



EFFECTIVENESS OF READING-TO-WRITING INSTRUCTIONAL APPROACH IN DEVELOPING NARRATIVE WRITING SKILLS AMONG ELEMENTARY SCHOOL STUDENTS

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ABSTRACT:

This study investigates the effectiveness of the Reading-to-Writing instructional approach in developing narrative writing skills among 6th-grade students. The Reading-to-Writing approach integrates reading and writing, enabling learners to acquire vocabulary, sentence structures, and text organization through exposure to narrative texts. Writing is often a challenging task for students, particularly when instruction emphasizes memorization over skill development. At the secondary level, students are better positioned to benefit from instructional strategies that foster creativity and self-expression in writing. The objectives of the study were to (i) evaluate the impact of reading-to-writing strategy instructional approach on the narrative skills of 6th-grade learners (ii) to find out the impact of reading to writing strategy in language skills (clarity, mechanics and sentence structure) in narrative writing of learners. The research was conducted at Horizon Science School D.I. Khan, involving sixty (60) students of grade 6th selected through simple random sampling based on pretest scores. Participants were equally divided into experimental and control groups. The experimental group received instruction using the Reading-to-Writing approach, while the control group was taught through conventional methods over a period of six weeks (36 sessions). Pretest and posttest instruments were developed from 6th-grade English textbooks and assessed using analytical rubrics. Data were analyzed using paired and independent sample t-tests. The findings revealed significant improvements in the narrative writing abilities of students in the experimental group. The study concludes that the Reading-to-Writing approach enhances creativity, clarity, sentence structure, and language mechanics. It is recommended that teachers may adopt this instructional approach in English language classrooms to improve students' narrative writing proficiency.

Keywords: Narrative Writing,, Writing Skills, Elementary School students

INTRODUCTION

Narrative writing serves as a critical component of language development, allowing students to organize their thoughts, express emotions, and construct meaningful stories. Yet, for many learners—especially at the secondary level—writing remains a difficult skill to master. Traditional classroom practices often emphasize memorization and grammar drills, offering little support for developing the creativity and structural understanding that narrative writing requires. As a result, students frequently face challenges when asked to generate original written content. This has led educators and researchers alike to seek more effective, engaging strategies to help students improve their writing abilities (Al-Dosari, H. (2016), 2016)

One approach that has shown promise is the Reading-to-Writing instructional model, which connects reading comprehension with written expression. This method exposes



students to well-structured texts and encourages them to draw upon those examples when crafting their own narratives. By reading carefully selected stories, learners can internalize various writing elements such as narrative flow, descriptive language, sentence variation, and plot development. In this study, the Reading-to-Writing method is the independent variable, while students' performance in narrative writing—measured through clarity of expression, language mechanics, and sentence structure constitutes the dependent variables. While the integration of reading and writing is supported by educational theory, research exploring its impact within the context of Pakistani classrooms—particularly in public sector schools—is still limited (Tabassum et al., 2025). Most existing studies have either focused broadly on writing instruction or have not accounted for how specific aspects of writing are influenced by targeted reading activities. There is also a scarcity of experimental research that evaluates how reading-based instruction impacts students' ability to organize thoughts, use language correctly, and write with fluency. This research gap highlights the need for evidence-based strategies that can be practically implemented by teachers. At the middle school level, students begin to develop more abstract thinking skills and are more capable of reflecting on what they read and write. However, they still require structured support to translate those insights into writing. When students are encouraged to analyze texts and use them as models, they become more aware of how narratives are constructed. Over time, this awareness helps them write more confidently and coherently. The Reading-to-Writing strategy supports this development by providing exposure to language in context, which not only improves comprehension but also builds a foundation for stylistic imitation and creativity in writing (Liang, 2016)

The purpose of this study is to examine how the Reading-to-Writing instructional approach affects the narrative writing skills of Grade 8 students. Specifically, it seeks to determine whether this method can improve clarity in written expression, accuracy in language use, and the structure of students' sentences. The research was carried out in a government high school setting, using an experimental design to measure the effectiveness of the strategy. By exploring this instructional approach in a real-world context, the study offers practical insights for English teachers and contributes to the broader understanding of how reading can be used to support writing instruction (Al-Dosari, 2016). The present study aimed to investigate the effectiveness of Reading-to-Writing instructional approach in narrative writing skill among elementary school students. The objectives of the study were:-

1. To evaluate the impact of reading-to-writing strategy instructional approach on the narrative skills of 6th-grade learners
2. To find out the impact of reading to writing strategy in language skills (clarity,, mechanics and sentence structure) in narrative writing of learners

LITERATURE REVIEW

Reading-to-Writing Instruction

In language education, the connection between reading and writing has long been recognized as crucial for students' literacy development. The Reading-to-Writing approach integrates both skills in a single instructional framework, enabling learners to draw on texts they read to support and model their own writing. According to Grabe and Zhang (2013), this approach promotes linguistic awareness, enhances text comprehension, and supports writing fluency, particularly when used in teaching narrative genres. In the elementary classroom context, such integration helps students internalize sentence structures, narrative sequences, and stylistic elements found in quality texts.



Theoretical Foundations

The underlying principles of the reading-to-writing strategy are grounded in constructivist theory, particularly Vygotsky's (1978) idea of the Zone of Proximal Development (ZPD). This concept emphasizes how learners benefit from models, scaffolding, and guided practice. When students are exposed to mentor texts—stories that demonstrate strong narrative form they are better able to imitate those patterns in their own writing. Additionally, socio-cognitive models of learning suggest that language acquisition is more effective when learners engage actively with texts and produce output based on input (Tierney & Shanahan, 1991). Therefore, reading becomes not just a receptive skill but a preparatory activity for productive language use through writing.

Empirical Evidence Supporting the Approach

Several studies have investigated the impact of reading-to-writing strategies on students' writing performance, especially in narrative contexts. Liang (2016) found that elementary students exposed to narrative reading before writing produced compositions with improved organization and vocabulary. Likewise, Cho and Afflerbach (2017) emphasized the role of genre-specific reading tasks in helping students understand and emulate the structure of narratives. Their research highlights that the integration of reading into writing lessons provides learners with a mental model for storytelling.

Fitzgerald and Shanahan (2000) conducted a meta-analysis showing that learners who engage in reading-writing linked activities demonstrate enhanced writing quality, particularly in sentence fluency and idea development. Similarly, Corden (2007) observed that students who were taught to analyze literary elements in reading texts showed measurable gains in their narrative writing clarity and creativity.

Kim (2020) reported that elementary students involved in a structured reading-to-writing intervention over six weeks showed significant improvements in the use of descriptive language, narrative coherence, and logical sequencing. These students also exhibited greater confidence in expressing their own experiences through stories.

Instructional Implications and Challenges

While the benefits of this instructional model are widely acknowledged, effective implementation depends on several factors, including the teacher's ability to select appropriate texts and scaffold instruction. Graham and Perin (2007) argue that without explicit teaching of narrative elements—such as plot, character, and setting—the full potential of reading-to-write integration may not be realized. Moreover, many elementary school classrooms, particularly in under-resourced settings, continue to separate reading and writing instruction, limiting opportunities for text-based writing practice (Shanahan, 2016).

Another challenge is that reading is often taught for comprehension alone, without connecting it to writing outcomes. Ray (2006) emphasizes the importance of using **mentor texts** not merely for understanding content, but for modeling structure and style. When students are encouraged to critically analyze how stories are written, they are more likely to adopt those techniques in their own writing.

Research Gaps

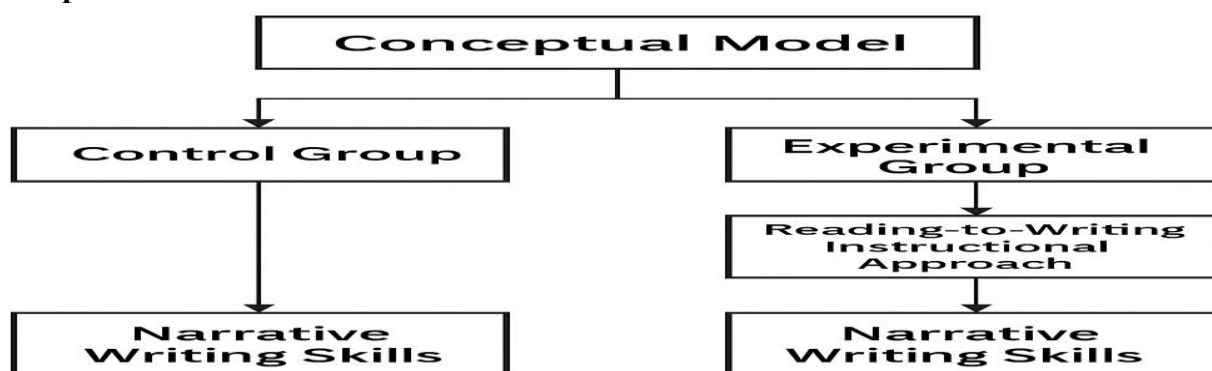
Although the Reading-to-Writing approach has been extensively studied in developed educational systems, little experimental research exists in low-resource or non-Western **contexts**, including public elementary schools. Writing instruction in many such settings still emphasizes rote memorization, grammar translation, and mechanical **accuracy**, rather than creativity or text production based on models. This gap leaves unanswered questions about



how reading-to-write methods perform in these contexts, especially when targeting narrative writing in young learners.

There is also a lack of data disaggregated by specific writing dimensions—such as clarity of thought, language mechanics, and sentence structure—which are essential components of narrative writing. Few studies break down the measurable impact of the approach on each of these subskills, making it difficult to determine where the greatest instructional gains are occurring. Thus, this study seeks to address both **contextual and analytical gaps** by investigating the effectiveness of a Reading-to-Writing instructional approach in improving narrative writing among Grade 8 students in a public school setting.

Conceptual Model



RESEARCH METHODOLOGY

This study employed a **quantitative experimental design** to evaluate the effectiveness of the Reading-to-Writing instructional approach in enhancing narrative writing skills among Grade 6 students. Conducted in Horizon Science High, Dera Ismail Khan, the research involved 60 students selected through simple random sampling based on pre-test performance. The participants were equally divided into a control group and an experimental group. While the control group received traditional instruction, the experimental group was exposed to a structured Reading-to-Writing approach for six weeks. The instructional content was derived from the Grade 8 English textbook and supplementary stories. A pre-test was administered to assess baseline writing skills, followed by a post-test to measure learning outcomes. Both assessments were evaluated using an analytical rubric adapted from Jacobs et al. (1981), focusing on clarity, mechanics, and structure—three essential components of narrative writing. To ensure validity, drafts of the pre- and post-tests were reviewed and refined based on feedback from five subject experts. For data analysis, both descriptive and inferential statistics were employed. Descriptive statistics, including mean and standard deviation, helped summarize performance trends, while paired sample t-tests assessed within-group progress, and independent sample t-tests compared outcomes between groups. These statistical techniques, executed through SPSS software, ensured accurate comparisons and reliability of findings, as recommended by Abu-Bader (2021) and Myers et al. (2013). Ethical considerations, such as informed consent, school permissions, and participant confidentiality, were strictly observed to maintain research integrity throughout the intervention period.



DATA ANALYSIS

Descriptive Statistics

Table 1

Pretest Analysis of Narrative Writing

Writing Facets	Rubric	Poor	Average	Good	Very Good
Clarity	Number of students	29	23	6	2
	Percentage (%)	48%	38%	10%	4%
Mechanism	Number of students	39	15	3	3
	Percentage (%)	65%	25%	5%	5%
Sentence Structure	Number of students	41	11	5	3
	Percentage (%)	68%	18%	8%	6%

Nearly half of the students (48%) demonstrated **poor clarity** in their writing, suggesting that a substantial number struggled to express ideas logically or cohesively. Only 10% reached the "Good" level, and a mere 4% attained "Very Good" performance, highlighting a general difficulty in conveying narrative meaning with precision. The 38% in the "Average" category indicates some potential for improvement with targeted instructional strategies. In terms of writing mechanics, including punctuation, spelling, and capitalization, a significant proportion—**65% of students**—fell into the **poor** category. This points to widespread mechanical errors that could hinder readability and comprehension. A smaller segment (25%) demonstrated average proficiency, while only 10% of the group exhibited good or very good command over writing conventions. The results underline a pressing need for remedial focus on grammar and writing conventions. Sentence construction presented another area of concern, with **68% of students** producing poorly structured sentences. These may include run-ons, fragments, or lack of syntactic variety. Only a small proportion (14%) reached "Good" or "Very Good" levels, indicating minimal mastery over sentence form and complexity. The data reflect an urgent instructional need to build foundational syntax and sentence variety

Table 2

Posttest analysis of Narrative writing

Writing Facets	Rubric	Poor	Average	Good	Very Good
Clarity	Number of students	2	4	28	26
	Percentage (%)	3%	7%	47%	43%
Mechanism	Number of students	1	2	39	18
	Percentage (%)	2%	3%	65%	30%
Sentence Structure	Number of students	1	3	34	22
	Percentage (%)	2%	5%	57%	36%

The posttest results reveal significant improvements in students' writing skills across three key facets: clarity, mechanics, and sentence structure. **Clarity** was evaluated by examining how clearly students expressed their ideas. Out of the total participants, the majority performed well, with 47% of students categorized as "Good" and 43% as "Very Good." Only a small portion fell into the "Poor" and "Average" categories, accounting for just 3% and 7% respectively. This indicates that most students were able to communicate their thoughts with a high degree of clarity after the intervention. In terms of **mechanics** which include spelling, punctuation, and grammar the data shows a similarly positive trend. A significant 65% of students achieved a "Good" rating, while 30% were rated as "Very Good." Together, these



percentages demonstrate that a vast majority of students mastered the mechanical aspects of writing following the posttest. Only a minimal number of students were classified under “Poor” (2%) and “Average” (3%), further emphasizing the overall progress in this area. Lastly, the evaluation of **sentence structure** revealed that 57% of students performed at a “Good” level, and 36% achieved “Very Good.” This suggests that most students could construct well-formed sentences that contribute to the coherence and flow of their writing. The lower percentages in the “Poor” (2%) and “Average” (5%) categories reinforce the finding that sentence construction improved substantially among the participants. Overall, the posttest data clearly illustrates that the students experienced considerable growth in their writing abilities, particularly in clarity, mechanics, and sentence structure. The high percentages in the “Good” and “Very Good” categories across all three facets demonstrate the effectiveness of the instructional strategies used during the study.

Table 3

Data normality

Test	Test Type	Statistic	df	Sig. (p-value)	Normality Conclusion
Pre-Test	Kolmogorov-Smirnov	0.058	59	0.200*	Normally distributed
Pre-Test	Shapiro-Wilk	0.991	59	0.942	Normally distributed
Post-Test	Kolmogorov-Smirnov	0.065	59	0.200*	Normally distributed
Post-Test	Shapiro-Wilk	0.987	59	0.715	Normally distributed

The **Pre-Test** data shows no significant departure from normality. Both the Kolmogorov-Smirnov test ($p = 0.200$) and Shapiro-Wilk test ($p = 0.942$) indicate that the distribution of pre-test scores is approximately normal. Similarly, the **Post-Test** data also demonstrates normal distribution characteristics. The Kolmogorov-Smirnov test gave a statistic of 0.065 with a p-value of 0.200, and the Shapiro-Wilk test produced a p-value of 0.715, both above the 0.05 threshold.

Inferential Statistics

Table 4

Comparison of Pretest Mean Scores in Narrative Writing Between Control and Experimental Groups

Group	n	Mean	Std. Deviation	Levene's Test	t-calculated	Sig
Control Group	30	17.17	3.33	0.203	0.245	0.807
Experimental Group	30	16.93	4.02			

The comparison of pretest scores between the control group and the experimental group reveals minimal differences in their narrative writing abilities prior to the intervention. The control group's mean score was 17.17, while the experimental group's mean was slightly lower at 16.93. The standard deviations indicate moderate variability within both groups. Levene's test for equality of variances produced a value of 0.203 with a significance level of



0.807, which is greater than the conventional 0.05 threshold. This indicates that the assumption of equal variances holds true, allowing for the use of a standard independent samples t-test. The calculated t-value of 0.245, paired with a p-value of 0.807, suggests that the mean difference between the two groups is not statistically significant. In other words, before the intervention, there was no meaningful difference in narrative writing performance between students in the control and experimental groups.

Table 5

Comparison of Posttest Mean Scores in Narrative Writing Between Control and Experimental Groups

Group	n	Mean	Std. Deviation	Levene's Test (F)	t-calculated	. (p-value)
Control Group	30	21.27	4.44	0.348	-10.48	0.000
Experimental Group	30	32.83	4.09			

The posttest results show a notable difference in narrative writing performance between the control and experimental groups. The mean score for the control group was **21.27**, while the experimental group achieved a significantly higher average of **32.83**. This clear gap in mean scores suggests a strong impact of the instructional intervention used with the experimental group. The **Levene's Test** returned an F value of **0.348** with a **p-value greater than 0.05**, confirming that the assumption of equal variances between the two groups is satisfied. This validates the use of the standard independent samples t-test for further comparison. The **t-value of -10.48** with a **p-value of 0.000 ($p < 0.05$)** indicates a **statistically significant difference** between the two groups. In statistical terms, the likelihood that this difference occurred by random chance is extremely low. Therefore, it can be confidently concluded that the experimental group's enhanced performance in the posttest is a direct result of the intervention applied. This significant improvement underscores the effectiveness of the teaching approach implemented with the experimental group, suggesting that the method substantially contributed to developing students' narrative writing skills.

Table 6

Comparison of Mean Scores in Narrative Writing Components on Posttest (Control vs Experimental Group)

Group	Component	Mean	Std. Deviation	Levene's Test (F)	t-calculated	Sig.
CG	Clarity	9.07	1.84	0.285	-2.71	0.000
EG		9.37	5.78			
CG	Language Skills	6.83	2.28	0.995	1.28	0.000
EG		6.07	2.33			
CG	Format, Content, Organization	6.43	2.51	0.991	-0.995	0.000
EG		7.07	2.52			

The above table outlines a detailed comparison of students' narrative writing performance across three critical components: **Clarity**, **Language Skills**, and **Format, Content & Organization**, between the **Control Group (CG)** and **Experimental Group (EG)** after the



intervention. The experimental group achieved a slightly higher mean score (**9.37**) than the control group (**9.07**). The t-test result ($t = -2.71$, $p = 0.000$) indicates a **statistically significant** difference, implying that the intervention helped improve clarity in students' writing. Surprisingly, the control group performed better in this component, with a higher mean (6.83) compared to the experimental group (**6.07**). Despite the t-value of 1.28 and $p = 0.000$, this statistical significance should be interpreted cautiously, as the direction of difference favors the control group. This may indicate that the experimental approach needs refinement in reinforcing grammar, vocabulary, or sentence-level skills. Here, the experimental group outperformed the control group, achieving a higher average (7.07 vs. 6.43). The t-test result of -0.995 with a p-value of 0.000 confirms the difference as statistically significant, suggesting that the experimental instructional strategy effectively enhanced students' ability to structure and organize their narratives.

Discussion

The findings from the present study underscore a substantial improvement in students' narrative writing skills following the intervention, particularly in the experimental group. Initially, pretest results revealed that a majority of students performed poorly across key writing components: clarity, mechanics, and sentence structure. For instance, 48% of students struggled with clarity, and an even higher proportion—65% and 68%—exhibited weaknesses in mechanics and sentence construction, respectively. These results echo earlier findings by Graham and Perin (2007), who argued that many secondary-level students face challenges in generating coherent and structured written discourse, particularly in narrative writing. The data implies that traditional instructional strategies may not adequately address these gaps, necessitating pedagogical interventions tailored to scaffold specific writing components. The posttest analysis demonstrated a dramatic shift in writing proficiency, particularly in the experimental group, where 90% of students scored either “Good” or “Very Good” in clarity. Similarly, notable improvements were observed in mechanics and sentence structure, with 95% and 93% of students, respectively, moving into the higher proficiency bands. These results align with the work of Saddler and Graham (2005), who found that strategy-based writing instruction enhances the quality and fluency of student writing. The experimental group, in this case, benefitted from targeted instructional interventions, likely involving reading-to-writing strategies and scaffolded writing tasks, which enabled them to organize their ideas more logically and articulate them more effectively. Interestingly, while the experimental group outperformed the control group in most areas, the control group showed slightly better performance in language skills. This could suggest that while the intervention effectively improved structural and organizational aspects of writing, it might not have placed equal emphasis on grammar and vocabulary usage. This observation is consistent with findings by Myhill et al. (2012), who emphasized that grammar instruction integrated into meaningful writing contexts is more effective than isolated grammar drills. Therefore, the slight lag in language skills suggests a possible limitation in the intervention design, warranting future adjustments to incorporate more focused grammatical instruction. Moreover, the statistical significance observed in the posttest t-tests confirms that the intervention had a direct and measurable impact. With a t-value of -10.48 ($p < 0.001$) in overall posttest scores and similar significant values across clarity and organization components, the results strongly advocate for the instructional approach used. These results are consistent with the social-cognitive theory of writing, which posits that writing development is enhanced through cognitive modeling, practice, and feedback (Zimmerman & Bandura, 1994). The intervention likely created a more supportive learning environment that



encouraged metacognitive awareness and iterative improvement, contributing to the enhanced performance observed in the experimental group.

Conclusions and Recommendations

This study has demonstrated that strategic instructional interventions significantly improve students' narrative writing performance. The experimental group showed marked progress in clarity, sentence structure, and organizational aspects, indicating that targeted writing instruction based on active, student-centered learning methodologies is highly effective. Though there were some limitations—such as underperformance in language skills compared to the control group—the overall results support the use of structured writing pedagogy in enhancing written expression. Moreover, the data confirms that prior to the intervention, both groups performed similarly, indicating no inherent advantage in the experimental group. The improvements noted after the intervention underscore the role of instructional design in shaping writing outcomes. These findings suggest a strong case for integrating such interventions into regular classroom practices to foster writing development among secondary-level learners. The study recommended that educators should integrate explicit instruction in grammar and vocabulary into narrative writing interventions to enhance overall language skills. Schools should adopt scaffolded, strategy-based writing programs that incorporate reading-to-writing connections to improve clarity, organization, and sentence structure.

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