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EFFECTS OF THE READING PRACTICE PLATFORM (READVISE)
IN DEVELOPING SELF-REGULATED READING SKILLS
OF TERTIARY STUDENTS IN L2 LEARNING

MA thesis

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Abstract

Effects of the reading practice platform (Readvise) in developing self-regulated reading skills of tertiary students in L2 learning

Reading as one of the four basic language skills stimulates language learning. Tertiary level students oftentimes undermine this opportunity and rarely read anything other than the materials set for homework. The aim of this master's thesis is to define to what extent the specially designed reading platform (Readvise) can support and develop students' L2 reading skills with the prospect of transforming them into self-regulated reading skills. The focus of this design-based research is 39 undergraduate students who study English as L2. The results indicate that elimination of the main L2 reading barriers with the help of this platform encourages students to change their L2 reading behavior, start employing metacognitive strategies and become more motivated when reading in L2. These features when supported consistently through the Readvise reading platform can ensure the development and enhancement of self-regulated reading skills in the long run.

Keywords: self-regulated reading, Readvise, motivation, self-regulation, behavior, metacognition

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Introduction

Reading constitutes an inseparable part of our lives. We read news, journals, books, social media posts, instructions, menus, etc. We read for pleasure, out of curiosity, or because we have to. In any event benefits of reading tend to exceed one single aspect: it stimulates brain, motivates to think, helps to discover the world, think abstract and develop imagination. In academic environment it can all be combined into cognitive abilities (Robinson, 2012). Reading is also attributed to student and life success (Charlton, 2019; Horning, 2007; Weller, 2017) and deemed as a form of recreation that reduces stress and anxiety (Gonzales, 2019). One more facet where reading plays a significant role is language learning.

Learning a language in its entirety is an extensive and industrious process. Some quit it half way, whilst the rest keep exploring its mastering techniques. Against this background, there is certain evidence proving how reading helps learners in acquiring a language (Johnson, 2008; Rini, 2013). Yet, the question is how reading as one of the four basic language skills stimulates language learning. According to Nattinger and DeCarrico (1989), reading offers “cognitive hold” for the new words in learners’ memory presenting a psychological reality where words contain (p. 76). Leontjew (1979) argues that contextualized words invoke emotions or involvement in the learner, a factor which is often underestimated, but crucial in long-term acquisition. Angell, Lightbown and Spada (2006) highlight the contribution of reading to boosting metalinguistic awareness, “the ability to treat language as an object separate from the meaning it conveys” (p. 8). On top of all, reading materials are observed to gravitate towards a richer language and showcase grammar in its full action.

More to the point, reading yields significant dividends especially when accompanied by learner’s metacognitive abilities (Carrell, 1989; Sheorey & Mokhtari, 2001). The latter is manifest in learner’s questioning his/her reading purpose, choosing reading materials, analyzing the content or evaluating how much of the material is perceived. Hence, whenever learners employ “metacognitive strategies including planning, progress monitoring and reflection to regulate their reading process, such reading process can be called self-regulated reading” (Hu & Gao, 2017, p. 1).

To understand readers’ self-regulated reading (hereinafter SRR) process, a range of techniques have been further adopted, such as questionnaires (Liyanage & Bartlett, 2012), interviews (Fadlelmula, 2010), observations (Veenman & Spaans, 2005), online computer log file registrations (Veenman, Wilhelm, & Beishuizen, 2004), stimulated recalls (Juliebö, Malicky, & Norman, 1998) and think-aloud protocols (Brunfaut & McCray, 2015) to name a few. Despite this abundance, there is still no holistic approach that can be applied to the

explanation of SRR essence in practice. This lapse can be supposedly justified by dissimilar readers and various contexts where these techniques are being approbated. On the other hand, significant work has been enacted to explore how to teach reading skills in a foreign language (Bruce Arne, 1984; Długosz, 2000; Foncha, 2014; Renandya, 2015). Technological developments in turn have also contributed to it through the emergence of a number of online platforms that support independent reading (e.g. Storyworld, RIF, Newsela, Skybrary and others), the target groups of which are children mostly.

On the basis of the above, the research problem of the thesis lies in the unexplored possibilities of technology in understanding and supporting reading skills of tertiary-level students when learning a foreign language, English in particular (hereinafter L2).

The current study aims at eliciting students' reading skills in L2 learning through a specifically designed reading practice platform (Readvise) with a view to nurturing them into SRR skills. The online platform strives to attain it while accounting the due peculiarities of target students and difficulties they face when attempting to master L2 reading materials on their own. The scope of these L2 reading hardships is outlined and employed in the end of the research experiment as well to gauge the level of changes the reading practice platform has introduced in students' SRR with regard to L2 learning perception. The reason behind this consists in a rather low level of L2 reading motivation, comprehension and reading rate of the target group, and the necessity to enhance SRR considering the general benefits of reading in learning a language. To reach this purpose, the following *research questions* will be tackled:

1. What difference(s) can the Readvise reading platform stimulate in students' L2 reading behavior? 2. To what extent can the online reading platform and its reading activities improve students' L2 reading skills? 3. How would students appraise changes in their L2 reading attitude and motivation after the intervention? 4. To what extent can the Readvise platform support students' SRR skills in L2 learning?

The overall content of the research work is reflected in the following consecutive parts: theoretical overview, which is going to provide the information about the importance of reading in L2 learning, reading motivation, self-regulation, and SRR. The methodology chapter would explain the choice of the design-based approach in addressing the research questions. It also expounds the reading practice platform (Readvise) together with the instruments adopted for data collection and the techniques to understand the SRR process (interviews, surveys, reading diaries, pre-and post-reading tests, software provided data). These data coupled with those collected from the sample are then analysed followed by the entailing interpretations and explanations presented in the discussion part.

Theoretical overview

Reading and L2 learning

In times of globalization and the changing nature of labour market, language proficiency is becoming somewhat a natural competence and central necessity. Higher education institutions incorporate foreign languages as a separate discipline in almost all study programmes. Curricula are designed to cover the four basic language skills – reading, writing, listening and speaking. Among these skills, reading is considered as “one of the most resourceful methods [...] to improve [...] writing and speaking” (Zakaria, Azmi, & Abd Hadi, 2019, p. 20).

Besides writing and speaking, reading in authentic language enables language learners to get closer to target language culture. This fact is frequently undermined when mastering the language, while there is a recent tendency to regard culture as the fifth skill in addition to the existing list of four (Altun, 2019; Šifrar Kalan, 2015). In such a way, reading is deemed to be the “most accessible exposure” to learning languages (Wulandari, 2016, p. 21).

From linguistic perspective, reading is advantageous as well. It avails to enhancing readers’ comprehension skills of L2 texts, their reading rates, spelling, writing fluency and speaking to some extent (Choi & Zhang, 2021; Maluch & Sachse, 2020). It also contributes effectively to acquisition and increase of vocabulary (Yang, 2014). By contrast, one can assert that vocabulary size in its turn determines comprehension level of reading texts making these two variables somehow interconnected. This claim comes as a result of traditional wisdom; however its soft nature from the empirical standpoint is also marked (Israel & Duffy, 2021, p. 323).

From theoretical perspective, the interrelation between vocabulary and reading comprehension is explicitly observable. Anderson and Freebody (1979) as an example offered three hypotheses to explain this correlation: instrumentalist, verbal aptitude, and knowledge (p. 5-7). According to the first one, the wider is the reader’s vocabulary, the better is the reading comprehension. In other words, “knowing the words enables text comprehension” (Anderson & Freebody, 1979, p. 6). People with high verbal aptitude test scores are believed to have “a quick mind”. This superiority of mental agility contributes to their better and faster discourse comprehension compared to those who have scored lower in vocabulary tests and eventually learnt less word meanings. As the knowledge hypothesis prompts, vocabulary and reading comprehension reflect overall knowledge and not the individual word meaning the way it occurs with the instrumentalist. This vision of the researchers has been further extended with other approaches. Mezynski (1983) as a case in point asserts existing

correlation between text comprehension and reader's "ability to efficiently locate and access word meanings when reading" (p. 254) proposing as follows the 'access' approach (Israel & Duffy, 2021). Metalinguistic approach connects reading comprehension with "the ability to reflect on and manipulate the structural features of language" (Nagy & Anderson, 1999, p. 2), namely syntax, morphology, semantics, etc. With this abundance of theoretical judgments, the impact of reader's vocabulary on the level of reading comprehension becomes definite.

Reading motivation

Another factor that potentially affects reading comprehension in L2 is reading motivation. The latter by definition implies the level of engagement with the text, persistence, amount of time and efforts invested to comprehend L2 reading text despite possible challenges (Cain & Barnes, 2017; Wang & Guthrie, 2004). In line with its essence, reading motivation is differentiated into two types – extrinsic and intrinsic. The former is set to "nonsignificantly or negatively relate to comprehension performance" (Schiefele et al., 2012, p. 428). The reason consists in the assumption that extrinsic L2 readers rarely enjoy reading to the extent to read also in their spare time. They practice less and stay neutral to "increase [...] reading-related outcomes" unless it is not required for their academic or work related reasons (Stutz, Schaffner & Schiefele, 2016, p. 4).

Intrinsic readers conversely are enkindled with subjective reasons to read more contributing thus to high reading motivation. This distinction between the two types of L2 readers materializes in dissimilar reading amounts which cannot but affect language learning progress. The discrepancy is also evidenced in recent studies where readers are quite aware of L2 reading benefits and "read English texts primarily for language development" rather than for pleasure or information (Ölmez, 2015, p. 601). The very attitude is more explicit in groups with intermediate language proficiency level where L2 reading is considered "necessary to their study" (Torudom & Taylor, 2017, p. 50). In groups with low language proficiency, readers' intrinsic motivation is distorted with L2 reading anxiety and attitude in their language learning success (Boonkongsaen, 2014). The last two variables also define the choice of L2 reading strategies (Zarei, 2014).

The proper choice of reading strategies is important since L2 reading bears little resemblance from the one in L1. According to Hudson (2009), there is a great cognitive difference between the two types of readings since L2 readers usually do not speak the language the way they do L1 or start reading in L2 not "knowing much about the grammar or the vocabulary" (p. 60). Oftentimes teachers and lecturers view L2 reading texts as mere

means to teach reading and “ensure the curriculum coverage of [...] set objectives” (Hodges, 2010, p. 60). Whatever strategies and initiatives applied come in a rather fragmented way and are not “always [...] directed sufficiently at producing enthusiastic, independent readers” (Office for standards in Education, 2009, p. 23).

In the meantime, independence in reading is an important feature. It allows moving beyond the conventional limits set by educators tending to comply with academic curricula and entrusts with certain questions, such as what to read, why to read, how to read, what pace to choose and etc., which prove that reading is quite an individual activity. Amidst this flexibility bestowed by independent reading, self-regulation becomes particularly important.

Self-regulation

In educational setting, self-regulation is predominantly associated with learning. As a concept, self-regulated learning (SRL) implies active metacognitive, behavioral and motivational participation of learners in their own learning process (Zimmerman, 1986; Zimmerman, 2000). In other words, this is the type of learning when learners self-generate “thoughts, feelings, and behaviors that are oriented to attaining goals” (Zimmerman, 2010, p. 65). Nowadays existing theories attempt to discuss it all aiming at revealing different frames of minds and views. While none of them is substantially contrasting, they all accentuate one or two distinctive features in SRL against the entire background.

Thus, according to Zimmerman, the pioneer of this field, SRL should be regarded mostly from a social cognitive perspective (Zimmerman, 2000, p. 14). With every new task or goal, one needs to account environmental, behavioral and personal factors which would tailor the self-regulation to help achieve the set goals. One should likewise account the self-regulatory processes affiliated to three different phases, namely forethought, performance and control, adherence to which could increase the efficacy of self-regulation in general (Figure 1). However, if the person has no motivation to self-regulate oneself, all these efforts will go to no purpose.

Zimmerman also offers the four-level scheme geared towards developing regulatory skill. The initial level goes for observation implying that learners generate features of the skill when observing task performance or learning process of some model. The model oftentimes sets “the performance standards, motivational orientations, and values that observers can use personally” (Zimmerman, 2000, p. 29). From mere observers learners then shift to emulation level where they imitate actions of the model or appropriate the general pattern of its functioning. With the due motivation, it is viable to move on to self-control. The latter occurs

when “learners master the use of a skill [...] outside the presence of models” (Zimmerman, 2000, p. 30). The final self-regulated level is attained when learners are able to adjust their performance to different conditions be it personal or contextual.

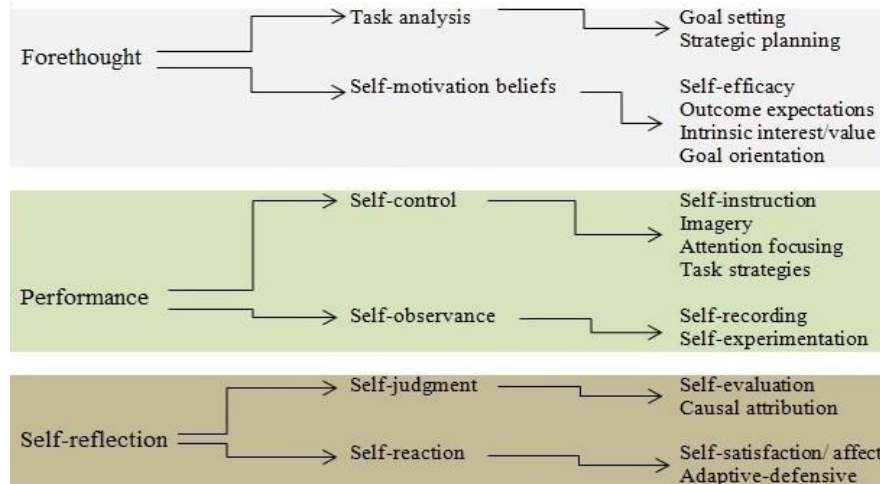


Figure 1. Self-regulation: phases and processes (Zimmerman, 2000: 16)

Other researchers account self-regulation along with changing personality traits. In this vein, learners may demonstrate different self-regulatory skills determined by divergent self-regulative features, such as generalized self-efficacy, self-consciousness and self-esteem, optimism and pessimism, trait worry, metacognitive beliefs and processes (Matthews et al., 2000). Another concept offered in view of the concomitant nature of a changing environment is self-understanding. Given that our physical world is shared with other individuals, we need to register our feelings, actions, sensations, mental operations, “discriminate [...] and negotiate our own goals and actions with the ones of the others we live with” (Demetriou, 2000, p. 212). The latter idea encourages further consideration of communal aspects of self-regulation. In this case self-regulation activities should be monitored “within a network of socially mediate factors”, namely family, organizational, and group-based needs, goals, and desires (Jackson, Mackenzie, & Hobfoll, 2000, p. 278). The same authors highlight also the impact of culture on self-regulatory behavior. In such a way, within the ideas of Confucianism ‘self’ is viewed predominantly with the others, while in some African countries ‘self’ implies almost nothing in contrast to the overall communal well-being (Jackson, Mackenzie, & Hobfoll, 2000).

In learning environments, however, self-regulation oftentimes gets dominated by the so called ‘learning episodes’. M. Boekaerts explains them as a setting “in which a person is invited, coached, or coaxed to display context-specific, goal-directed learning behavior” (Boekaerts & Niemivirta, 2000, p. 418). These learning episodes never occur spontaneously

being rather fragmented, accumulative, and goal-deprived. Subsequently, it becomes hard to instill self-regulatory skills since learners know little about their needs, goals and aspirations being oriented mostly by teachers instead. Hence robust environment for the SRL development arises when “opportunity and felt necessity coincide” (Boekaerts & Niemivirta, 2000, p. 421). This way the scholar offers the original model of adaptable learning where information is provided through three main channels, such as knowledge and skills, task in the context and self. The ‘self’ component engulfs “goal hierarchy, values and motivational beliefs”, while learners’ appraisal is the means that defines the learning intention and the learning strategies (Boekaerts & Niemivirta, 2000, p. 428). Sometimes the selected strategy may fail leading thus to disengagement, self-handicapping, avoidant behavior, danger control and mindful effort.

Pintrich (2000) in his turn observes in self-regulatory activities the power that mediates “the relationships between individuals and the context, and their overall achievement” (p. 452). The SRL model offered by him encompasses in one scheme the phases and areas presented in studies of other scholars: forethought, planning and activation, monitoring, control, reaction and reflection (phases) on the one hand; cognition, motivation/affect, behavior and context (areas) on the other hand (Pintrich, 2000, p. 454). This four-phase and the four-stage compounded SRL process is not static and covert. Neither has he prompted it to be rigid or linear since the sequence of SRL can go flexible with no strict compliance with the provided order. Like Boekaerts, Pintrich also pays close attention to motivation splitting it down into goal orientation adoption, efficacy judgments, interest activation, ease of learning judgments, affective attributions and others. When focusing on goal orientation variable, the researcher differentiates it into two types and manifested approaches: mastery and performance orientations, approach and avoidance focuses (Pintrich, 2000: 477). Meanwhile, throughout the learning process motivation is perceived essentially as the way how learner interacts with the text or some learning material.

Another question of no less importance is SRL measurement. Winne and Perry (2000) regard it as “an intention to cause the learner to recall or to generate a particular kind of response” (p. 532). Noting the importance of “partly” intrinsic motivation in SRL definition, the scholars underline SRL properties which are an event and an aptitude, i.e. learner’s activity shot in motion and abiding feature that help predict future conduct. Against the SRL properties, different measurement types are presented, including self-reported questionnaire, structured interviews and teacher judgments as an aptitude, and think-aloud, error detection tasks, trace methodologies, performance observation as an event oppositely. For SRL as an

event, Winne and Perry (2000) signify four phases, namely task definition, goal setting and planning, tactics validation, and adapting metacognition which form the bases for their proposed SRL model. The researchers also mark the focal importance of monitoring and feedback since they provide the standard with which it becomes possible to enact the due regulation.

SRL analyses are not limited to these researchers only, however they are the ones whose findings are keenly referred to as the background for ongoing studies. Simultaneously, learning is not the only domain where self-regulation can be traced in. With the same success, it is possible to discuss it with reference to health behavior (Maes & Gebhardt, 2000), social anxiety, depression (Kocovski & Endler, 2000), chronic illness (Creer, 2000), advertising (Muela-Molina & Perelló Oliver, 2014), sports (Kitsantas et al., 2018) and etc. Acting as the cornerstone in mostly all domains, the present study explores self-regulation in correlation with reading, particularly in L2.

Self-regulated reading

The essence of self-regulated reading (SRR) can be narrowed down to the type of reading when metacognitive strategies, such as planning, progress monitoring and reflection, are employed to regulate the reading process (Hu & Gao, 2017; Pintrich & Zusho, 2002). This definition resembles the three phases of Zimmerman's SRL social cognitive model. Given that, forethought can be observed already at the stage when readers choose a text, assess the level of its difficulty and define reading strategies. Interest in the text and reasons for reading it become influential. As soon as readers start reading and using the selected reading strategies, performance enters into role. It claims engagement with the text and persistence to understand it in view of the self-set reasons. Control phase is ensured with self-assessment of text comprehension. Reflections of this phase can be attributed to different causes such as invested efforts or complexity level of the chosen text. Hence, if we attempt to describe self-regulated readers in terms of their characteristics, then these are the readers who set goals and define strategies before starting the reading activities with intrinsic interests and self-efficacy; who monitor their reading comprehension and apply strategies to understand better and stay focused; who reflect on performance by evaluating their comprehension. Obviously, SRR empowers the reading engagement model and implants reading autonomy. On top of all, it contributes to self-regulatory features and encourages certain increase in reading amount mindful of its overall advantages in L2 learning process.

Considering the SRR benefits, endeavors in nurturing SRR skills become valuable. Some researchers, for instance, exercised it through interventions addressed towards SRL processes proving their effectiveness in the long-run alongside the necessity to encompass all three SRL processes concurrently (Souvignier & Mokhlesgerami, 2006). Based on another research, readers who were introduced to the model of metacognitive strategy use and were taught the SRL processes demonstrated a long-term ability to self-regulate their reading unlike the others (Housand & Reis, 2008).

Reading engagement has also been exercised as a theoretical model for SRR. In line with the research findings, the model should be based on corporate functioning of “cognitive strategies, motivational processes, conceptual knowledge, and social interaction among readers” (Tonks & Taboada, 2015, p. 177). With teaching cognitive strategies, i.e. information searching, summarizing, inferencing, comprehension monitoring and others, it becomes possible to increase readers’ self-regulation skills. Frequent application of these strategies may enhance readers’ self-efficacy too since they become more skillful at applying them when reading. This fact coupled with the gradual improvement in reading comprehension would virtually increase readers’ SRR. Researchers also highlight certain motivational components of reading engagement, namely knowledge building from text, autonomous behavior and choice in reading activities, real-life interactions on topics of knowledge goals, provision of interesting reading texts of different levels, collaborative support in reading (Tonks & Taboada, 2015, p. 179–82). Holistic application of all rather than each of them being in isolation can assuredly contribute to SRR skills development.

Attempts were also made to evaluate the impact of SRL model application in L2 training process on learners’ critical and literal reading comprehension. According to the conducted studies, self-regulation helps learners with self-awareness, which in its turn is linked with reflective thinking and reasoning, that is, critical thinking (Lynch & Dembo, 2004). Furthermore, there is a conviction that teaching L2 using the SRL model elicits learners stay aware of the task and be active. They set goals and define self-reflection strategies that tend to be the “main aspect of metacognition in reading comprehension”, while different levels of L2 proficiency do not lessen the effects of SRL training (Morshedian & Hemmati, 2016, p. 104; Zimmerman, 2002). Concomitantly, SRR necessity for L2 learners is marked to be particularly important since learners rarely know how to choose and use various reading strategies and “how to monitor and evaluate these strategies when they are not working properly” (Mohammadi, Saeidi, & Ahangari, 2020, p. 2).

Keeping in mind that reading is quite an individual activity varying much from each reader and the context, a tendency has been registered to explore SRR process with the help of SRL measurement types. Think-aloud protocols as an example are used to understand SRR cognitive and metacognitive processes (Hu & Gao, 2017). While supporting disclosure of the dynamic nature of SRR process and their comparison in terms of the progress with the ones executed at different periods of time, protocols are also recruited to measure the SRR skills before and after arranging commensurate interventions (Bråten & Strømsø, 2003). Since SRR is a rather complex task, its measurement gains reliability when data are derived from several sources instead one. Thus, as another type interviews have been put to use together with think-aloud protocols and trace observations (Fadlelmula, 2010). In view of the ripe set of available technological tools and softwares, computer log files can serve to be an additional source of data as well (Veenman & Spaans, 2005). Although the files would not provide much on cognitive and metacognitive processes, they picture readers' behavior when dealing with reading materials. The same proves true for eye movement registrations that could secure number of look-backs when reading a text along with reading time (Kinnunen & Vauras, 1995).

On account of digitalization and gradual shift of reading materials to online premises, some mobile applications are also being used to understand and support reading skills in L2. This is also explained with lifestyle changes and growing necessity of information consumption. Being immersed with devices daily, readers start encountering by far more hardships than when offline. Boundless amounts of L2 texts available online, change in reading environment, insufficient knowledge of reading strategies, these are just some questions each reader comes across when reading or attempting to read online.

At the same time, a number of endeavors have been made to support readers and elicit their reading comprehension. Hence, certain progress has been registered with readers' who were introduced to Whatsapp and used it for sharing articles and stories, discussing and commenting them (Ahmed, 2019). The same enhancement in L2 reading comprehension was observed with the use of Telegram (Keezhatta & Omar, 2019) and Quizizz platform (Priyanti, Santosa, & Dewi, 2019). The game-based mobile application (EMBA) also proved to increase reading comprehension of the experimental group compared to the control one (Sofiana & Mubarak, 2020). In the majority of "digital" interventions reading comprehension was measured with the help of questionnaires, pre- and post-tests, and semi-structured interviews. Amidst these developments, treatment with mobile applications registered certain "improvement in reading comprehension, [...] positive attitude and [...] motivation"

(Klimova & Zamborova, 2020, p. 2). However, an observation has been made that many of the available applications have been developed for some other purposes rather than learning L2 or improving reading skills, while they are being adjusted to them in view of their flexible functionalities.

Against this background, the necessity to develop the specific platform initially focused on reading in L2 emerged. Accounting that most of the available (mobile) applications address the aim to improve L2 reading comprehension, while some adhere to vocabulary only, this web-based reading practice platform (Readvise) seeks to elicit readers' SRR in L2 as well. The detailed description of the platform together with the technics and activities applied to support and enhance L2 reading skills to the prospect of developing them into SRR skills in L2 learning is presented in the next section of the research.

Methodology

The aim of this study is to support students' reading skills in L2 learning through the use of web-based platform activities with the perspective of nurturing them into SRR skills. To achieve this goal, a special reading platform (Readvise) was designed to include functionalities that may potentially increase students' engagement in L2 reading process as well as contribute to their intrinsic motivation. The attempt to observe possible effects of the platform on students' reading progress has indicated the need to use the design-based research method (Brown, 1992; Collins, 1992). Interventions tailored in line with this method showcase "a commitment to understanding the relationships among theory, designed artifacts, and practice" (Hoadley et al., 2002, p. 5). To provide certain level of accuracy when analyzing the data derived from the platform and research instruments, a combination of qualitative and quantitative research methods is applied further. This mixed method of research helps towards consistent consideration of all data and ensures holistic approach when analyzing them given the research questions set above.

Readvise reading practice platform

When setting up the research purpose, an overview of existing reading platforms (e.g. Storyworld, Litpick, Bookshare, Skybrary, etc.) was conducted. They all had similar goals - either teach reading to children and kids, or offer a digital library of books and stories. Monthly or yearly subscription to these platforms either gives full access to specific libraries or applies to students and readers coming from particular countries (e.g. Bookshare is free for US schools and US students only). These observations have encouraged the development of a special reading platform matching the interests of the current study and the target group.

To start the designing process, an anonymized online survey was distributed among the students to identify the reasons why they are reluctant to take the initiative to read more in English other than homework. Fifty-five students from the Institute of History and International Relations, Southern Federal University (Russia), volunteered to share their concerns which were then duly accounted while designing the platform (Figure 2).

Resulting in the anonymous survey and observance of students' reading habits as a teacher, the Readvise reading platform has been designed to include three main sections: *Start*, *Read* and *Discuss* (Figure 3).¹ The platform can be accessed at www.readvise.org.

¹ The Readvise reading platform is designed with the help of the Wix website template (www.wix.com). The name of the platform has been made up based on the blending of the two verbs: 'Read' and 'Advise'.

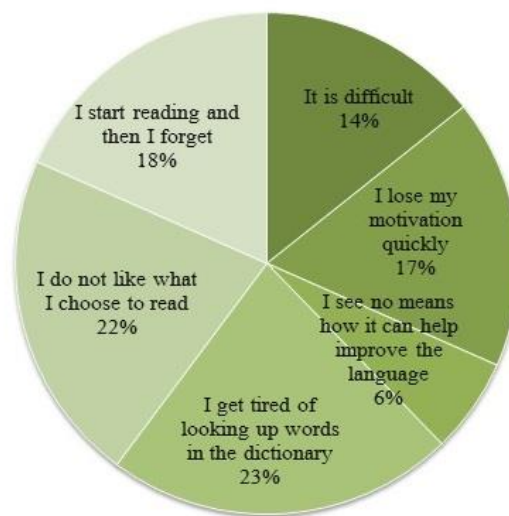


Figure 2. Reasons for not reading in English other than homework tasks

Start consists of ‘Test your English’ and ‘Empower reading skills’ subpages. The former encourages students to undertake the English proficiency level test to help further define the level of reading materials, complete the questionnaire on their reading preferences to be accounted for future collection of reading materials for the platform and indicate books or articles they are reading at the time to gauge the level of reading engagement before joining Readvise. The latter aims to empower reading skills of its readers through the provided reading tactics and techniques that can potentially help with learning vocabulary, increase reading comprehension and improve reading rate.

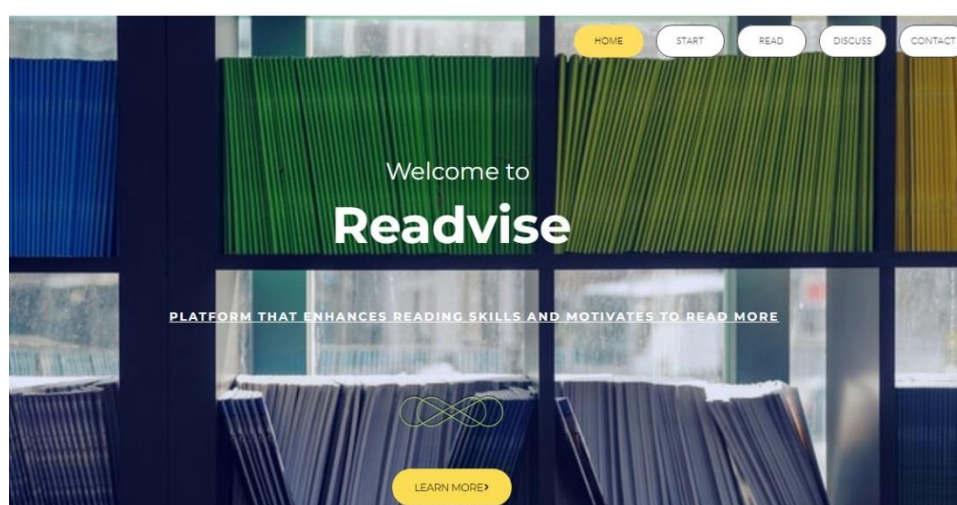


Figure 3. Readvise reading platform: homepage

The *Read* webpage offers to fill out the Reading Diary A (see Appendix A).² It is also where students choose articles and start reading being redirected to ‘*Enjoy the reading*’ subpage. With ‘*Test yourself*’, students complete Reading Diary B and submit tests related to article they have read (see Appendix B).

The last section of the reading platform – *Discuss* - concludes with the discussion opportunities of the articles being offered to students.³ Discussions are arranged for Tuesday, Thursday and Saturday with the duration of 45-60 minutes. A set of questions, recommended list of videos and additional reading texts are provided for each article (see Appendix C). After participation in the platform activities, students are requested to complete the Reading Diary C placed on the same webpage (see Appendix D). The latter questions students’ general perception of the platform and asks for any suggestions and feedback.

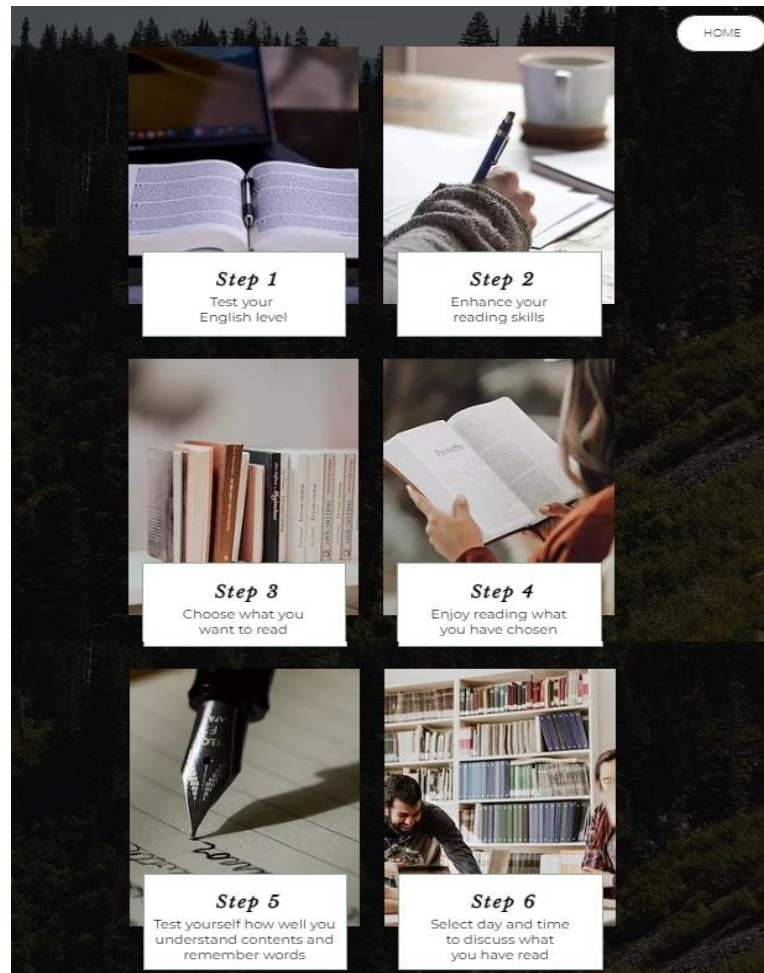


Figure 4. Readvise reading platform: roadmap of actions

² Reading Diaries A, B and C can be found in the Appendices A, G and D. Detailed description of each of the Diaries and their content is provided in the Data collection section below.

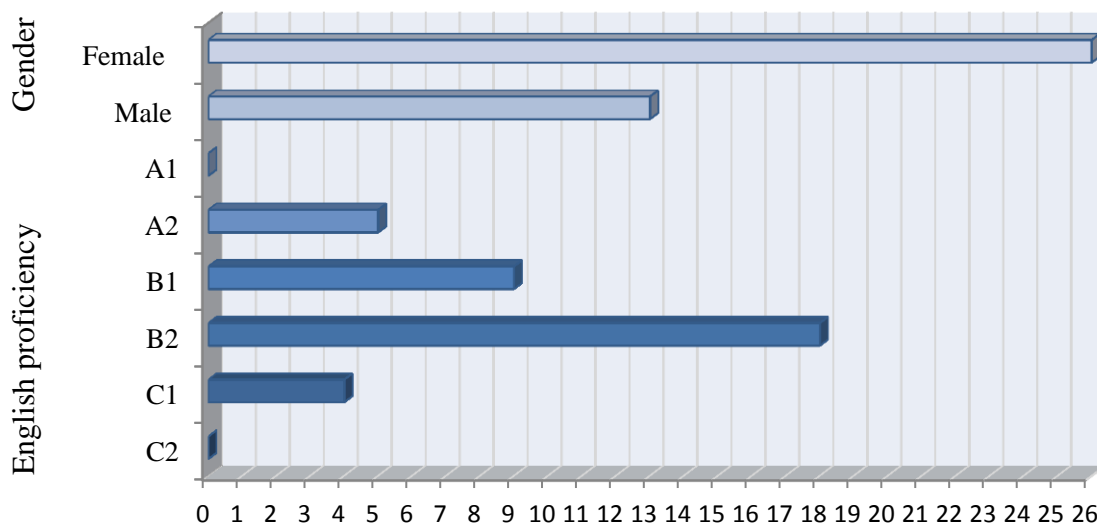
³ Discussions were organized with the help of the MS Teams platform. Its choice is explained by the current mode of the University studies conducted with the help of the same platform. Introduction of another communication platform might have raised some technical uncertainties affecting the quality of students’ performance.

This is the way how the entire navigation through the platform is presented. Each step when clicked on it guides the reader to the webpage with the relevant information and resulting tasks. The timeline for students' engagement with the platform extended up to one month.

Participants

Detailed online and offline presentations were delivered to the students who participated in the initial survey to explain the main functionalities and purpose of the Readvise reading platform. In consequence, 39 students volunteered to engage with the platform reading activities. They were all asked to complete the English Placement Test to identify their language proficiency level to assist with the correct selection of reading materials. The tests (30 questions on English grammar and vocabulary) were compiled based on the placement test samples circulated by the English for Humanities Department of the same University. The results were identified according to the CEFR six levels (A1, A2, B1, B2, C1, and C2). Table 2 demonstrates the demographics of 39 participants' (age range: 18~26/mean 22.2) based on such variables as gender and English proficiency.

Table 1. The demographics of the participants



As it is visible, female readers (24 students/66.7%) predominate over male readers (13 students/33.3%) with the average B2 level of English proficiency to be the most common (18 out of 36 submitted tests/50%).

Data collection

To secure the reliability of research findings, triangulation was applied as the focal strategy to question the validity of derived data through the convergence from different sources (Huetttman, 1993; Patton, 1999).

Interviews

As soon as the target group was identified, initial interview requests were sent out via email and posted in MS Teams (the online communication platform appropriated by the University to conduct regular online classes). Questions related to reading habits, motivation, general attitude towards reading in English and entailing hardships were asked to the students.

Nineteen individual interviews were conducted online, while the rest were arranged in person (39 in total). Questions were open-ended fostering the opportunity to retrieve diversified data in the end. After the intervention, interviews were arranged with the participants again (see Appendix E for the questions of the two interviews).

Surveys

Prior to starting the reading activities, students were asked to complete the online survey questioning their reading preferences (the survey can be found in Appendix F). Data collected through this instrument helped to set up their preferred volume of reading materials in English, types of articles⁴ and their reading progress with whatever they were reading back then other than their homework. This information helped to shape the overall picture of the reading progress of students and their motivation.

To help students empower their reading, Readvise has a separate section (Empower reading) sharing the main strategies of reading faster, comprehending better and remembering words easier. To define how well students mastered the presented information on reading skills empowerment, it was followed by online survey (see Appendix I). The surveys were designed with the help of the MS Forms and collected fully online.

⁴ The reading collection of the Readvise platform includes articles only. The choice of articles in favor of books can be explained by rather intense University schedule of the students, as well as the dynamic nature of articles. The latter allows students to read the content and grasp the vocabulary from various domains within a shorter period of time.

Reading diaries

While progressing throughout the reading platform activities, students were asked to complete three online reading diaries: Reading Diary A, Reading Diary B and Reading Diary C. They are named so for the sake of convenience mostly.

Reading Diary A comprised questions (six in total) revealing pre-reading determination, such as (see Appendix A): How much time can you dedicate to reading English text per week? How many articles do you plan to read with the help of the Readvise platform? Would you participate in the online discussion of the article you read?

Data derived from *Reading Diary B* (see Appendix G) helped to identify how much time students spent on reading the chosen article; whether the provided vocabulary lists of potential unfamiliar words were helpful (see Appendix H); how s/he used the Quizlet platform cards to memorize the new words. This Diary had a recurrent nature with every new chosen piece of reading.

Reading Diary C was requested for completion in the end of the intervention (see Appendix D). The questions it contained examine to what extent students find the reading platform helpful and matching their initial expectations; what section of the platform activity they liked more; any entailing suggestions and ideas.

All the Diaries were initiated online through MS forms. Initial questions were provided in English, some were provided in Russian also. However, students could submit their replies for open-ended questions either in Russian or English. That flexibility was introduced with the intention to eliminate possible language barrier for any kind of thought provision considering the diversified level of English proficiency.

Tests

To measure the reading comprehension and reading skills of students, each of them was requested to complete a pre-reading test. The test consisted of two sections: the first one measured their reading rate (with the help of www.readingsoft.com website), while the second section checked their reading comprehension with the help of a text and multiple choice questions. Post-reading tests were set to measure any differences in the two questioned variables in the end.⁵

⁵ The reading texts were chosen from Life 2nd Edition extra practice reading activities. It is the English language teaching resource that the faculty staff uses to organize their work with the students (<https://eltngl.com/sites/Life2e/home>).

Tests were the mandatory part of articles as well (see Appendix B). After reading each article, student needed to complete the article test to check how well s/he understood the reading text. Questions were open-ended (e.g. write the summary of the article; define the goal of the article, etc.) to help identify the level of students' engagement with the article and practise the writing skills. Two other questions asked to indicate the words from the read article the student considered interesting and would use in speech and writing. Tests were arranged with the help of MS Forms and were totally online. Different motivational quotes related to reading were set in the MS Forms as a thank you message. Student could see them upon submission of the test. The tests were duly checked, corrective comments and feedbacks were communicated back through emails.

Questionnaires

After the intervention, students were asked to complete four sections from the Self-regulated Online Learning Questionnaire: time management; environmental setting; persistence and help seeking (Jansen et al., 2018). Questions were adjusted to reading activities, while some of them were left out considering that most of the related questions were asked during the interviews before and after the intervention.⁶ Students were addressed the questions from The Foreign Language Reading Anxiety (Saito et al., 1999) and The Foreign Language Reading Attitude and Motivation Scales (Erten et al., 2010). The last two questionnaires were incorporated into the study with no change so they can be reused in any other studies directly from the results section. The data collected would help define the interrelation between the level of impact the platform had on students and their behavior while being engaged with the reading activities (see Appendix J).

Software programs

Another set of data is collected with the help of such software programs as BetterReplay and Google Analytics. The former software provides anonymized recordings of students' behavior in the platform showing how they are navigating throughout the website and how much time they spent there in general. One may doubt the reliability of the data, considering that it does not record all the sessions, but in any case it helped to get a general attention of how students worked with the platform. The data derived from this program explains the

⁶ The authentic Self-regulated Online Learning Questionnaire -Revised can be found [here](#).

reason for the development of the Customer Journey Map (Figure 6) to be shared with the students for better navigation.

Google Analytics apart from the general data, such as the number of active users per day, time of the day when students are most active and etc., also depicts the most popular webpages of the platform and the amount of visits. Compared to BetterReplay, this source demonstrates more accurate data that can be fully accounted when analyzing the data and discussing the results.

Data analysis

Accounting the design-based research method of the study and main sources of data collection, the entire set of data will undergo descriptive, inferential and qualitative analyses mostly. Interviews will be transcribed and anonymized using the first letters of students' names and surnames only. Pre- and post-reading tests scores will coded and included in tables with the same sequence to identify possible difference in reading progress. Article tests and information indicated in Reading Diary B will be correlated, and the observations will be duly marked and described further.

Results

This section reveals the outcomes of the four-week long intervention. To provide a systematic picture, the generated data are presented with due reference to the research questions indicated above.

During the initial interview, 32 students confessed they have never used reading platforms for reading in English and know little about them. Seven students mentioned applications installed in their phones which they rarely access. For the time of using the platform, three students did not participate in any of the activities; six students completed all the steps except reading itself, while the majority asked if they could share the platform with their friends as well after the official completion of the intervention.

At the time of the final interview⁷, all participants mentioned the well-designed and compact structure of the platform. According to them, Readvise eliminates the barriers they were used to face when trying to read on their own: *“Everything is thought out in great detail. Articles correspond to your level and cover different areas from science to diplomacy. After each article, a list of new words that you most likely did not know is provided. There are special cards that will help you learn words and a crossword will help you work them out”*, An. N.; *“If it were not for the platform, then I would not learn so much new information and would not read any articles”*, Z.B.; *“It is one of the best sites connected with reading I have ever met. Here is everything I need for reading: detection of my English level, reading tips, different kinds of articles and the lists with unknown words”*, A.K.

Talking about the platform components, students commented on vocabulary lists provided with each article (see Appendix H). As some of them confessed, before they were using machine translation services to translate new words which would not always fit in the context and they would just stop reading: *“when I was starting reading, I use Google translator. With the words available there, I did not use the Google translator at all”*, D.B. Another difference is noted in the sequence of actions when it comes to working with words: *“I understood that first I need to check the new words and then only start reading. It eased a lot the reading process, and I was able to remember the words better that way”*, M.M.

Besides, the need to complete article tests and Reading Diary B encouraged students to reread the same article to answer open-ended questions related to their articles themselves

⁷ Some students answered the interview questions in English. The provided citations are the direct transcription of their thoughts with no correction of either grammar or vocabulary mistakes. Interview replies in Russian were translated into English with no change of the content.

(see Appendix G): *“The test makes you analyze the article. First I tried to write with Google translator, but then I decided to write it myself despite all my mistakes. Sorry for the mistakes”*, K.U.

To define reading preferences and preferred volume of reading material in English, students filled out the multiple choice survey with the launch of the platform (see Appendix F). According to voluntary submissions of 26 students out of 39, most of them preferred short stories of around 10-page long. Articles came second along with 4-page long reading text being the second most chosen option as well (Table 2).

Table 2: Reading preferences of participants

<i>Reading preference in English</i>	Books	Short stories	Articles	Other	
(55 in total)	15 (27.2%)	21 (38.8%)	18 (32.7%)	1 (1.8%)	
<i>Preferred volume of reading text in English</i>	Around 4 pages	Around 10 pages	Not more than 50 pages	Around 100 pages	Other
(50 in total)	13 (26%)	17 (34%)	9 (18%)	8 (16%)	3 (6%)

However, when engaged with the reading activities of the platform, the practical value of articles was mentioned: *“Yes, I have books, but they are thick. And here I do not see the length in pages. I see visually it is not too much, and then I start reading. I like that articles are short, and they are related to current life and realities. And it is very interesting”*, I.B.; *“I did not like to read too much scientific articles. Before I liked to read books, but now I have the desire to look for articles more”*, A.B.

The data provided further indicate participants’ reading habits and level of their L2 reading engagement prior to joining the Readvise platform (Table 3).

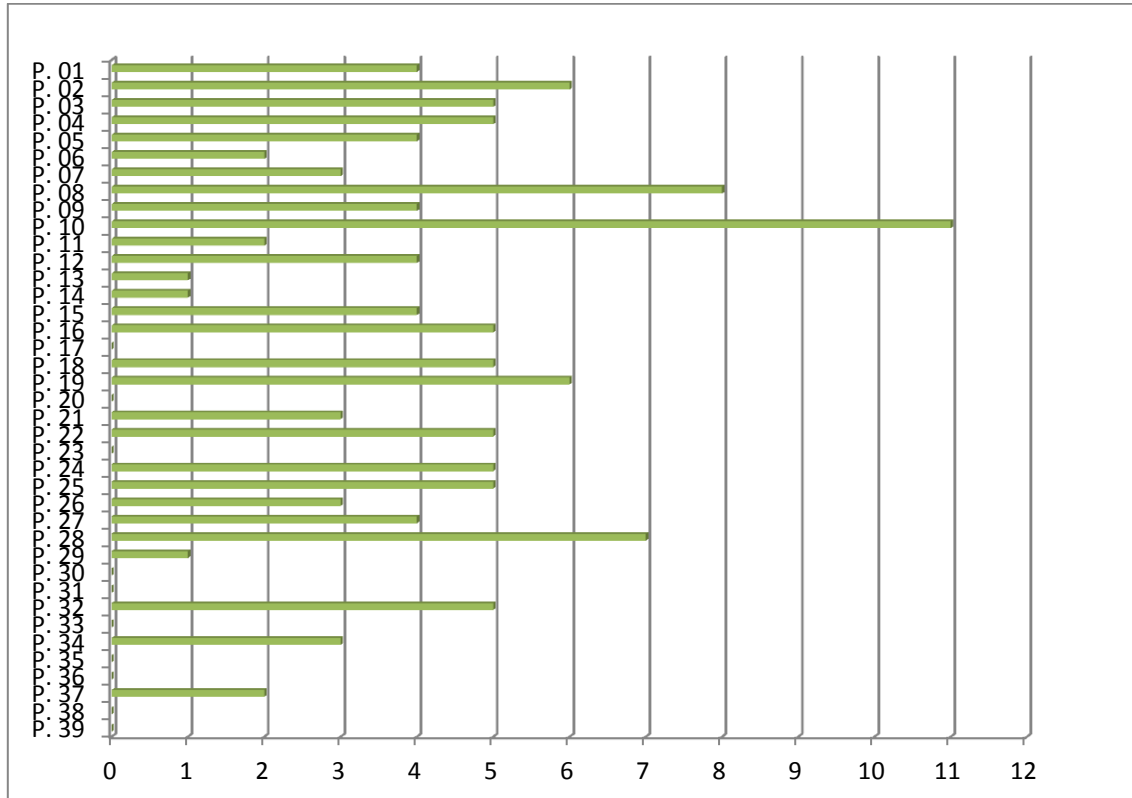
Table 3. L2 reading engagement of participants before Readvise reading activities

Students (39 in total) who read	by the start of the intervention	Books	Short stories	Articles	Other
		10 (25.6%)	0 (0.0%)	9 (23%)	0 (0.0%)
	nothing by the start of the intervention	20 (51.3%)			

Against the previous Table (2), the current one indicates that books and articles are the most common items that students choose to read. Together with that the majority of students (51.3%) still tend to read nothing in English on their own. In the course of intervention, by

contrast, the average number of articles read by the entire group (125 in total, see Table 7) equals to 3.2. Table 4 presents the number of articles read by each student during the four weeks.

Table 4. Number of articles read by each participant (P.) with the Readvise platform



To define their preliminary commitment, time availability for L2 reading activities per week and amount of articles foreseen to be read with the help of the platform were defined as well. This is the information collected with the help of Reading Diary A (see Appendix A). As it becomes obvious, students tend to spend no more than 3 hours per week and target at around three articles most (Table 5).

Table 5. Time availability and number of articles envisaged to be read with the help of the platform

<i>Amount of time available for L2 reading per week</i>	1-3 hours	4-6 hours	More than 6 hours	Other
(26 in total)	18 (69.2%)	5 (19.2%)	2 (7.6%)	1 (3.8%)
<i>Number of articles foreseen to be read with Readvise</i>	Around 3	Around 5	Around 8	Other
(26 in total)	10 (38.4%)	14 (53.8%)	2 (7.6%)	0 (0.0%)

To check how many articles (planned vs read) were actually read with the help of the platform, data from Reading Diary A and the actual number of articles submitted through

MS test forms were compared (Table 6).

Table 6. Planned and read number of articles before and after the intervention⁸

Students	No. of planned articles to be read (A)	No. of read articles (B)	Students	No. of planned articles to be read (A)	No. of read articles (B)
No. 1	8	4	No. 16	5	5
No. 2	5	6	No. 17	-	-
No. 3	-	-	No. 18	-	-
No. 4	5	5	No. 19	5	6
No. 5	3	4	No. 20	3	0
No. 6	3	2	No. 21	3	3
No. 7	3	2	No. 22	5	5
No. 8	3	8	No. 23	5	0
No. 9	3	4	No. 24	5	5
No. 10	5	11	No. 25	8	5
No. 11	3	3	No. 26	-	-
No. 12	-	-	No. 27	-	-
No. 13	-	-	No. 28	-	-
No. 14	5	1	No. 29	5	3
No. 15	3	4	No. 30	5	5

As demonstrated, none of the students, who initially planned to read around eight articles, managed to do that. The most realistic indicator related to students who foresaw five articles. They all succeeded in covering the declared number of articles except the students No. 14, 23 and 29.

Changes are evident in reading preferences as well. The initial choice for the least interesting rubrics (Climate Change and Environment, Diplomacy and International Organizations, Finance and Economics, Business and Leadership) coincides with the final two rubrics only (Appendix K: before and during). This can be attributed in part to the fact that students come from International Relations department mostly. Appendix J (before) is designed based on the multiple-choice survey initiated before the intervention (see Appendix F). Appendix K (during) relies on article tests that students submitted as one of the requirements of the reading activities (see Appendix B).

To attest changes in reading rate, comprehension, and L2 in general, students completed reading skills test before and after the engagement with the platform. The reading rate was defined with the help of the online programme (www.readingsoft.com), while the reading text was chosen from Life Second Edition extra practice reading activities. Twenty-eight tests out of possible 39 were voluntarily submitted as a result of the requirement. Once compared,

⁸ The coding of students is preserved the same as in Table 4 and other tables below. Column was left blank (-) if a student did not fill out the Reading Diary A.

certain progress is obvious in reading rate change for the students who would have read more than three articles (Table 7), e.g. students No. 1-5, No. 7, 8, 18, 19, 24, 25. Conversely, no progress is registered for students who read nothing or read less, e.g. No. 6, 14 (those who read less than three articles during the whole intervention are highlighted yellow).

Thus, based on data from Tables 7 and Table 8, the difference in pre- and post-reading rates of students makes up 41.1 words: *“218! WOW! Average reader! In a month I learned to read faster! I really don't understand how this could have happened! Such achievements motivate to read further, to reach new levels! Thank you a lot for the platform!”*, S.P.; *“I had 181, and now it is 234. I increased the reading rate. I am surprised”*, M.P.

Table 7. Pre-Readvise reading skills performance

Students	Reading rate (wpm)	Reading Comprehension	Students	Reading rate (wpm)	Reading Comprehension
No. 1	130	70 %	No. 15	129	20 %
No. 2	239	40 %	No. 16	171	60 %
No. 3	219	70 %	No. 17	312	60 %
No. 4	173	60 %	No. 18	141	30 %
No. 5	184	90 %	No. 19	181	70 %
No. 6	174	40 %	No. 20	151	50 %
No. 7	107	60 %	No. 21	150	60 %
No. 8	198	70 %	No. 22	220	80 %
No. 9	107	30 %	No. 23	170	70 %
No. 10	240	50 %	No. 24	219	10 %
No. 11	127	60 %	No. 25	127	60 %
No. 12	303	80 %	No. 26	250	60 %
No. 13	156	50 %	No. 27	89	70 %
No. 14	132	50 %	No. 28	155	60 %

On average: 176.9 wpm (SD=55.4) | 57%

Table 8. Post-Readvise reading skills performance

Students	Reading rate (wpm)	Reading Comprehension	Students	Reading rate (wpm)	Reading Comprehension
No. 1	277	80%	No. 15	170	30%
No. 2	253	90%	No. 16	175	65%
No. 3	250	75%	No. 17	310	70%
No. 4	212	60%	No. 18	271	90%
No. 5	213	90%	No. 19	234	80%
No. 6	180	50%	No. 20	150	55%
No. 7	215	80%	No. 21	175	70%
No. 8	263	80%	No. 22	280	82%
No. 9	117	50%	No. 23	165	72%
No. 10	283	75%	No. 24	327	70%
No. 11	165	65%	No. 25	210	90%
No. 12	320	90%	No. 26	260	60%
No. 13	176	52%	No. 27	95	75%
No. 14	140	55%	No. 28	160	70%

On average: 218 wpm (SD=61.4) | 70.4%

Improvement can be registered in comprehension skills as well with pre- and post- difference equaling to 13.4%.

In addition, few students tried to apply the reading techniques provided in empower reading section. The tips did not evoke particular interest among everyone (Table 9), but just a small group who would have completed the offered exercises. These data were collected based on the questionnaire included on Empower your reading subpage (see Appendix I). The questions were of multiple-choice type and were voluntarily addressed by 20 students out of 39.

Table 9. Level of participation in the empower reading skills section of the website

No. of students who expressed particular interest in	How to read faster				How to empower vocabulary	
	13				7	
No. of students who have used any presented strategy from the section before	6				5	
No. of students who expressed interest in trying to use these strategies in the future	16					
No. of students who expressed particular interest in the presented reading tactics (section 2)	Preview	Inferences	Understanding paragraphs	Recognizing patterns	Skim and summarize	Develop critical thinking
	8	5	8	3	14	12
No. of students who used any of these tactics before	3				6	2
No. of students who completed the attached exercises	8					

Evidently, most of the students are interested in fast reading techniques. In line with Table 10, students accessed the contact page of the website more than the section on reading empowerment skills: *“They all look helpful, but I did not have time to read them all”*, O. Kh.; *“I tried to use the reading techniques with the second article only because I forgot to do with the first one. I also wrote down and saved some of them to study better after my exams when I have more time”*, E.Z.; *“It took more time to try to apply the reading tactics and the other tips from section 1. Also when trying to use them, I got more distracted”*, I.K.

The requirement to fill out Reading Diary B (see Appendix G) and the tests with each newly read article instilled L2 changes as well. At final interview students were supportive of the need to indicate in test files the most interesting words and the ones they would try to use in speech and writing. They also noted with appreciation the tasks to define the aim of the read articles and write summaries in five sentences: *“When trying to complete the tests, you come back and revise the article, you increase the vocabulary, you start thinking when rereading the texts”*, Yu. K.; *“I think that tests helped to summarize everything. When you*

read for the first time it is possible to miss out some parts. I liked especially the summary part”, V.B.

Table 10. Number of visits paid by participants to each webpage of the platform (Google Analytics)

Название страницы		Просмотры страниц	Просмотры страниц
		1 527 % от общего количества: 100,00 % (1 527)	1 527 % от общего количества: 100,00 % (1 527)
1.	ENJOY THE READING Mysite	273	17,88 %
2.	HOME Mysite	255	16,70 %
3.	TEST YOURSELF Mysite	193	12,64 %
4.	READ Mysite	156	10,22 %
5.	EMPOWER READING Mysite	155	10,15 %
6.	DISCUSS Mysite	134	8,78 %
7.	START Mysite	134	8,78 %
8.	TEST YOUR ENGLISH Mysite	78	5,11 %
9.	ABOUT Mysite	44	2,88 %
10.	CONTACT Mysite	25	1,64 %
11.	Make inferences	19	1,24 %
12.	Preview	16	1,05 %
13.	Recognize patterns	12	0,79 %
14.	Skim and summarize	10	0,65 %
15.	Understand paragraphs	10	0,65 %
16.	Develop critical reading skills	6	0,39 %

The platform users started being more conscious when reading articles since they know they would need to complete the test. Vocabulary progress was also traced with most of the students during regular University sessions when they were using the words from the articles they read. *“The first two questions encouraged to look through the words again [...] to analyze which were more suitable and which ones we could use. The summary and the aim definition made me deepen into the content, and not only read some words, but to think over the content as well”, P. M.* Some of them marked change in thinking as well: *“The test questions were helpful. They were not true-false questions, but rather open, and it made my critical point of view stronger,” H. B.* *“I am more concentrated now. When reading articles before, I felt lost because I had to look up unfamiliar words every time, and it was difficult for me”, M.M.*

Certain results have been registered in students’ appraisal of changes in their L2 reading attitude and motivation. Thus, before joining the Readvise platform, half of the students rarely read anything beyond homework related texts (Table 3) with the main reasons expressed in Figure 2. Accounting that Readvise was designed preliminary to eliminate most of the reading barriers, it was anticipated that students would read more actively when it comes to reading in L2. As Table 11 indicates, the first week was quite passive in the number of read articles.

Based on BetterPlay software data, students’ anonymous behaviour throughout the website was analyzed resulting in the visual Customer Journey Map (Figure 5) being shared

by the end of the first week to ensure that the platform navigation is comprehensible.

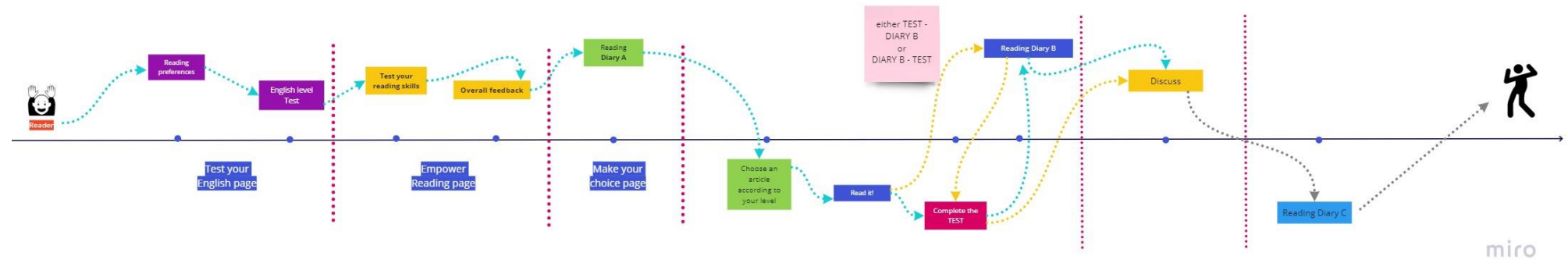


Figure 5. Readvise platform: customer journey map

Prior to that, however, files with step-by-step guidelines both in English and Russian (see Appendix L) were posted in MS Teams channels of each group⁹ which urged questions and stimulated rather low level of interest to get engaged with the platform.

Table 11. Number of articles read each week

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1			1		1	1	
Week 2	1	2	2	2		3	
Week 3		3	7	7	3	3	3
Week 4	14	4	6	7	12	11	15
Week 5	14	3					

Total: 125

Moreover, weekly overview of the reading progress was provided each Monday, which interprets the reason why there is a constant number of the read article every Tuesday. Besides this objective difference, students attest some progress as well: *“With Readvise I do not need to*

⁹ Participants come from student groups that attend their University studies online using MS Teams platform.

write down anything. The words are detailed, simple words are also included. Because of that, I wanted to read more. I want to see books there also”, K.L. For some of the students the platform was perceived as a form of intellectual recreation: “I read the articles in evening after hard University classes. I did not feel overburdened, I enjoyed them a lot and understood them all”, V.B.; “Reading with this platform is very easy. You do not need to worry about the words, everything is already there. What you need is just to choose the article and read it. I usually did it in evenings after my Chinese sessions”, M.B.

As it might be seen from Figure 6, most of the reading activities took place after 4pm. Articles were read after 12:00 am as well. This is supposedly the time when students complete their University assignments and render themselves to the platform.

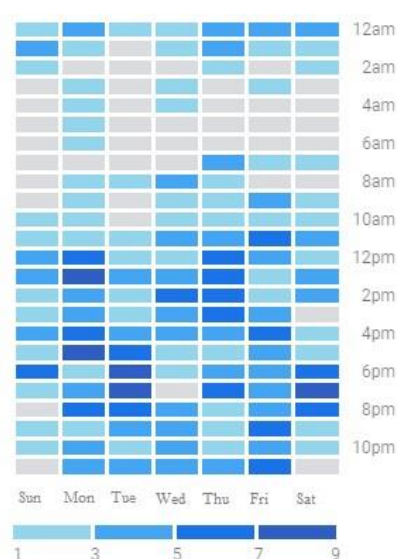


Figure 6. The number of users by time of day (Google Analytics)

The matter of time and timing was also mentioned by a number of students during the final interview: “It was amazing. For me, I want to try to read other things. Unfortunately, I have other assignments. When I have time, I will enjoy the platform more”, N.M.; “It is there, but because of the lack of time. But in summer with the exams completion, I will go back to the platform,” D.B.

Discussions in the final section of the platform activities were assessed by those who joined them as well (10 students out of 30, 12 sessions in total)¹⁰: “Discussions helped me since I do not practice English much. Discussions in terms of understating the texts and the language help a lot”, K.U.; “Discussions motivated me a lot. For example, I do not like to talk about politics, but with our article discussion, now I looked at it from another angle. Now I see some

¹⁰ Discussion page and weekly schedule are available for reference here: <https://www.readvise.org/discuss>, Discussions were moderated by the author of this thesis.

other aspects to look at and discuss. You really start to think. Discussion and article reading together are more effective”, S. P.

Before joining the discussion sessions, students were requested to go through the recommendation list first. It included article related questions to think over, some YouTube links and additional list of reading (see Appendix C). *“I had developed in kind of a habit. On Tuesday I already have the habit that we were discussing the article. We were also discussing with the groupmates how we are progressing”, A.G.; “I liked the atmosphere of discussion sessions. Now I feel more confident when it comes to speaking”, A.M.*

Table 12 reveals further the true L2 attitude and motivation of the students engaged with the Readvise reading platform. As it is plain to see, all students either agree or strongly agree with the last nine positions of the questionnaire on the advantageous role of English in life, studies and work-related aspects. At the same time, certain progress is observed in L2 reading perception: students find it enjoyable (3.9), love reading in English (5), have great desire to read in English (3.8), the more they read, the more they want to read (3.8), etc.

Table 12. Reading motivation and attitude questionnaire: average group scores (5-point Likert Scale)

Reading in English is enjoyable	~3.9 (agree)
I like reading in English	4 (agree)
Reading in English is boring	2.2 (disagree)
I feel peaceful while reading in English	~3.4 (neutral)
I have a great desire to read in English	3.8 (agree)
I would never read in English if it were not compulsory	1.8 (disagree)
I never read in English unless I have to	1.6 (disagree)
I hate reading in English	~1.6 (disagree)
I read in English even if I do not have to	~3.8 (agree)
I'd rather do something else than reading in English	~2.3 (disagree)
I spend time to read in English	~3.8 (agree)
Reading in English feels like torture	2 (disagree)
I do not read in English even if I have time	2.1 (disagree)
I love reading in English	4 (agree)
Reading in English makes me happy	3.8 (agree)
The more I read in English, the more I want to read	3.8 (agree)
I can read in English fluently	3.6 (agree)
I can comprehend most of what I read in English	4.1 (agree)
I comprehend the texts in English at first reading	3.6 (agree)
I have no problems with comprehending an English text	~3.2 (neutral)
My reading skill in English is at an advanced level	2.9 (neutral)
I am successful at reading in English	3.5 (agree)
Reading in English is beneficial for self development	~4.8 (strongly agree)
Reading in English helps to find a better job	~4.2 (agree)
Reading in English helps to prepare a better future for ourselves	4.2 (agree)
Reading in English helps us to become better individuals	4.6 (strongly agree)
Reading in English provides us with better education	4.8 (strongly agree)
Reading in English helps fluency in speech in English	~4.3 (agree)
Reading in English is the essential instrument to enlarge our vocabulary	4.8 (strongly agree)
Reading in English contributes to the development of the writing skill	4.6 (strongly agree)
Reading in English contributes to the development of grammar	~4.2 (agree)

Some of the students confirmed it during the final interview: *“I understand I need to move forward, that I need to read more. I am good at listening (watching movies), but when I read I stop. Before I thought I am good at reading, but when I opened the article with C1, when I read I understood which showed that I need to strive, and aspire. Now I feel it is easier for me to read texts”*, K.T.; *“The platform makes you addicted. I discovered a couple of new words that I thought are useful and that motivated me to read more”*, A. K.

Data on anxiety level of L2 reading (Table 13) similar to the previous table are based on completed questionnaires (Saito et al., 1999; Erten et al., 2010) generated through MS Forms and responded both by 31 students. Clearly enough, they are mostly neutral when it comes to reading any unknown passages (2.8) or not understanding some of them (3.2). Still they confirm their confidence in English (3.6), as well as feel neutral with the level of reading ability they have achieved so far (3.2): *“I have no fear now to read article more than 10 pages. This is due to the platform. Now I read faster. And the information is perceived much better”*, M.P.; *“I started paying more attention to English. I started listening more and watching more. I am getting read of my English anxiety”*, I.K.

Table 13. Reading anxiety: average group scores (5-point Likert-scale)

I get upset when I'm not sure whether I understand what I am reading in English	3.7 (agree)
When reading English, I often understand the words but still can't quite understand what the author is saying	~3.6 (agree)
When I'm reading English, I get so confused I can't remember what I'm reading	2.8 (neutral)
I feel intimidated whenever I see a whole page of English in front of me	~2.3 (disagree)
I am nervous when I am reading a passage in English when I am not familiar with the topic	2.8 (neutral)
I get upset whenever I encounter unknown grammar when reading English	~2.8 (neutral)
When reading English, I get nervous and confused when I don't understand every word	3.2 (neutral)
It bothers me to encounter words I can't pronounce while reading English	3.4 (neutral)
I usually end up translating word by word when I'm reading English	~2.4 (disagree)
I enjoy reading English	4 (agree)
I feel confident when I am reading in English	~3.6 (agree)
Once you get used to it, reading English is not so difficult	~4.4 (agree)
The hardest part of learning English is learning to read	2.9 (neutral)
I would be happy to learn to speak English rather than having to learn to read as well	3.2 (neutral)
I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud	2.2 (disagree)
I am satisfied with the level of reading ability in English that I have achieved so far	3.2 (neutral)
English culture and ideas seem very foreign to me	2.1 (disagree)
You have to know so much about English history and culture in order to read English	2 (disagree)

To answer the question of SRR skills in L2 reading based on the precise data it is important to consider the variables derived as a result of the completed questionnaires

(Table 14)¹¹. Students as it is obvious are quite mindful in terms of choosing the location to avoid much distraction (5.9), knowing where they can read most efficiently (5.2) and finding a comfortable place to read (5.6). Persistence scores are positive in all the positions except the one related to the ability to work with dull and uninteresting articles provided by the platform (4.1). According to the data, students are also not the best help seekers with scores varying from 2.6 to 3.5. On the other hand, there is a vivid group confession related to the fact that they did not allocate too much to the platform activities (5). The interviews also evidence that: *“I distributed my time wrongly. I noticed chances in learning new words. I did not have enough time to read them, but I could have done better”*, Z.B.; *“I feel the progress. I distributed my time wrongly; I could have read more if I were more organized”*, K.U.

Table 14. Self-regulated online reading: average group scores (7-point Likert Scale)

Before reading	I set specific goals before I begin reading	4.1 (neutral)
	I set goals to help me manage my reading time	~3.5 (somehow not try/neutral)
	I set short-term (daily or weekly) goals as well as long-term goals	~3.8 (neutral)
	At the start of reading I think about the reading strategies I will use	3.5 (somehow not try/neutral)
During the reading	When I read, I try to use strategies that have worked in the past	~4.9 (somehow true)
	I change strategies when I do not make progress while reading	4.1 (neutral)
	I find myself pausing regularly to check my comprehension	~5.2 (somehow true)
	I ask myself questions about how well I am doing while reading	4.8 (somehow true)
After the reading	I think about what I have learned after I finish reading	5.6 (true)
	I find myself analyzing the usefulness of my strategies after I finish reading	3.8 (neutral)
	I ask myself if there were other ways to do things after I finish reading	~3.4 (somehow not try)
Time management	I made good use of my time for reading with Readvise platform	5.6 (true)
	I make sure I keep up with my initial plan of reading articles	~4.8 (somehow true)
	I didn't spend very much time on Readvise because of other activities	5 (somehow true)
Environmental structuring	I choose the location where I read to avoid too much distraction	5.9 (true)
	I find a comfortable place to read	~5.6 (true)
	I know where I can read most efficiently	~5.2 (somehow true)
	I have a regular place set aside for reading	~4.3 (neutral)
Persistence	When I am feeling bored reading, I force myself to pay attention	5.4 (somehow true)
	When my mind begins to wander during reading, I make a special effort to keep concentrating	5.5 (true)
	When I begin to lose interest in reading, I push myself even further	~4.6 (somehow true)
	I work hard to do well even if I don't like what I have to do	4.6 (somehow true)
	Even when article provided by the platform is dull and uninteresting, I manage to keep working until I finish	4.1 (neutral)
	Even when I feel lazy or bored when reading, I finish what I planned to do	~5.8 (true)

¹¹ This questionnaire also was generated online through MS Forms and responded by 31 students.

Help seeking	When I do not fully understand something, I ask my course members for ideas and help	~3.5 (neutral)
	I share my concerns related to Readvise reading activities with my classmates so we know what we are struggling with	~2.6 (somehow not true)
	When I am not sure about something on Readvise, I check with other people	2.9 (somehow not true)
	I communicate with my classmates to find out how I am doing in Readvise reading activities	~3.5 (neutral)
	When I have trouble reading, I ask for help	2.6 (somehow not true)

The level of correlation between the initial plan of reading activities discussed in the Table (4.8 and 5.6) can also be related to Table 6 presented above. Special attention should be attained to the metacognitive participation of students in reading activities. As one can see, they hardly set any goal prior to reading (from 3.5 to 4.1). During the reading activities, strategies are hardly used (4.9) and assessed against their effectiveness (4.1). Comparatively better indicators were adhered to checking comprehension (5.2) and reading progress (4.8). Metacognitive participation related to post-reading activities, meanwhile, score high in questioning what has been learnt after reading (5.6). Strategies for this section likewise the previous ones as well are at neutral position (3.8). This can be related to the data indicated in Table 9 above.

Discussion

Current educational environment is dominated largely by ‘learning episodes’ (Boekaerts & Niemivirta, 2000, p. 418). In view of this, for students it becomes difficult to exceed the goal-directed and context-specific behavior set by teachers. It relates to the question why learners undertake little initiative and prefer to stay adhered to course requirements or teacher’s set scope of assignments mostly. This observation can be attributed to any specter of learning, including reading activities. Some do not know how to choose the reading material, what to focus on more when reading, while others are perplexed with the number of new words they encounter when opening the first page of the reading text in English. With due account for the Readvise reading platform, one can say that this platform ensures the coincidence of the felt necessity and the opportunity in view of its set objective which is to support students’ reading skills in L2 learning with the prospect of transforming them into SRR skills

Thus, from the second week of the intervention, certain change in students’ reading behavior stimulated by the Readvise platform was evident. The platform succeeded in engaging the students into the reading activities accounting that over half of the group did not read anything except the homework reading texts prior to joining the platform. None of the assignment, survey or questionnaire was mandatory or imposed on students stimulating consequently the development or enhancement of their self-regulated behavior. The latter depended much on the level of their intrinsic motivation to advance their L2 reading skills. The difference in the motivation level becomes particularly obvious from the provided responses during the final interview.

Simultaneously, it is with the Readvise platform when students started exercising metacognitive abilities when reading (Carrell, 1989; Sheorey & Mokhtari, 2001). Choosing the article, analyzing the content, and evaluating how much of the material was perceived helped to manifest their level of metacognitive participation in reading. The last two positions were supported with specifically generated tests and Reading Diary B (see Appendix B and Appendix G), while the choice of reading article was mostly conducted in line with personal interest prevalence rather than mere adherence to English proficiency level. Elimination of all the initial barriers declared by students in the initial survey that impede the practice of independent reading in L2 has vitalized the due level of interest and independence in the efforts of joining the reading activities offered by the platform.

On the other hand, based on the pre-and post-tests it is possible to ascertain the role of reading activities in the enhancement of reader’s comprehension skills of L2 texts and their

reading rates (Choi & Zhang, 2021; Maluch & Sachse, 2020). Writing fluency could have been practiced with article tests submitted each time, while speaking could have been advanced through participation in the discussion sessions organized on weekly basis. The assumption that vocabulary size determines comprehension level of reading text (Israel & Duffy, 2021: 323) is true, however with the Readvise platform it can be considered inaccurate in view of the fact that vocabulary lists of potentially unknown words were provided with each article. “Knowing the words” could have enabled text comprehension only when it comes to writing tests or direct answers to teachers’ questions (Anderson & Freebody, 1979: 6). The specifically chosen articles of the platform set the aim to invoke emotions and involvement in the students, a factor which is often underestimated, but important in long-term acquisition (Leontjew, 1979).

Another factor that potentially affects reading comprehension in L2 is reading motivation. The latter by definition implies the level of engagement with the text, persistence, amount of time and efforts invested to comprehend L2 reading text despite possible challenges (Cain & Barnes, 2017; Wang & Guthrie, 2004). Based on two types of differentiated motivations, we could assert that the platform users were driven by intrinsic motivation since they expressed their desire to join it voluntarily with the intention to improve their reading skills and English as L2. According to Boonkongsan (2014), in groups with low language proficiency, readers’ intrinsic motivation is distorted with L2 reading anxiety and attitude in their language learning success. However, as the final questionnaire (Table 13) has revealed, reading anxiety has no place among the platform users which indicates the continuity of the intrinsic motivation leading to the potential increase of the read articles. It can be explained by intentional elimination of all the factors that might cause anxiety among the readers, particularly the provision of vocabulary lists and assistance offered with the selection and choice of the articles most suitable to their level and their interest.

Scholars also pay close attention to motivation splitting it down into goal orientation, efficacy judgment, interest activation, ease of learning judgments and etc. (Boekaerts & Niemivirta, 2000; Pintrich, 2000). Based on students’ interviews, one can state the presence of all these motivational components when reading with the Readvise platform. Reading goals in terms of the number of articles are reflected by them in Reading Diary A, interest activation is enacted through the provoking list of articles as well as the discussion opportunity. The level of efficacy was mentioned in terms of growing vocabulary and the need to complete the test assignments such as writing the summary and defining the article’s aim. As stated by the students, these tasks helped them systematize the knowledge and

remember contents of articles better. On the other hand, if we regard motivation as the way how they interact with the text or some learning material, it is possible to claim again its sufficient level. Students themselves mentioned in interviews all the changes they encountered within the four weeks, such as grown interest towards English, increased vocabulary, discovery of interesting facts that can be related to current times, absence of fear towards extensive texts in English, increased interest in practising the reading tactics as well as continued practise over the speed reading and better remembering of words.

Based on the above, we can state that certain metacognitive, behavioral and motivational developments are now adhered to students with the help of the Readvise reading platform. Zimmerman (1986) attributes the presence of these three domains in one's learning process as self-regulated learning. When projected to reading activities, we can talk about the self-regulated reading. Thus whenever students employ "metacognitive strategies including planning, progress monitoring and reflection to regulate their reading process", it is possible to talk about self-regulated reading (Hu & Gao, 2017, p. 1).

As a theoretical model for SRR reading engagement has also been exercised. In line with the research findings, the model should be based on corporate functioning of "cognitive strategies, motivational processes, conceptual knowledge, and social interaction among readers" (Tonks & Taboada, 2015, p. 177). The platform activities explicitly incorporate them all: students have the opportunity to discuss articles together, tests offer the ground for information searching, summarizing, inferencing and comprehension monitoring. Motivational processes are set quite high accounting the absence of any obstacle on the way that can potentially hinder the reading process, while the conceptual knowledge is derived from articles as well as the platform. Researchers also highlight certain motivational components of reading engagement, namely knowledge building from text, autonomous behavior and choice in reading activities, real-life interactions on topics of knowledge goals, provision of interesting reading texts of different levels, collaborative support in reading (Tonks & Taboada, 2015, p. 179–82). The Readvise platform offers the ground to realize these positions except the one on collaborative support in reading so far. The latter is realized on bilateral approach through the provision of feedback and comments on the submitted article tests to assess the level of understanding and engagement of students with the reading material, as well as during the online discussions of the read articles. Holistic application of all rather than each of them being in isolation can assuredly contribute to SRR skills development.

We can also talk about the full support of students' SRR skills in reading and L2 learning with the help of the Readvise platform based on Zimmerman's SRL social cognitive model. Given that, forethought can be observed already at the stage when students choose a text, assess the level of its difficulty and define reading strategies. Interest in the text and reasons for reading it become influential. As soon as students start reading and using the selected reading strategies, performance enters into role. It claims engagement with the text and persistence to understand it in view of the self-set reasons. Control phase is ensured with self-assessment of text comprehension. Reflections of this phase can be attributed to different causes such as invested efforts or complexity level of the chosen text. Hence, if we attempt to describe self-regulated readers in terms of their characteristics, then these are the readers, who set goals and define strategies before starting the reading activities with intrinsic interests and self-efficacy; who monitor their reading comprehension and apply strategies to understand better and stay focused; who reflect on performance by evaluating their comprehension. Obviously, SRR empowers the reading engagement model and implants reading autonomy. On top of all, it contributes to self-regulatory features and encourages certain increase in reading amount mindful of its overall advantages in L2 learning process.

Zimmerman also offers the four-level scheme geared towards developing regulatory skill. The initial level goes for observation implying that learners generate features of the skill when observing task performance or learning process of some model. The model oftentimes sets "the performance standards, motivational orientations, and values that observers can use personally" (Zimmerman, 2000, p. 29). From mere observers learners then shift to emulation level where they imitate actions of the model or appropriate the general pattern of its functioning. With the due motivation, it is viable to move on to self-control. The latter occurs when "learners master the use of a skill [...] outside the presence of models" (Zimmerman, 2000: 30). The final self-regulated level is attained when learners are able to adjust their performance to different conditions be it personal or contextual. If we try to analyze the Readvise reading platform from the point of view of this four-level scheme, then all the students would have successfully past the initial steps, with some moving to the self-control level, while the major part being still in the emulation level due to the limitations that the current research pertains.

Limitations that could have potentially led to even better results when being avoided consist in the following points. First of all, the Readvise reading platform activities were available on computer-based interface only. Considering the high level of engagement of students in their phones, this might have limited the opportunities of some of them to access

to broader functionalities and features offered by the platform. On the other hand, this serves an additional indicator for intrinsic motivation with those who are duly interested in the project trying to access the way as it is available.

The other limitation relates to a rather short period of intervention. These four weeks should have been extended up to two months at least for better and more sustainable outcomes. Besides, it is advisable to engage students at the beginning of the academic year; otherwise, they would not have enough time to tinker the platform activities in view of other University assignments and their exams. To check the validity of research findings, the intervention should encompass wider group of students from different background and possibly from different universities. To secure the better understanding of reading tips and tactics, some of them should be introduced and exercised during regular University sessions to ensure students' awareness and ability to apply them while reading on their own later.

In terms of its practical value, the Readvise reading platform and its set objectives foster the elimination of regular stumbling blocks declared by students as main barriers to L2 reading, loosens the 'learning episodes' as well as helps students define their own needs, goals and aspirations being less oriented by teachers. These findings can be of particular interest to foreign language teachers also who feel interested in supporting and developing their students' reading skills beyond educational curricula with the perspective of transforming them into L2 self-regulated reading skills of students in the long run. The current study may be of interest to scholars and researchers in the field of SRL and SRR to attest the impact of the specifically designed web-based Readvise reading platform in terms of its declared goals and outcomes in their pertaining educational environment.

Conclusion

Reading as one of the four basic language skills stimulates language learning. It is also believed to enable language learners to get closer to target language culture. The current research attempted to identify the main reasons that impede L2 reading process of students and introduced the specifically designed reading practice platform to help students develop and enhance their self-regulatory reading skills in L2 learning.

As a result, the target group of students witnessed positive changes in their L2 reading behavior. They became more conscious while reading, stopped using the machine translation services, tried to memorize the provided lists of words with the help of the Quizlet platform, as well as improved their written skills while submitting the tests which were the obligatory requirement with every article that they would read.

In addition, the Readvise platform contributed to the increase of the students' L2 reading motivation through the discussion opportunities offered every week as well as the various rubrics of articles reflecting upon current issues and world events. Students who were reading systematically during the entire period of the intervention as a result succeeded to increase substantially their reading rate. The attitude towards L2 reading has also changed – they have become more confident and do not fear to read extensive texts in English.

As another benefit of the Readvise reading platform is the students' employment of metacognitive strategies in the L2 reading process. They were planning their time and the number of articles along with their University studies. The L2 reading progress was visible during regular University sessions when they would try to use the new words and share the information they have learnt from the articles. Feedback and comments were provided on each of their submitted article test to regulate their reading process with the tips how they can improve even more. This all has been attained through the activities of the Readvise platform that guides readers during the entire reading process. These features when supported consistently through the Readvise reading platform can ensure the development and enhancement of the L2 self-regulated reading skills of the students in the long run.

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Author's declaration

I hereby declare that I have written this thesis independently and that all contributions of other authors and supporters have been referenced. The thesis has been written in accordance with the requirements for graduation thesis of the Institute of Education of the University of Tartu and is in compliance with good academic practices.



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Appendix A. Reading Diary A

Reading Diary A

The purpose of this part of the diary is to identify your reading habits and expectations. It will help you define the general picture of how to support you in case if any assistance is needed during the reading.

NB: This Diary A is filled in just once.

* Обязательно

* В этой форме будет записано ваше имя. Введите ваше имя.

1. How much time can you dedicate to reading English texts **per week**? *

☐ 1-3 hours

☐ 4-6 hours

☐ more than 6 hours

☐

Другое

2. Do you easily **get tired** when reading something in English? *

☐ Yes

☐ No

☐ It depends

☐

Другое

3. **How many articles** do you plan to read with the help of the Readvise platform? *

☐ around 3

☐ around 5

☐ around 8

☐

Другое

4. Would you participate in the **online discussions** of the articles that you read? *

☐ Yes

☐ No

☐

Другое

5. Have you ever stopped reading before you started? If yes, what were the reasons?

Ответ на вопрос можно ввести на русском языке. *

6. What do you expect from the Readvise platform?

How can it help you strengthen/improve your reading skills and English?

Ответ на вопрос можно ввести на русском языке.

*

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Appendix B. Test sample of the read article

Introducing Diplomacy in the Digital Age

Please complete the open-ended questions below. They will help us define the level of how well you have mastered the article. **При желании ответы можно ввести на русском языке.**

* Обязательно

* В этой форме будет записано ваше имя. Введите ваше имя.

1. Write down the words you find most interesting in the article

Укажите слова из статьи, которые, на ваш взгляд, самые интересные

*

2. Which words would you try to use in your speech and writings later?

Какие слова вы постараетесь использовать в своей речи и письме?

*

3. To check how well you remember the words, click the link below.

It will readdress you to the online crossword page

<https://onlinetestpad.com/f7iureax7ugee> (<https://onlinetestpad.com/f7iureax7ugee>)

4. If you were to summarize the article in five sentences, what would they be?

Напишите краткое содержание статьи в пять предложений

*

5. What was the purpose in writing this article?

Какова цель данной статьи?

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Appendix C. List of recommendations for the online discussions

Nobody Knows Why Syria Matters (B2/C1)

List of recommendations for online discussions:

Questions to think over... (the list is not exhaustive)

- Why do global powers want to maintain their power in Syria?
- How much do you believe Joe Biden's policy in Syria will be different from the one of Donald Trump?
- What is Russia's role in Syria from the standpoint of this article?
- Why are international organizations a bit reluctant in the peacebuilding activities in Syria?
- Will Syria still matter by 2030s?

Interesting to watch

- Syria — is it a war without end? (https://www.youtube.com/watch?v=e_KpYIfZAY)
- The Syrian war: Everything you need to know (<https://www.youtube.com/watch?v=Kq4P80cFrzM>)
- Here's why the Russian Orthodox Church is deeply connected to the Syrian War (<https://www.youtube.com/watch?v=TTEInqJNtlk>)

Further readings

- 10 years on : 10 Facts that explain Syria's conflict (<https://reliefweb.int/report/syrian-arab-republic/10-years-10-facts-explain-syria-s-conflict>)
- THE SYRIA CRISIS, EXPLAINED: 5 THINGS TO KNOW IN 2021 (<https://www.concernusa.org/story/syria-crisis-explained/>)
- 2021 will be a defining year for Syria (<https://www.mei.edu/publications/2021-will-be-defining-year-syria>)

Appendix D. Reading Diary C

Reading Diary C

The purpose of this part of the diary is to check how much your expectations were fulfilled. It will help us aspire towards better platform design and the choice of reading materials.

* В этой форме будет записано ваше имя. Введите ваше имя.

1. To what extent were your expectations fulfilled?

2. To what extent was the platform helpful for reading the article?

3. Which part of the platform activity did you like more? Why?

4. What features does the platform still need to improve?

5. Any other recommendations/thoughts/ideas?

Appendix E. Interview questions

Before the intervention:

- How reading can help English?
- What reading platforms do you know and/or use?
- What reading techniques do you know?
- What motivates you to read in English?
- How do you treat the unfamiliar words?
- Reading in English for me is ...

After the intervention:

- How did you like the Readvise platform?
- Were the assignments after each article helpful?
- Did you try to study the words? Did you use the Quizlet link?
- Are there any changes in the way how you treat reading English language texts?
- How much did you like the discussion section?
- What were the criteria for choosing articles?

Appendix F. Reading preferences

Reading preferences

We are happy to welcome you here! Your contribution will help us compile the reading materials best suited to your interests.

* Обязательно

* В этой форме будет записано ваше имя. Введите ваше имя.

1. What do you prefer to read more in English?

Что вы больше предпочитаете читать на английском? *

☐ Books/Книги

☐ Short stories/Короткие рассказы

☐ Articles/Статьи

☐

Другое

2. What is your preferred volume of reading material in English?

Какой объем материала для чтения на английском вы предпочитаете?

*

☐ Around 4 pages/Около 4 страниц

☐ Around 10 pages/Около 10 страниц

☐ Not more than 50 pages/Не более 50 страниц

☐ Around 100 pages/Около 100 страниц

☐

Другое

3. What kind of ARTICLES do you prefer to read in English?

Какие СТАТЬИ вы предпочитаете читать на английском? *

- ☐ Science and Technology/Наука и технология
- ☐ Finance and Economics/Финансы и экономика
- ☐ Politics and International Relations/Политика и международные отношения
- ☐ International News/Международные новости
- ☐ Diplomacy and International Organizations/Дипломатия и международные организации
- ☐ Books and Arts/Книги и искусство
- ☐ Motivation and Psychology/Мотивация и психология
- ☐ Climate and Environment/Климат и окружающая среда
- ☐ Media and Communication/СМИ и коммуникация
- ☐ Business and Leadership/Бизнес и лидерство
- ☐

Другое

4. And as the final question, please share with us what you are reading now in English. And how much have you read so far?

И в качестве последнего вопроса, напишите, пожалуйста, что вы сейчас читаете на английском. При возможности укажите также примерное количество страниц, которое вы уже прочитали.

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Appendix G. Reading Diary B

Reading Diary B

The purpose of this part of the diary is to identify how your expectations are being met. The questions below will also help us define how to support you further.

При желании ответы могут быть введены на русском языке.

* Обязательно

* В этой форме будет записано ваше имя. Введите ваше имя.

1. Please write below **the title of the article** that you have read. *

2. Did you like your chosen piece of reading? *

☐ Yes

☐ No

☐ Другое

3. How well did it match your English level? *

☐ Extremely well

☐ Somewhat well

☐ Neutral

☐ Somewhat not well

☐ Extremely not well

☐ Другое

4. How much time did you spend on reading? *

☐ less than 1 hour

☐ 1-2 hours

☐ more than 2 hours

☐

Другое

5. Was the file with the new words helpful? *

☐ Yes

☐ No

☐

Другое

6. Did you try to memorize the words of the article? *

☐ Yes

☐ No

☐

Другое

7. Did you use the Quizlet platform to play around with the words? *

☐ Yes

☐ No

☐

Другое

8. Would you like to discuss this article with other readers? *

☐ Yes

☐ No

☐ Maybe

☐

Другое

9. Did you want to quit reading at some time? If yes, try to explain why. *

☐ Yes

☐ No

☐

Другое

10. Would you go for another article? *

☐ Yes

☐ No

☐

Другое

11. Any suggestions/thoughts you might have at this stage to share with us?

Appendix H. Vocabulary list sample

Where is Outback?			
Remote	[rɪ'məʊt]	far away in distance, a remote area, house, or village is a long way from any towns or cities	расположенный на расстоянии друг от друга дальний, далёкий, отдалённый
Deserted	[dɪ'zə:tɪd]	if a place is deserted, there are no people in it	заброшенный; захолустный; безлюдный
To fascinate	['fæsɪneɪt]	to attract; to strongly hold the interest of	восхищать, приводить в восторг, очаровывать, пленять
Incredibly	[ɪn'kredɪblɪ]	used for saying that something is very difficult to believe, extremely	неправдоподобно, невероятно, чрезвычайно
Diverse	[daɪ'vɜ:s]	including many different types of people or things	иной, отличный от чего-л., различный; несходный, разный
Cattle	['kætl]	a group of animals that includes cows, buffalo, and bison, that are often kept for their milk or meat	крупный рогатый скот
Supplies	[sə'plaɪz]	food and other ordinary goods needed by people every day	принадлежности, предметы снабжения
Emergency	[ɪ'mɜ:dʒ(ə)n(t)sɪ]	something dangerous or serious, such as an accident, that happens suddenly or unexpectedly and needs fast action in order to avoid harmful results	непредвиденный случай; крайняя необходимость; крайность критическое положение
To pick up	[pɪk]	to get or bring someone or something from somewhere	брать пассажира, подвозить
Ample	['æmpl]	more than enough	богатый, изобильный, обильный, достаточный

Quizlet link: https://quizlet.com/_9o9lsh?x=1jqt&i=3mp7my

Appendix I. Empower reading skills survey

BECOME A BETTER READER

Overall Feedback

* Обязательно

* В этой форме будет записано ваше имя. Введите ваше имя.

1. Did you read the information provided in **Section 1**? *

☐ Yes

☐ No

2. Which part of **Section 1** did you find more interesting/useful? *

☐ How to read faster

☐ How to empower vocabulary

3. Have you used any of the strategies from "**How to read faster**" file before?
Indicate them here, if yes *

4. Have you used any of the strategies from "**How to empower vocabulary**" file before?
Indicate them here, if yes *

5. Would you try to use the presented strategies to empower your reading in future? *

6. Did you read the information provided in **Section 2?** *

☐ Yes

☐ No

7. Which part of **Section 2** did you find more interesting/useful? *

☐ Preview

☐ Make inferences

☐ Understand paragraphs

☐ Recognize patterns

☐ Skim and summarize

☐ Develop critical reading skills

8. Have you used any of the reading tactics from **Section 2** before? Indicate them, if yes. *

9. Did you complete the exercises (in PDF files) from **Section 2?** *

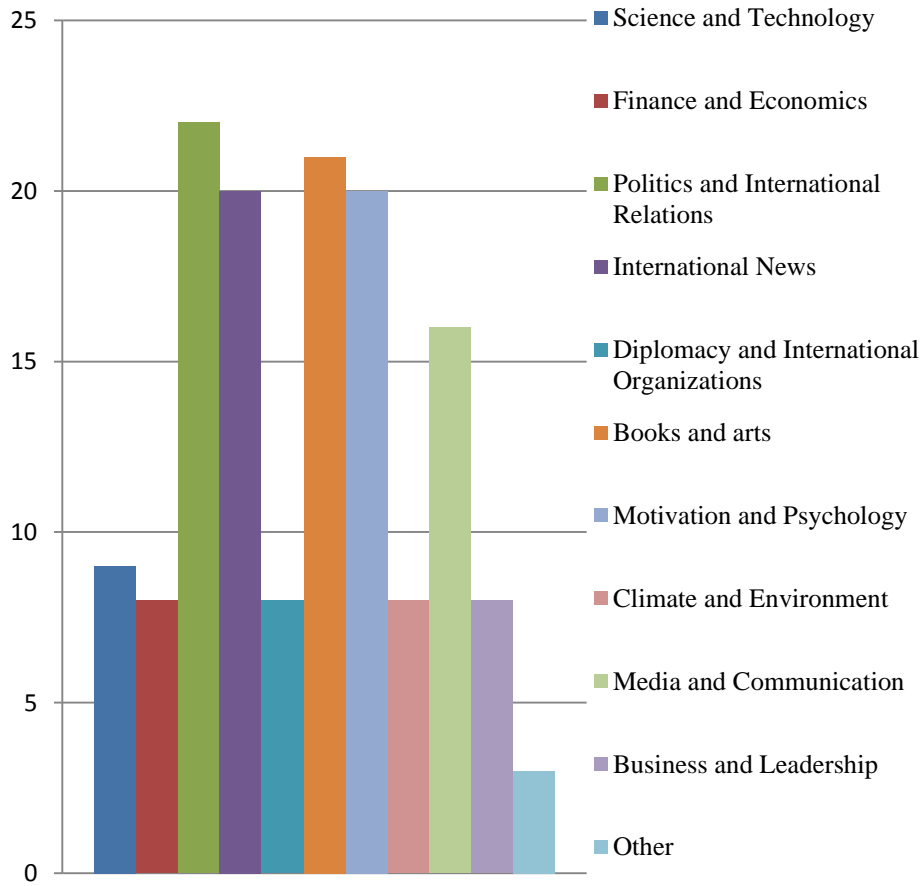
☐ Yes

☐ No

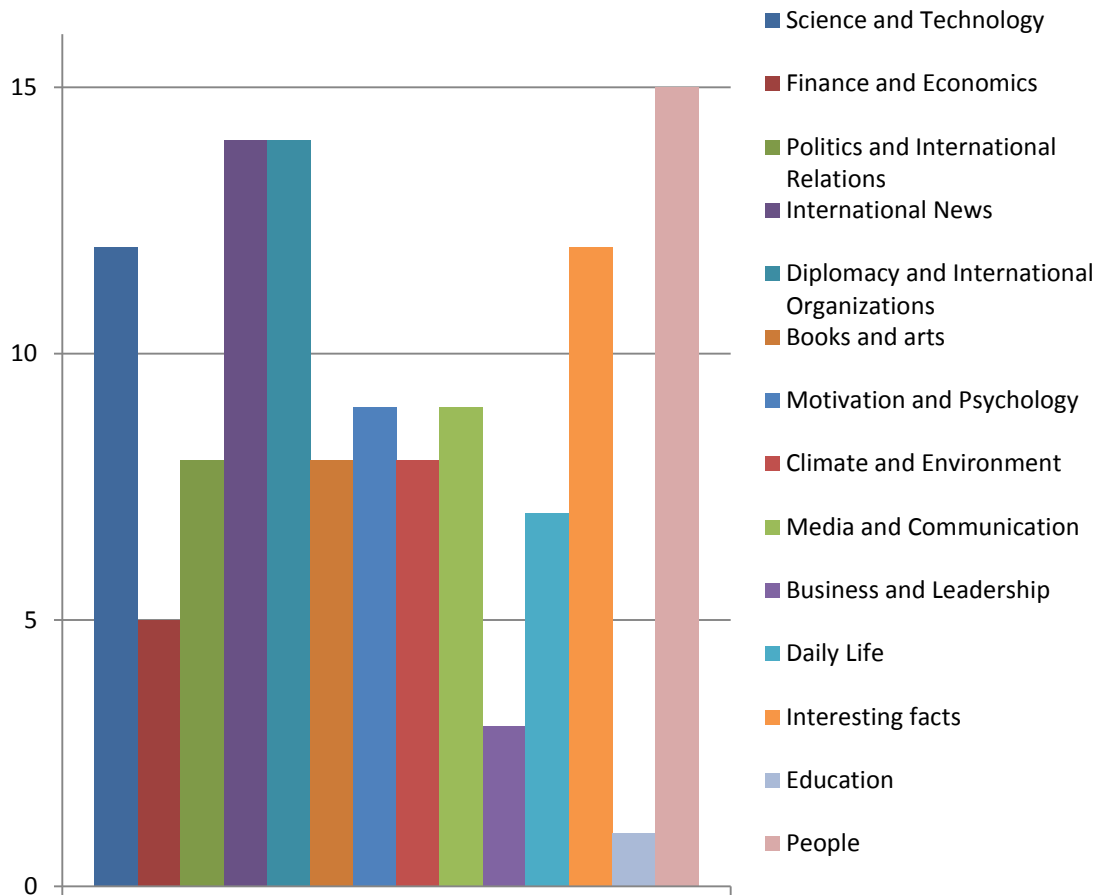
10. What exercises did you complete?

(This question is applicable in case if you answered YES to the Question No. 9)

Appendix J. Types of articles preferred for reading BEFORE the Readvise activities



Appendix K. Types of articles preferred for reading DURING the Readvise activities



Appendix L. Readvise platform: step-by-step navigation (English file)

Readvise navigation		
Webpage	Its content	Time required
Start	Provides general information about the sections (Steps 1-6) You can access the sections by clicking on any of the Steps there or through the navigation buttons in the upper right-hand corner of the website	
Test your English (assesses the language level and defines your reading preferences)	Here you need to complete: 1. Fill in the form (Reading Preferences) 2. English Level Test	 <i>1 minute</i> (30 questions) <i>10 -15 minutes</i>
Empower reading (presents information on how to read faster, empower vocabulary (Section 1) together with the different reading tactics (Section 2))	Here you need to complete: 1. Test your reading (Reading speed and comprehension) 2. Overall feedback	 <i>25-40 minutes</i> <i>3-5 minutes</i>
Read (presents the reading rubrics and invites to Diary A)	Here you need to complete: Reading Diary A (filled in just once)	<i>2 minutes</i>
Enjoy the reading (lists the articles; the language levels are indicated in brackets)	No need to complete anything. Here you choose the articles you want to read. Vocabulary lists are provided together with the Quizlet links in the files with the articles	
Test yourself (invites you to take the test after reading the article and complete the Diary B)	Here you need to complete: Reading Diary B (<u>it is required every time you read an article</u>) Test (can be filled in either in English or Russian)	<i>5-8 minutes</i> <i>10-15 minutes</i>
Discuss (requests to complete Diary C; presents the day/time to join the article discussion in MS Teams – the link to the channel is enclosed there; special registration through the website is not required)	Here you need to complete: Reading Diary C (just once)	<i>4 minutes</i>
Contact	For any questions/suggestions	

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