussion texts correctly and in context.</p>
<p>Excerpt 1. Indah's lesson objective</p>

Specific to the teaching reading activity in the lesson plans, the data show that seven out of the nine teachers planned to begin their lesson by activating the students' prior knowledge of the topic of the text that the students will read. The others, on the other hand, seem to have planned to direct the students to read the text straight away, as can be seen in Excerpt 2 below.

BKOF (Building Knowledge of the Field)

1. Read an example of discussion text with the topic of “distant learning”, highlight words and expressions that are difficult to understand, as well as answering questions related to the text read.
2. Read explanations related to social function, text structure, and linguistic features of discussion text.
3. Classifying discussion text that has been read according to its structure of organization (thesis, argument for, argument against, conclusion).

Excerpt 2. Nia’s lesson plan

The data in Excerpt 2 also shows how Nia planned the staging of her reading lesson. From her lesson plan, it is seen that the activities in her reading lesson will involve reading the text, highlighting words, and expressions that are difficult to understand, and answering questions related to the questions. However, the procedures are not written in detail. Hence, it is not clear whether there will be further guidance coming from the teacher when the students are reading or doing other reading activities.

Data from Observations

Similar to the data obtained from the lesson plan, some of the teachers helped the students to read the text through the activation of their prior knowledge. This was done by asking questions related to the topic and relating it to their real life experience, as can be seen in the excerpt below.

Dian: Okay, did you read fairytales when you were younger?
 Peers as students: yes
 Dian: Okay, here’s a modern fairytale with a little tweak. So the story that we are going to read is similar to the story we’ve heard but it’s a little bit different because this is its modern version. Okay let’s brainstorm. Have you ever heard about Genie?
 Peers as students: Yes. Aladdin.

Excerpt 3. Interaction in Dian’s peer teaching

In Excerpt 3 above, Dian asked questions related to ‘fairy tales’ and ‘Genie’ as she taught narratives in her peer teaching session. She continued her elicitation of the students’ previous experiences with ‘Genie’ before she went on with her lesson. Similar instances were found in other teachers’ peer teaching. For example, Nurul, Dinda, and Fajar asked the students “*What materials do we use to make fried bananas?*”, “*Have you ever visited a tourist resort?*”, and “*Have you ever been to an airport?*” respectively.

Indah, on the other hand, activated the students’ prior knowledge a little bit differently by showing picture cues. The topic of Indah’s lesson was “Graffiti”, hence she showed two different pictures illustrating graffiti and asked the students: “*Do you know what this is? What makes one picture different from another?*”. Snippets of her classroom activity can be seen in Figure 2 below.

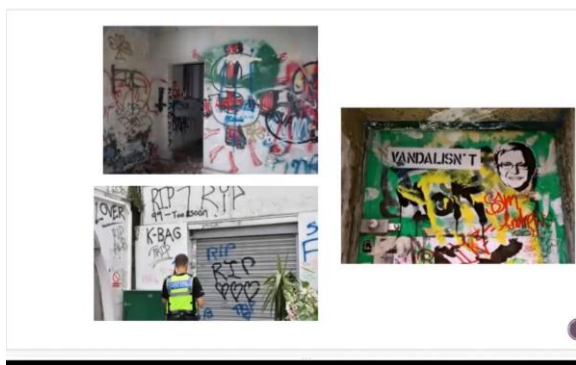


Figure 2. Indah's picture cues to activate students' background knowledge during peer teaching practice



Figure 3. Picture cues in Ria's lesson plan

Similar to Indah, Ria also activated her students' prior knowledge by using pictures (see Figure 3). At the beginning of the lesson, she first opened her lesson by activating students' knowledge on biographies before she directed the students to the text. She asked students four questions related to biographies such as: *"What do you know about biographies?"*, *"List of the types of people usually profiled in a biography?"*, and *"What are some common characteristics that biography subjects share?"* and wrapped it up by asking the students to write a sentence using the word "biography". After the students discussed what they know about biographies, Ria began to direct the students to the text by showing a picture of Anne Frank (see Figure 4) and asked some questions related to her such as: *"Who is she?"*, *"What do you know about Anne Frank?"*, *"Where did she come from?"*, and *"Why was she forced into hiding?"*. Then, the answers were later confirmed by Ria.

To bridge the students' access to text, the teachers had various learning activities. For instance, after activating the students background knowledge on 'Genie', Dian directed her students to a matching vocabulary activity page as can be seen in Figure 4 below.

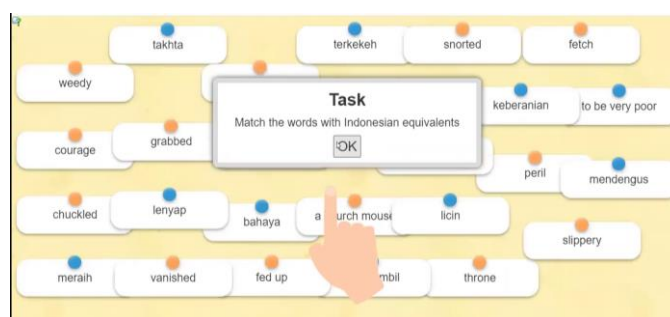


Figure 4. Vocabulary matching activity in Dian's lesson

In this activity, the students were asked to find the equivalent Indonesian words for the English words coming from the text they are going to read.

Similar attempt was also made by Indah in her peer teaching sessions. After activating students' background knowledge on graffiti by using pictures as cues, Indah elicited several vocabulary related to "Graffiti".

Indah: Before we discuss the text about graffiti, what kind of vocabulary do we need to know related to graffiti?
 Peers as students: artistic, creative.
 Indah: Great. Correct. Now, what about the people who create graffiti on the wall? Do you know what they are called? Can they be artists? Can it be common people?
 Peers as Students: yes.
 Indah: Yes. They are called Taggers. Later on, you will find this in the text.

Excerpt 4. Indah’s peer teaching

Dian and Indah’s practices were different in that Dian provided a set of vocabulary from the text, while Indah asked the students’ the vocabulary that might come up related to the topic discussed, graffiti, as seen in Excerpt 4 above.

In the ‘while reading’ activity, Dian showed the story using slides and read the story for the students. Nevertheless, from the classroom observation, it was discovered that Dian did not give tasks to the students before and after she read the story. Instead, the tasks in Dian’s lesson were prepared after she finished reading the text just as seen in Excerpt 5.

Dian: Okay, after you read, let’s check your understanding of the story. We are going to discuss the questions together.
 Dian: What is the purpose of the text?
 Peers as students: to entertain.
 Dian: Why do you think that is the answer?
 Peers as students: it’s a story.
 Dian: Okay. Do you think it’s not informing?
 Peers as students: it makes us happy.
 Dian: Okay. great, the purpose is then to entertain.

Excerpt 5. Dian’s peer teaching

Dinda and Fajar, on the other hand, provided tasks for the students before they began to read the text as they guided the students while reading the text. Before the students began reading, Fajar showed a list of things he wanted his students to focus on while reading (See Figure 5).

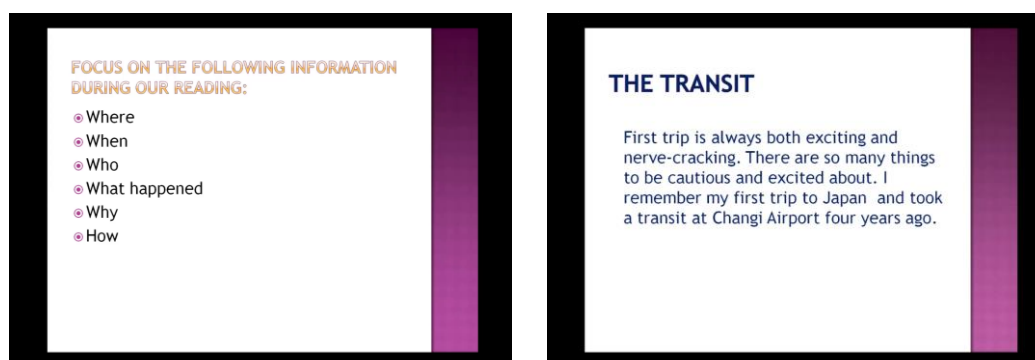


Figure. 5 Reading activity in Fajar’s lesson

He then presented the paragraph using presentation slides, read it to the students, and elicited answers related to the 5WH information the students should focus on before reading the text. He asked the students: "Where did the story take place? When was it?", and continued

until the end of the story. Once he and the students finished reading the text, the students were given questions related to the text as prepared and discussed the answers in group.

Dinda also prepared a task before beginning the while-reading activity. In her slides (see Figure 6), she listed down some questions for the students to answer while they were reading the text. Unlike Fajar who read the text for the students, Dinda let the students read on their own, but asked them followed-up questions such as “*Can we find an opinion on the second paragraph? Where is it?*” to guide the students to find facts and opinions as she instructed before the reading began.

The section above has elaborated how some teachers had especially guided their students to read before and while they were reading. However, in other peer teaching sessions, the teachers still let the students read alone with little to no guidance. One example can be seen in Ria's instruction in her peer teaching as seen in Excerpt 6.

Ria: This is a very short text, I believe you can finish it in three minutes, read this and please answer the question. There are six questions. Take your time reading the text and you can start now. (Repeat the instruction) Read the text, and then after you're finished, answer the questions.

Excerpt 6. Ria's peer teaching

Instead of being guided, the students were asked to read on their own within a span of three minutes and the students were asked to answer the questions right away. Likewise, in Nia and Nisa's lesson plans, it was shown that the students were directed to read the text independently from the beginning. The students were asked to “underline or mark the vocabulary words they did not understand”, but it was unclear whether or not the activity would be conducted with preparation or guidance from the teachers.

Furthermore, the data show that some teachers spent their peer teaching sessions about the text instead of teaching how to read the text. An example can be seen in excerpt 7 below.

Asti: I will begin by explaining what exposition text is. Here you can see that exposition texts give out arguments in order to let the readers know what the author wants. You can also see the purpose of the text, which is to let the readers know what kind of opinion is given in the text. The generic structure of exposition text includes thesis, argument and reiteration, and the language that is used in the text usually involves emotive words such as alarm, worried [continue explanation].

Excerpt 7. Asti's peer teaching

From the excerpt above, it can be seen that Asti spent half of her peer teaching session explaining what exposition text is, which includes the purpose of the text, the generic structure, and its linguistic features.

DISCUSSION

The findings imply that the teachers' practices are different, which also suggest differences at the level of the teachers' understanding in teaching reading. In what follows, the discussion on the findings will be divided into two parts: discussion on the teachers' lesson plans and the observation of the teachers' practice.

The teachers' Lesson Plans

As can be seen from the summary of the teachers' lesson plans (see Table 2), the teachers have the core elements of the lesson plans for their peer teaching. Nevertheless, some of the teachers' learning outcome focuses more on the larger aim, which is the production of the text, instead of focusing on the reading. In the training program, the peer teaching session was assigned for no more than twenty minutes, which would make the learning outcomes written in the lesson plan difficult to achieve. As discussed in Ashcraft (2014, p. 13), teachers need to be 'realistic' about the number of objectives that the students can achieve in one lesson period. Teachers should be able to measure and observe whether or not the objectives are achieved and how it unfolds in the classroom (Reed, Michaud, 2010). Within the designated time, it could be better for the teachers to focus more on a learning outcome that focuses on enabling reading skills.

Furthermore, although some of the teachers had provided details on the sequences and procedures of the learning stages, none of the teachers' lesson plans provide a clear time allocation for each activity. Planning the timing on the procedure would help the teachers to ensure effective use of the entire class period, especially to keep the expectations during the teaching and learning stage realistic, confirming what is suggested in Ashcraft (2014) and Day (2020).

The teachers' Peer Teaching Practice: Bridging Access to Context and Content

Previously, it can be seen from the findings of the teachers' lesson plans that most of the teachers planned to begin their lesson by activating the students prior knowledge through the use of questions and pictures. This evidence is then confirmed by the observation of the peer teaching session (See excerpt 3, Figure 3 and Figure 4). After activating the students' knowledge, the next reading activities should also be able to help the students to interact with the text better. Wallace (1992) pointed out that another aspect that teachers should ensure in order for the students to be able to read better is access to content, which involves students' knowledge on genre, topic, and their 'typical discourses as determined by the institutional and wider social context' (ibid., p. 86). The findings that have been previously discussed is seen to have bridge the students access in various ways. For instance, as can be seen in Dian's peer teaching (see Figure 5), she created a vocabulary matching activity in her lesson. This kind of activity will help eliminate students' linguistic difficulties before reading the text, as discussed in Wallace (1992) and Gibbons (2014).

In bridging the students' understanding of the text, the teachers also asked some questions developed from the reading text. This is in line with what is suggested by Rose and Martin (2012) about providing questions from the reading text to arrange classroom interaction and activate their background knowledge.

Dian and Fajar also read the text aloud for the students during their peer teaching sessions. Reading aloud by the teachers can be useful for the students as EFL learners as the teacher can help the students to 'see reading as continuous, meaningful process' (Amer, 1997, p. 2). Furthermore, as Rose (2020) argued, teachers can read the text for the students instead of letting them struggle to read the text. Nevertheless, clear reading tasks should also be set up as it can help to give a purpose for reading, and let the students know what to look for as they read so they can apply a strategy appropriate to the reading of that particular text as suggested in Wallace (1992).

Providing tasks before reading creates a purpose for the students to read. It can construct the students' motivation and engagement for reading the text (Guthrie et al., 2004). Furthermore, it will be particularly helpful to inform the students of which strategy to use as they read (Wallace, 1992) and activate the reader role as a text user (Luke and Freebody, 1997).

Out of all teachers who did their peer teaching practice, Dinda and Fajar were the ones who provided tasks before the students read the text. This is evidenced in both their lesson plans and peer teaching practice. In both of Dian and Fajar's lesson plans, they wrote the tasks that will be given to their students in details. The task in Fajar's lesson (see figure 6) let the students know what they are expected to deal with as they read the text, all of which related to the 5WH questions. In his reading lesson, Fajar seemed to guide the students to answer questions related to the literal comprehension level as discussed by Rose (2020). This activity could also train the students for a skill needed to 'locate information', one of the cognitive processes tested in PISA Reading (OECD, 2019).

On the other hand, Dinda's tasks are deemed to be less direct as it invites the reader to predict what kind of information that might be presented in the text through her list of questions as can be seen in Figure 7. After the students read the text, however, she directed her students to find answers to an inferential comprehension question which is in line to an understand question in PISA reading (e.g. *what is the text about?*) and interpretive comprehension level (e.g. *where can we find opinion and fact?*). From the accounts discussed above, it can be inferred that they have provided practice for the students to deal with different levels of comprehension questions that require different cognitive processes tested in PISA Reading (OECD, 2019, 2021), just as suggested in Rose (2012, 2020), though it was not made explicit for the students.

Another attempt in training students to answer PISA-like reading tasks were seen in Dian's session at the end of her lesson (see Excerpt 3). The first question that Dian asked after reading the story could be categorized into a reflect and evaluate question, which focuses on reflecting and evaluating the content of the text (OECD, 2019). The question that was asked invited the students to think over the writer's intention of writing the text, which reflects the theory of text and context by Halliday (1975), Halliday and Hasan (1989), as well as the theory of reading as a social process (Wallace, 2003). From here, it can be seen that although Dian had not provided a reading task before or while the students read the text, she had shown her attempt in introducing a reflect and evaluate types of question in PISA reading. Adding on to that, her question had also helped her in her effort in fostering the students' awareness of the purpose of the text, which is aimed to entertain the reader.

Teaching or Assessing Reading?

The section above has discussed how some teachers had especially guided their students to read before and while they were reading. However, as discussed, other peer teaching sessions were seen to still let the students read alone with little to no guidance (see excerpt 4). It was also disclosed from most of the lesson plans in the findings that the some of the teachers have not yet provided details on how they will teach reading. From the point of view of lesson planning, it would be better if more details were added to the lesson plan, as lesson plans serve as the blueprint for the teachers' lessons, as suggested in Ashcraft (2014).

Giving the students little to no guidance during a reading activity can be seen as testing the students' reading ability rather than teaching them to read. This is similar to what is suggested in Gibbons (2014), Anderson (1999), and Nutall (1982) on the majority of teaching reading practices in EFL, which is focusing on "assessing" the students' comprehension by finding out how much has been understood" (Gibbons, 2014). This kind of activity, having the students read the text alone and answer questions is said to be the most common practice in teaching reading according to Gibbons (2014) (see also Anderson, 1999; Nutall, 1982). From these studies, it was found that the majority of the teachers focus more on 'assessing the students' comprehension by finding out how much has been understood than teaching them to understand and comprehend the text. Teaching reading activities, as Gibbons argues, should

help the readers to understand the text they are reading and develop good reading strategies. The teachers should help the students to do the task instead of just putting them to do the task on their own.

Using SFL GBA Instruction for Teaching Reading

Previously, it has been mentioned that the teaching reading in Indonesia is often embedded in one of the stages in SFL-GBA instruction, that is building knowledge of the field. The teachers under this study also used SFL-GBA as their main instruction of teaching reading for the peer teaching session. From their peer teaching, it was found out that five out of the nine teachers seemed to center their lesson not on building knowledge of the field and content of the text, but more on building knowledge of the ‘text’ which focuses more on the text structure (see Excerpt 5). This evidence supports the report from Emilia (2011) about teaching practice in the Building Knowledge stage. Emilia disclosed that many teachers tended to build the students’ knowledge on the text such as telling the students the texts’ generic structure and linguistic features. This also suggests the urgency of the training program to make the teachers decide on how to apply the best instruction in the classroom

These instances might happen due to teachers’ misunderstanding of the nature of the teaching approach the teachers used—the text-based instruction or the Genre-based Approach. This instruction usually wraps up the learning cycle by having the students produce texts according to the genre in focus. Hence, the teacher might consider to put the focus more on the knowledge on text types and its linguistic features which could help the students to produce the text in the later stage of the instruction. However, reading activities in building knowledge of the field usually plays its role to equip the students with rigorous knowledge on the content they are going to write (Emilia, 2011). This way, it could be easier for the students to produce the text as they have got enough information to put into their texts. Knowledge of the text would usually be introduced at the next stage of the instruction, which is the modeling stage (Emilia, 2011; Lin, 2006). The teachers need to be careful not to confuse the focus of reading activities on their lesson with modeling activities. If they do, the SFL GBA instruction that the teachers’ implement might not perform at its best to help the students in learning the English language in general, not to mention in helping them to develop reading skills.

The teaching of reading in text-based instruction should also be differentiated with the modeling stage in the instruction. This result implies that there is a clear need for a teacher training program that nurtures teachers’ competence in teaching reading—as such the training program in this research context (see Emilia et al., 2022)—to be conducted. Prior to the training, the teachers did not have much knowledge related to PISA reading. Hence, to help the teachers enhance their skills in teaching PISA-like reading texts, they could also be equipped with the skills of teaching reading promoted by theory of reading as a social process and a functional perspective of reading. These theories are embedded in the Reading to Learn instruction developed by Rose and Martin (2012) and Rose (2020) which will be introduced later on in the larger study through the training conducted by Emilia et al. (2022).

CLOSING

The paper has reported partial results of a study on the way teachers teach PISA-like reading texts in the peer-teaching sessions that was organized online in a training program. Due to time and space constraints, the researcher could not observe the teachers teach in their actual classroom. Nevertheless, the teachers’ lesson plans for the peer teaching as well as the peer-teaching sessions could still give insight on how the teachers would teach in the actual classroom. The result of the study showed that most of the teachers have ensured that their students were equipped with enough access to the context and content of the text they were

going to read at the beginning of their lessons. Nevertheless, some teachers still needed guidance to be able to bridge students' access to the reading texts and tasks.

As this study has explored the teacher's initial ability in teaching reading as participants in the training program, future direction of this study will be on exploring how the program can help the teachers improve their skills in teaching reading through text-based instruction, especially to read texts that are up to par with PISA reading text.

ACKNOWLEDGEMENT

This research is a part of a joint research of three state universities on the development of a training program aiming to develop teachers' ability in teaching PISA-like reading texts conducted under Indonesia Research Collaboration Programme (Program Penelitian Kolaborasi Indonesia, PPKI) led by Prof. Emi Emilia, M.Ed., Ph.D. Another research is reported by Emilia, et al. (2022) on training teachers to teach PISA reading and Fadhillah and Emilia (2022) on teacher's ability in developing reading materials like PISA. Financial support for this study was provided by a grant from Universitas Pendidikan Indonesia under the umbrella of Word Class University Program (PTNBH).

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