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The influence of textual and visual reading on EFL iraqi  
students' comprehension

تأثير القراءة النصية والصورية في استيعاب الطلبة العراقيين لتعليم اللغة الانكليزية  
كلغة أجنبية أو ثانية

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Abstract

Reading roles as the third skill in the range of English as a Foreign Language (EFL) learning. Although the capability of reading in both academic and non-academic texts is assessed on standardized tests, few of oral interpretation of written language excludes images from estimating literary knowledge. This paper highlights strategies of reading comprehension and visual literacy. It aims to investigate either textual or visual reading in EFL can make an impact on students' comprehension. The effective use of visuals changes instructing reading comprehension recently. The imagery-text model can affect developing reading comprehension and enhancing intellectual thinking. The study hypothesizes that there is no relationship between reading and visuals on the growth of comprehension. An independent sample T test of 120 Iraqi female students at College of Education for Women – University of Baghdad was run in this study. An experimental approach is adopted, the selected samples are assessed in two different approaches, namely: control and experimental groups. Section A as a control group is taught reading assessment without visuals, whereas section B as an experimental group is taught experienced reading assessment with visuals. The two groups of verbal and visual mental imagery comprehended information proportionately. The findings of research study shows that information can be conceived without the existence of visuals.

**Keywords:** *Reading comprehension, reading strategies, visual literacy, dual-coding theory.*

## الملخص

تلعب القراءة دور المهارة الثالثة في مجال تعلم اللغة الانكليزية كلغة اجنبية أو لغة ثانية. بالرغم من شمول قراءة النصوص الاكاديمية والغيراكاديمية في الاختبارات المعيارية، إلا ان التفسيرات الكلامية للغة الكتابية لا تشمل التصوّر في تقييم المعرفة المطلقة. تهدف الدراسة الى بيان مدى تأثير الطلبة المتعلمين للغة الانكليزية بالنصوص الصورية لتنمية قرائتهم الاستيعابية من عدمها. إذ تسلط الدراسة الى استراتيجيات فهم القراءة ومعرفة القراءة والكتابة التصويرية، إذ تتطلع الدراسة الى تأثير التصوّر في تطوير القراءة الاستيعابية والتفكير العقلي. تفترض الدراسة الى عدم وجود علاقة بين القراءة الاستيعابية و النصوص الصورية. إن استعمال الصوّر قد أثر في تغير الدور الارشادي للقراءة الاستيعابية في الآونة الأخيرة. اذ من الممكن ان يؤثر النموذج التحريري التصوّر في تطوير القراءة الاستيعابية والتفكير العقلي. تم إجراء اختبار لعينة مستقلة متكونة من 120 طالبة عراقية من كلية التربية للبنات - جامعة بغداد حيث تم تقسيمهن الى مجموعتين هما المجموعة الضابطة والمجموعة التجريبية واختبارهن بطريقتين مختلفتين. اختبرت المجموعة (أ) أو المجموعة الضابطة بالقراءة الاستيعابية بدون صور في حين اختبرت المجموعة (ب) أو المجموعة التجريبية بالقراءة الاستيعابية مع الصور في الاختبار. اظهرت نتائج الدراسة بان المجموعتين استوعبوا المعلومات بالتناسب. بعبارة اخرى، ان المعلومات بالامكان استيعابها دون الحاجة الى وجود الصور.

**الكلمات المفتاحية:** القراءة الاستيعابية، استراتيجيات القراءة، معرفة القراءة والكتابة الصورية، نظرية الترميز

المشترك.

## 1.1. Introduction

The reflection of words and its meaning in world languages appears in human brains. When listening to the voice of relaxing orchestra or reading the adventure of Louis Hennepin, the exploration of North America, and his greatest exploration of one's cerebral cortex, relative meanings simultaneously come across. Cooper (2016:1) highlights recently what neuroscientists at the university of California have discovered in their experiments. Words are categorized at different regions of the brain in the form of an atlas. When seven volunteers are listened to stories that exceed 3000 words, identical result occurs while activating the participant brains'

on functional Magnetic Resonance Imaging (fMRI) scanner. Alexander Huth declares in Cooper (2016:1), "it is possible that this approach could be used to decode information about what words a person is hearing, reading, or possibly even thinking."

The construction of lifelong mental reading is complicated in comparison with activating short-term memory. Schneider and Dixon (2009:161) points out that readers require gathering, handling, and assimilating information held in the mind in order to comprehend the text. In the scope of language learning, the meaning seems to be clearer when a first language educator reads texts in the first language. If the first language educator reads in the second language for the first time, the range of difficulty determines on whether or not the foreign language learner carries the background knowledge, strategic and technical methods to improve his or her understanding.

Reading roles as the third skill in the range of English as a Foreign Language (EFL) learning for certain reasons. First of all, it improves learner's comprehensibility of semantic and pragmatic knowledge of the language. Second, readers become professional when familiarizing and practicing written and spoken texts. Third, readers will ultimately employ their comprehension skills during oral presentations.

With regards to the assistance of language instructors, studying materials and learning environment at educational institutions, reading seems to be challenging at different levels of school learning for not activating learned and acquired information visually. Furthermore, the reading instruction does not follow up-to-date strategies that progress the required knowledge in the mind of language learners. Before discussing whether or not visuals can escalate the comprehensibility of reading, it is essential to recognize what they are and how they can promote cognitive capacity through visualization.

## **1.2 Literature Review**

Woolley (2010:108) and Shaywitz (as cited in Yang et al., 2013:116) comprise reading into two factors: decoding and comprehension. Shaywitz (as cited in Yang et al., 2013:116) defines the last element that it attributes single distinct meaningful items of writing. When reading and comprehension come together as a unit, they constitute the most effective aspect in EFL learning classrooms, since they promote the development of reading skills through acquiring new vocabularies as well as understanding the variety of syntactic structures. What is indicated in reading assists people to link their prior knowledge and experience.

Mclaughlin (2012: 432) states Harris and Hodges consideration of reading comprehension, "The construction of meaning of a written or spoken

communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context" (1995: 39). They add, "The content of meaning is influenced by that person's priorknowledge and experience, and that the message so constructed by the receiver may or may not be congruent with the message sent" (1995:39).

In the recent years, reading comprehension has developed across the linguistic level of acquiring meaning. According to the report of the National Reading board of the National Institute of Child Health and Human Development (Yang et al., 2013:116), the progress of reading in English are classified into five elements: "The alphabetic principle, phonemic awareness, oral reading fluency, vocabulary, and comprehension" (Yang, Gue, Richman, Schmidt, Gerken, and Ding, 2013:116).

Reading comprehension in the view of Carrell, Devine, and Eskey; Goodman and Goodman; Grabe and Hudelson (as cited in Peregoy and Boyle, 2013: 317) have pertained that reading in the first language is similar to reading in the second language. Both languages comprise of universal grammar, contextual cues, prior knowledge, and communication in a comprehensive learning atmosphere.

Most researchers from 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries underscore the process of reading along with comprehensibility. Although the capability of reading in both academic and non-academic texts is assessed on standardized tests, few of oral interpretation of written language excludes images from estimating literary knowledge. This literature review highlights strategies of reading comprehension and visual literacy. The current aim of the present study is investigating the influence of textual and visual reading on EFL Iraqi students' comprehension. To achieve the above aim, the following hypothesis is formulated:

There is no relationship between reading and visuals on the growth of information comprehension.

### **1.3 Reading Comprehension Strategies**

The prevailing status among educators tends to carry out successful methods of increasing students' reading acquisition. How can EFL learners participate enthusiastically in the reading process? Youngs and Serafini (2011), O'Neil (2011), Mclaughlin (2012), Wang et al. (2015), Andersen (2016), and Green (2016) have proposed the following fundamental strategies that function the achievement of metacognitive readers at deeper levels:

- 1. Previewing, Noticing, and Naming:** This action grasps the learner's attention in order to understand what he or she is reading a text verbally and visually. For example, a teacher asks EFL students to take a sneak peek at the front-page of a newspaper and look out for information (i.e. the number of people and their facial expressions, the event, clothing, the building, textual signs on the wall, etc.) or any further details so as to express them no longer than five minutes. Because written and imagery contents are employed throughout this strategy, readers will be able to improve their competence.
- 2. Self-Questioning:** Educators encourage students to produce questions based on the reading. Although this strategy seems to be challenging, it aims to reflect the reader's rational towards the text. As exemplified in the first strategy, students create interrogative questions or alternative interrogatives, incorporated in the newspaper. By way of illustration, college students in Andersen's writing essay class (2016:16) inscribed one or two questions as a response to Annie Dillard's essay reading assignment in relation to their achievable career goals.
- 3. Making Connections:** The result of understanding reading comprehension and inquiring new meanings demand EFL learners relate texts with what is happening in everyday life. In accordance with the first and the second strategy of the newspaper, students relate visuals and images of characters and buildings with text readings to comprehend the intended meaning. Woolley (2010:108) commented that learners' thinking is functioning on the account of verbal and visual texture. Thus, the two systems strengthen readers' background knowledge.
- 4. Moving Beyond Interpretation to Critical Analysis:** Readers in this strategy succeed in analyzing interpersonal, governmental, and ethnic values when questioning more about the text the same with imaginary text reading. Youngs and Serafini (2011:122) highlights certain questions that maintain a critical analysis of historical fiction text readings as follows "Whose view of history is being presented in the book? How are historical characters portrayed? Whose view is privileged in the telling of the story? How do the images presented affect the readers' interpretations?" (Youngs and Serafini, 2011:122). These inquiries can be answered by readers while visualizing the genre in the text.
- 5. Visualizing or Visual Literacy:** Pictures, illustrations, as well as images, reveal lots of comprehensive information on a theme,

language, and culture. Multimedia information also assists readers to absorb and store new meanings. Visual literacy constructs a strong relation between readers and printed or visual contents. According to the definition of visual literacy in the AASL learning standards and ISTE publication media in the K-12 Classroom, it refers to "reading and writing in (or through) pictures" (Silverman and Piedmont, 2016:34). The purpose of visual literacy is taking EFL learners upon another stage of reading proficiency where they will be able to infer various kinds of readings at different levels.

6. **Knowing How Words Work:** This strategy can be achieved by three forms of developing units of language: understanding words through its phonetic transcription, its grammatical constituents, and related meanings. EFL educators need to introduce the mentioned units at the beginning or during the reading instruction. For instance, teachers ask readers to look at the dictionary for understanding unfamiliar words of the required text. In doing so, the target learners will be equipped with orthographic knowledge and become comprehensible when joining the sounds of the words fluently.
7. **Monitoring:** Bosley (as cited in Andersen, 2016:16) has perceived that students neglect reading when a text content becomes difficult to comprehend. Either vague words or less visual cues are seen. In order to keep students engaged during the reading instruction, ESL/EFL teachers observe students while asking the following question "Does this make sense?" (McLaughlin, 2012:435). This strategy applies reading to various modes of questioning such as morphological, grammatical, semantic and pragmatic contexts. Images and visual reading are also included.
8. **Summarizing:** Teachers require students to write down the main points of text reading on a single piece of paper. Not only will they develop their note-taking skills to synthesize information efficiently, but also improve critical reading professionally. Zimmerman (as cited in Woolley, 2010:118) clarified summarizing at the framework of a metacognitive process. It has shown that the role of making a summary has taken place at the end of the reading phase in which learners write relevant information in short with the use of the graphic organizer and then expand their response of local and global incidents.
9. **Evaluating:** Increasing reading comprehension by expressing informative, descriptive and narrative thoughts or viewpoints characterizes evaluation strategy. EFL/ESL learners take the accountability to make both judgments and opinions instead of

teachers regarding the content of a text. In addition, they will be more independent in expressing oral and written information either individually or in groups. Roser et al. (as cited in Woolley, 2010:111) declares that proficient reader shave the skills to narrate and to convey their reaction regarding the atmosphere and the characters of the plotskillfully.

**10. Question Answer Reading (QAR) Strategy:** Question-Answer Relationship strategy represents four different kinds of assessment, *right there, think and search, author and you, and on my own*. QAR aids students to think of the questions at the end of reading instruction and look for answers plainly. According to the results of Green(2016:103), the outcome of QAR strategy is thinking cognitively. It tends to formulate a strong connection between the mind of close readers and prompted word-based or non-visual texts.

### 1.4 The influence of visualization

The effective use of visuals changes instructing reading comprehension recently. Regardless the type of reading comprehension is used in the classroom learning, learners now look for interesting images that obliged them to respond. Because readers shift their paradigm from printed-materials to envisioned- textures while accessing the digital world, information is currently seen and comprehended visually. As referred previously, most strategies of reading comprehension have approached visualization.

A great number of scholars like Schneider and Dixon (2009), Woolley (2010), O'Neil (2011), Szwed et al. (2011), Yang, Gue, Richman, Schmidt, Gerken, and Ding (2013)Veenendaal, Groen, and Verhoeven (2015), Silverman and Piedmont (2016)has shown fruitful implications in the text-picture interrelation. They have come to be of the same opinion that visual knowledge increases readers' acquisition from elementary schools to college students automatically. Thus, the imagery-text model can affect two major components which are the following:

#### a. Developing Reading Comprehension

Kavale, Forness, and Vellutino (as cited in Yang et al., 2013) contended the inability to use visuals of word meaning for primary importance in the reading recognition. However, the radical change in utilizing visuals in diverse reading tasks contributes strongly to the improvement of comprehensibility. That is by constructing its foundation through the dual code theory. Wang et al. (2015:436) refer to

the theory from the view of Sadoski and Paivio that it combines both verbal and imagery systems in a complicated mental processing. The hypothetical theory claims that it is the reason behind storing verbal and visual information in relation to meaning. Yang et al. (2013:122) discovered in the results of meta-analyses 34 studies that the acquirement of reading in Chinese language draws a parallel with the relationship between illustrations and words.

Fictional and non-fictional picture books epitomize text reading. They carry out tremendous imagery details that encourage EFL readers to understand in an easily perceptible manner. In addition, images, illustrations, and characters in a combination with mental model texts tend to extract the powerful and meaningful message. For instance, a teacher can grasp the reader's attention by first writing Fredrik Raddum's quote "we can change our surroundings, but we cannot escape from ourselves." Then the teacher after a while walks around the classroom while carrying an image of Raddum's bronze sculpture, *trains i re*, depicting a European immigrant who is carried by a flying bird. This case raises curiosity among students, because the immigrant left no traces of being alive in the 1930's, brings about the cultural association of Utopia, and reflects mysterious circumstances in the Galápagos Islands. By reading closely the historical issue of European immigrants, students will be able to analyze, examine, and infer information in productive communication.

### **b. Enhancing Intellectual Thinking**

Students' capability of reading in the correlation of visuals impacts their intellectual thinking. In support of this point, sentences and words can be utilized as a critical source to think out of the box. In other words, readers will create a micro world of imagination in order to express the influence of visual-textual models of readings. When educators give students some time to think individually and work with peers, verbal and written responses would be varied depending on how students perceive a given nonverbal assignment.

Visuals can be as a standard measure to illuminate students with high rational thinking. Wang et al. (2015: 438) have noticed in the study of Padron and Waxman that second language readers at early ages could definitely attain knowledge in English through visualizing or seeing in their minds. Another observation from Anderson (2016:16) in her writing class of first-year college readers, text-contents in combination with visuals turn out to be understandable. They additionally mark meaning and establish mutual communication with readers. Meaning readers have produced more



than words on the account of training their mental knowledge along with imagery textures.

As a result, the mental-visual content of reading improve not the only comprehensibility in the minds of students but also developing speaking and writing skills. The participants in the reading instruction have a tendency to comprehend in the top-down, interactive, and bottom-up models by pronouncing content words in the assigned text once twice and three times. Regardless of the obstacles they counter (i.e. producing advanced terminology in verbally and on paper forms), the latest information is added or will be stored in the mind of the readers because of the intellectual process that has been mentally activated through the four language skills- listening, speaking, reading, and writing. By merely looking at different types of in print-pictorial texture, readers will be capable of distinguishing the main and secondary points that need to orally be addressed either individually or in groups of two to five members so as to underscore their comprehensibility in the form of writing.

After conferring with the influential effect that visuals can accomplish, practical relevance implicates certain inquiries whether or not reading comprehension reach its achievement. The next section demonstrates an independent sample of EFL readers with regard to visualization.

## **2.1 Methodology and Procedures**

### **2.1.1 Population and Sampling of the Study**

The qualitative study is taken at the college of Education for Women, University of Baghdad, Iraq. 120 Fourth Grade- History Major female students, whose Arabic language determines their first mother language and English language determines their second language, are recruited in reading comprehension assessment. The reason behind excluding the previous grades of female students in the form of the sample is related to the concept that students are not qualified enough to respond the items of the instruments of the study, since the reading assessment is disproportionate to their educational level.

The Development and Research department at the Ministry of Higher Education and Scientific Research in Iraq has selected "*New Headway Plus*" as the curriculum for students who learn English as a second language. The instructor applied the curriculum in two months, one course study. During that period, the female students in the history department have already exposed to first, second, and third conditionals at Unit 11 in terms of hypothesizing past and future tenses in listening, reading, writing, and speaking depending on the visuals at the unit and their background

knowledge as well. In order to see how much students have learned at Unit 11, Reading assessment is scheduled during the last week of the course. The Iraqi participants are divided into two groups. Each group is tested "A disastrous day for May" (New Headway plus Upper-intermediate, 2009:72) in two different approaches. The control group is taught reading assessment without the visuals (Group A), whereas the experimental group is taught reading comprehension assessment with visuals (Group B). Before attempting the assessment, the instructor distributes the papers to the two groups. Afterwards, the instructor asks them to complete their assessment at a sufficient time. The control group should skim and scan the text immediately. On the other hand, the experimental group should follow all the procedures mentioned to the first group plus looking at the images (See Appendix A and B). For the purpose of data collection, 10 multiple choice questions are created to measure their comprehensibility of reading either with observing visuals or without visuals (See Appendix C). The explicit questions are 1,2,3,4 and 5, whereas the implicit questions are 6,7, 8, 9, and 10 textually. The only questions that are associated with visuals are 1,4,8, and 9.

### 2.1.2 Validity and Reliability

A group of ELT (English Language Teaching) professionals at College of Education for Women and College of Education - Ibn Rushd- for Human Sciences plus (5) statistical experts at University of Baghdad have measured the suitability and reliability of question items in association with the prompted test reading. They have indicated that its validity are resulted more than 91% correspondingly.

### 2.1.3 Descriptive Analysis

According to the independent samples test of "A disastrous day for May" (New Headway plus Upper-intermediate workbook, 2009:72), Table 1 demonstrates that 61.7 percent of students responds to questions 2 and 8 respectively. Question 10 reached the second majority of students' answers respond with percentage of 56.7. In addition, question 5 ranked with 38.3 percent as opposed to 40.0 percent of answers in question 9. Question 1 reached low percentage with 30.0.

*Table 1. Descriptive Analysis of High Frequency Answers of Multiple Choice Question Items of Reading comprehension without visuals (n=60)*

<i>N</i>	<i>Items</i>	<i>Frequency</i>	<i>Valid Percent</i>
1	When did may overslept?	18	30.0

2	Who called into the office?	37	61.7
3	What did Ms Collins say?	36	60.0
4	If May was upset, how did she feel?	16	26.7
5	Where did May lose one of her contact lenses?	23	38.3
6	Why did May leave her car at work?	25	41.7
7	What seemed to be the reason May lost Nell's friendship?	20	33.3
8	Where did May go the next day?	37	61.7
9	What happened to the canary?	24	40.0
10	It could have been helpful for May to	34	56.7
			100%

Regarding the items of reading comprehension with visuals and highlighted words and phrases, it can be seen from data in Table 2 that question 3 improved better responses with percentage of 93.3. Surprisingly, participants respond question 4 with 55.0 percent in comparison with 53.3 percent of question 6. As for question 8, it reached an ultimate level with approximate percentage of 88.3.

**Table 2.** *Descriptive Analysis of High Frequency Answers of Multiple Choice Question Items of Reading comprehension with visuals and highlighted words (n=60)*

<i>N</i>	<i>Items</i>	<i>Frequency</i>	<i>Valid Percent</i>
1	When did may overslept?	22	36.7
2	Who called into the office?	51	85.0
3	What did Ms Collins say?	56	93.3
4	If May was upset, how did she feel?	33	55.0
5	Where did May lose one of her contact lens?	20	33.3
6	Why did May leave her car at work?	32	53.3
7	What seemed to be the reason May lost Nell's friendship?	21	35.0
8	Where did May go the next day?	53	88.3
9	What happened to the canary?	26	43.3
10	It could have been helpful for May to	39	65.0
			100%

### 3.1 Results

The aim of this study is to identify whether or not significant differences would appear in the answers of the female students by the cognitive process of transmitting information in English as a second language not only their background knowledge in printed- content, but also imagery-related content.

The participants who read without pictures achieve an arithmetic mean 2.82 which is higher than those who read visual-text passages 2.61 (See Table 3). Meanwhile, the standard deviation of correct answers was .48745 for the respondents who read without pictures in comparison with .72164 which indicates correspondingly the disparity of using pictures as a way of gaining information within reading. In order to measure their comprehensibility of reading either with or without visuals in a meaningful way, independent samples t-test was run in Table 4.

*Table 3. Descriptive Statistics of Independent Sample Test*

Reading	N	Mean	Std. Deviation	Std. Error Mean
Group A (without visuals)	10	2.8264	.48745	.15415
Group B (with visuals)	10	2.6150	.72164	.22820

With reference to the equality of Variances of the two groups, Table 2 indicates that Group A and B are significantly similar ( $p < 0.05$ ) of Levene's Test. By way of explanation, the two groups of verbal and visual mental imagery comprehended information proportionately.

*Table 4. Independent Samples Test*

	Levene's Test for Equality of Variances	t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Reading	Equal variances assumed	.478	.498	.767	18	.453	.21135	.27539	-.36722-.78992

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Equal variances not assumed	.767	$15.79$ 8	.454	.21135	.27539	-.37305-	.79575
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### 3.2 Discussion

This paper has introduced reading comprehension in EFL classrooms. It has illuminated diverse strategies of non-visual and visual texts in which instructors can maintain in promoting learner's reading comprehension. The findings of what texts can do to 120 Iraqi students yielded unexpected results. The implementation of QAR (Question Answer Reading) strategy along with making connection strategies stimulate female students to comprehend information.

The dual code theory denotes the main tool that characterizes the double-edged information of reading. From the view of Anderson (2016), it can deduce that this assumption platforms its activation of verbal and visual information in the minds of readers. Yet, the dissimilar effects of Group A and B confirmed the null hypothesis that there is no relationship between reading and visuals on the growth of information comprehension.

The unanticipated findings with regards to retaining information to the effect of visuals are in line with Woolley (2010) and Shaywitz; and Kavale, Forness, and Vellutino viewpoint (as cited in Yang et al., 2013) agreed with the same aspect. In other words, information can be conceived without the existence of visuals based on their background knowledge.

Accordingly, it can be concluded from the research that the nature of human mentality in synthesizing information support developing reading comprehension. By accessing diverse textual genres in difference subjects, language learners would perform better understanding. The more they comprehend non-visual information, the better outcomes empower language acquisition in a long term memory.

### 3.3 Limitations

It can be stressed from the research study that independent sample test has neither adopted students who are learning English as a foreign language at different departments of college of Education nor measured reading comprehension of male students. Further studies are needed to be investigated to show the distinction of gender comprehensibility and intellectual thinking in reading along with visualization.

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## Appendix A

**Directions: Read the story. Then answer the questions below.**

Last Sunday night May forgot to set her alarm clock so she overslept and was an hour late for work. May's boss, Ms Collins, called her into the office and told her that because she was late again she couldn't go on a planned business trip to Dubai the following week. Ms Collins said that she'd decided to send a more reliable person. May was so upset about missing her business trip that she locked herself in the ladies' restroom and cried her heart out. Also, she completely forgot that she had arranged to meet her friend, Nell, for lunch at an Italian restaurant.

Eventually she dried her eyes and returned to her desk. She looked at her computer screen. It was totally out of focus. Had it broken? She asked a colleague but he said that he couldn't see anything wrong with it. Then May realized what had happened.

The computer was all right, but she wasn't. She'd lost one of her contact lenses in the restroom.

At last the day ended. Without her contact lens May had to get the bus home and leave her car at work because she couldn't see to drive. She waited at the bus stop for over an hour in the pouring rain and didn't get home until 8 o'clock. There, she was greeted by a message from Nell on her answering machine.

Nell was very angry and reminded May that this was the third time she had forgotten to meet her. She said that she clearly didn't care about her and this was the end of their friendship. May was heartbroken. In tears for the second time that day, she decided to go to bed before anything else could go wrong. However, she forgot to feed the cat.

The next day, with a streaming cold, she went downstairs to make herself a cup of tea and found bird feathers everywhere. The poor hungry cat had eaten the canary! Poor canary! May went back to bed and pulled the covers over her head.

Appendix B

Directions: Read the story. Then answer the questions below.



Appendix C

Questions:

- 1) When did May overslept?
  - A. Next Saturday
  - B. Last Saturday
  - C. Next Sunday
  - D. Last Sunday
- 2) Who called into the office?
  - A. May's friend
  - B. May's coworker
  - C. May's boss
  - D. None of them
- 3) What did Ms Collins say?
  - A. May could go to Dubai
  - B. Business trip was unscheduled
  - C. The trip was cancelled
  - D. She would send another worker
- 4) If May was upset, how did she feel?
  - A. Disturbed and angry
  - B. Happy and sure
  - C. Tired and hungry
  - D. Quiet and alone
- 5) Where did May lose one of her contact lens?
  - I. At work
  - II. In the restroom
  - III. At the restaurant
  - A. I only
  - B. I and II
- 6) Why did May leave her car at work?
  - A. She was heartbroken
  - B. She was waiting Nell



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- |                   |                           |
|-------------------|---------------------------|
| C. II and III     | C. She wasn't able to see |
| D. I, II, and III | D. She was out of focus   |
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- |   |                                   |
|---|-----------------------------------|
| 7) What seemed to be the reason May lost Nell's friendship? | 8) Where did May go the next day? |
| A. She had a business trip                                  | A. To Work                        |
| B. She was angry  | B. To the restaurant              |
| C. She was a reliable person                                | C. To bed                         |
| D. She forgot the meeting                                   | D. Downstairs                     |
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- |                                  |   |
|----------------------------------|---|
| 9) What happened to the canary?  | 10) It could have been helpful for May to |
| A. It was flown away             | I. Remember to feed the cat               |
| The canary felt cold             | II. Find one of her contact lens          |
| C. The canary hid under the sofa | III. Set the alarm clock                  |
| D. The cat ate the canary        | A. I only                                 |
|                                  | B. I and II                               |
|                                  | C. II and III                             |
|                                  | D. I, II, and III                         |

**Correct Answers:**

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1) D , 2) C , 3) D , 4) A , 5) A , 6) C , 7) D , 8) D , 9) D , 10) D