

INTENSIVE READING APPROACH WITH MULTIMODALITY TO ENHANCE ESL
READING COMPREHENSION SKILLS OF GRADE 6
BHUTANESE STUDENTS

Tenzin Pema^{1*} and Nipaporn Sakulwongs²

^{1*}Graduate student in Master of Curriculum and Instruction, Suryadhep Teachers College, Rangsit University
Phahonyothin Rd., Lak-hok, Pathum Thani, Thailand

²Lecturer in Master of Curriculum and Instruction, Suryadhep Teachers College, Rangsit University
Phahonyothin Rd., Lak-hok, Pathum Thani, Thailand

*E-mail: tenzin.p63@rsu.ac.th

Received: 28-09-2022

Revised: 09-11-2022

Accepted: 20-12-2022

ABSTRACT

The research objectives of this study were to study and compare the achievement of reading skills and students' satisfaction of ESL grade 6 Bhutanese students using an Intensive Reading Approach with multimodality. The target group consisting of 32 students in grade 6 were used as the research participants in this study. This mixed method of the quantitative and qualitative study was conducted to gather the required data. The instruments used to gather quantitative and qualitative data were reading comprehension tests (pretest and posttest) and semi-structured interviews respectively. The quantitative data were analyzed using paired samples t-test and qualitative data were analyzed using the thematic analysis technique. The analysis of the pretest and posttest scores showed remarkable students' improvement in reading comprehension with the mean difference of 8.18 between the posttest ($\bar{X} = 24.84$) and pretest ($\bar{X} = 16.66$). The difference was statistically significant at .01 level, indicating an increase in the posttest scores compared to the pretest. Subsequently, the data analyzed from the interview confirmed that the participants derived positive learning satisfaction using an Intensive Reading Approach with multimodality. Therefore, study

recommends using intensive reading approach with multimodality as one of the learning strategies to improve the reading comprehension skills of students.

Keywords: English as a Second Language (ESL), Intensive Reading Approach with Multimodality, Reading Comprehension, Grade 6 Bhutanese Students

Introduction

In almost all spheres of day to day live, English is becoming more essential as an international business language in both native and non-native English-speaking countries (Clement & Murugavel, 2018). English is one of the most important subjects in the Bhutanese education system. The medium of instruction for all the subjects in Bhutan is taught in English except the national language (Rai & Chalermnirundorn, 2021; Choeda et al., 2020). Therefore, learning the English language has become the most crucial thing for international communication and will provide with opportunities in one's career and life.

The four main strands of English language teaching are reading, writing, listening and speaking. Reading is considered as one of the most important skills (Guvenc, 2017) since it enhances students' academic achievement (Senturk, 2015). Similarly, Bhutan's English curriculum emphasis on reading. It helps learners to develop the skills and focus from the surface knowledge to comprehend what has been

read at more profound level (Ministry of Education, 2022).

In Bhutan reading is taught integrated from from pre-primary (PP) untill grade 12. As per the English curriculum framework of 2022, there are various kinds of text such as short stories, eassys and poetries. Among those genres, teaching of poetry was the topic for this study.

Poetry can help students learn languages more effectively by expressing their feelings and real-life experiences. As a result, students' reading comprehension could be also enhanced (Nobu, 2018). Additionally, the poem was chosen so that students could see how comprehending the various forms helped them in reading as well as when they write on their own (REC, 2017). The goal of reading in school is to understand the contents of the text that the teacher has delivered, in addition to acquire new knowledge.

Reading poetry comprehension requires the development of language processing skills. Learners must be able to identify numerous vocabularies in order

to make text to life connections (Vabiola & Fitrawati, 2018). Students in grades 6 are expected to read fluently and comprehend a range of appropriate poetry independently using variety of strategies before, during and after reading (Ministry of Education, 2022) It implies that students in grade 6 should be able to comprehend and evaluate the poem.

As per the result analysis of Competency Based Assessment Test for grade VI in the year 2018, students' overall mean score was 46.86 percent in English, which is the lowest in comparison to other 3 subjects such as 1) Dzongkha, 2) Science and 3) Social Studies (BCSEA, 2019) Further analysis of students' performance in English across 3 strands (writing, grammar and reading), the least means score was in reading with 37.01 (BCSEA, 2019). Additionally, one of the major findings from the study of Competency Based Assessment Test of class VI in the year 2018, "...provide varieties of reading materials to enhance students' reading and comprehension skills" (BCSEA, 2019, p. 27).

However, the reading proficiency in Bhutan is found to be low as intended. For instance, the low performances in subjects like Mathematics and Science are said to be blamed for students' poor

reading skills (BCSEA, 2019). On the same note Rinzin (2017) also reported Bhutanese students have poor reading comprehension skills. Bhutanese students with poor reading skills could be attributed to the approaches adopted by the teachers in schools. It is reported that Bhutanese classrooms are still teacher-centered (Dorji, Tshering, Wangchuk, & Jatsho, 2020).

As a result of the aforementioned concerns about low reading competency, the researcher used an intensive reading approach with multimodality to teach poetry to enhance reading comprehension skills of grade 6 ESL students of the research school.

Maria, (2022) defines that intensive reading is the primary focus for testing, evaluating, and finding information. It includes taking notes, paying close attention to detail and deconstructing sentences in order to understand grammar and syntax rules as well as to extract topical details. Norris (2010) asserts five purposes of intensive reading; 1) visualizing, 2) questioning, 3) making connections, 4) summarizing, and 5) evaluating. Those strategies would help readers increase their reading comprehension.

As per Norris (2010) poetry is a powerful genre for ESL learners as it provides many benefits on how to read

due to the rhyming patterns, repetition, rhythm, and manageable pieces of text. Further Rasinski (2014) states that when students practice reading a poem, they read the text aloud repeatedly for a real purpose and students develop foundational literacy skills that support comprehension when they read and recite poems and songs. Therefore, intensive reading is a strategy that improves reading and comprehension skills, vocabulary, and grammatical knowledge, enriches critical thinking and analytical skills in the reader (Doyle, 2022; IPL, 2022; Scrivener, 1994). There are numerous studies that have proven that the intensive reading approaches was effective to improve the over all reading comprehension. The study conducted by (Rasinski, 2014; Alimus, 2018; Diniarti, 2019) revealed that the intensive reading approach not only enhance reading comprehension of the learners but also improves over all language competencies.

Additionally, the researcher was keen to incorporate multimodality to teach poetry using intensive reading approach. The researcher's intention was in line with the study conducted (Bao, 2017; Pan & Zhang, 2020) where the findings revealed that there was improvement in reading comprehension after incorporating multimodality in teaching

EFL learners. Furthermore, the study indicated that majority of students have good attitudes on the use of multimodality approach.

Therefore, the integration of an intensive reading approach with multimodal text for learning would certainly enhance students' reading skill and thus improve the overall performance in English. Few studies done in other countries have shown that there are benefits in using an intensive reading approach with multimodal text in an ESL classroom. However, limited studies have been conducted in Bhutanese context, particularly using an intensive reading approach with multimodality in teaching poetry to enhance the students' satisfaction and improve the reading comprehension skills. Thus, the researcher was interested to investigate the effectiveness of intensive reading approach with multimodality as an intervention to improve grade 6 Bhutanese ESL students' reading comprehension skills and to investigate their learning satisfaction.

Research Objectives

1. To examine the effectiveness of intensive reading approach with multimodality of grade 6 Bhutanese ESL student's reading comprehension skills.

2. To investigate the learning satisfaction of grade 6 Bhutanese students after using an intensive reading approach with multimodality.

Literature review

1. English Curriculum in Bhutan

The revised Bhutanese English curriculum is designed and arranged based on the theme and contents from pre-primary (PP) until grade 12 (REC, 2021). The curriculum is focused on subject group; listening and speaking, reading and literature, language and grammar, and writing. Laprairie (2014) asserts that in terms of the overall nature of the English curriculum in Bhutan, particularly at the upper primary and lower secondary levels, have a more ESL-style teaching-learning approach rather than the existing concentrate on literature.

As per the National School Curriculum Framework the new curriculum is based on the aim and guiding principles of curriculum as outlined in the, as well as the necessity to redesign the contents and instructional techniques to meet changing needs (REC, 2021). Further, REC (2021) states that the major shift in the redesigned English curriculum of Bhutan is that the learners' development of language competencies is connected

to the 4 strands of listening, speaking, reading, and writing.

The revised English curriculum of Bhutan mainly encourages child-centered learning rather than the traditional method of teacher centered classroom. Rai & Chalermnirundorn (2021) states that the teacher's role has shifted from being the only controller of the classroom and learning to that of a guide and facilitator. As per Lhadon & Chayanuvat (2019) The teacher is in responsible of coming up with teaching strategies that encourage both active learning and the ownership of learning by the students. In in order to teach to the students the values of the nation's unique culture and tradition, the curriculum has been revised in line with the Gross National Happiness (GNH) philosophy.

2. Importance of Reading

Reading is the process of looking at printed words and comprehending what they are saying. There are many definitions of reading. According to Cline, Johnstone & King (2006) reading is the process of decoding and comprehending written text for the purposes of a specific reader. Reading is when someone looks into a written text and begins to absorb information from the written linguistic message (Essay,

2018). Bharuthram (2012) states that one of the most important academic responsibilities that students face is reading. Students in higher education are exposed to a variety of literature and textbooks that they must read independently. They must grasp what they read at this level in order to analyze, criticize, evaluate, and synthesize information from a variety of sources. International International House (2021) states that making connections between the information and what the reader or listener already knows about the world (background knowledge) and about the language is consequently a key component of language processing (linguistic knowledge). Therefore, reading comprehension is a crucial skill that English language learners must have in order to master the language. that everyone must possess. It is not only a keystone for child's success in education but also throughout their life.

According to Palani (2012) posits that efficient reading is a crucial avenue for effective learning, and reading is linked with the whole educational process. Students may use good reading habits as a potent tool to help them succeed in life. Hence, teachers must comply with CEFR reading descriptors: 1) Overall reading comprehension, 2) Reading

correspondence, 3) Reading for orientation, 4) Reading for information and argument, and 5) Reading instruction (Council of Europe, n.d.).

3. Reading Comprehension

According to Kadir et al., (2014) asserts that most students can read, but our main concern is whether they can critically comprehend the text, such as “reading between the lines” or “reading for deeper meaning,” because it can help them develop critical reading skills, it will help them in comprehending the text. Furthermore, he argues that students with strong reading comprehension abilities may excel in any topic or course because they have developed critical reading skills that allow them not only to comprehend but also evaluate any content they are given.

Reading is a process of recognizing symbols and associating suitable meaning to them. It requires recognition and comprehension. Learners may use comprehension abilities to grasp the meaning of words both in isolation and in context (Palani, 2012). Reading, he argues, is a thinking, examining, judging, imagining, reasoning, and problem-solving procedure.

4. Intensive Reading

Surbhi, (2020) also states that intensive reading can be defined as a reading method that requires an in-depth

analysis of a text in order to determine its literary or linguistic meaning. It is the thorough reading of a relatively short piece of reading material in order to gain comprehensive knowledge from it. Moreover, it helps in concentration, deeper understanding and interpretation of text, and focus on a small area of detail in a reading material that is reading in depth (IPL, n.d.).

As per the findings of Mart (2015) intensive reading allows a reader to initiate a detailed analysis within a classroom setting, guided by the teacher, in which vocabulary and grammar points are studied in a short passage. Similarly, Cardenas (2020) states that the main objective of intensive reading is to focus on content and grammatical structures which teachers can support by reading aloud, asking questions, and having students predict information from texts.

5. Multimodal text as Learning Material in English as a Second Language Learners (ESL) Reading Comprehension skill

Multimodality has a greater impact for students learning since the concept is taught through visual, auditory, reading, writing and kinaesthetic

methods whereby they experience learning in a variety of ways. Cornu (2011) supports that the needs of students have drastically changed. Therefore, teachers must develop new methods of teaching that are suitable for the current generation. Further he highlighted that the changing ways that digital natives think and process information must be considered in the classroom. Teachers can organically integrate various teaching to enrich the teaching content. A multimodality enables each student to achieve academic success in their own way since they have a diverse set of abilities and learning styles, provided if schools are designed to support multimodal learning (Kennedy, 2020).

Conceptual framework

This study consisted of two variables viz. independent and dependent variables. The independent variable was the use of intensive reading approach with multimodality while the dependent variables were the effectiveness of reading comprehension skills and students' satisfaction to developing reading comprehension skill with ESL.

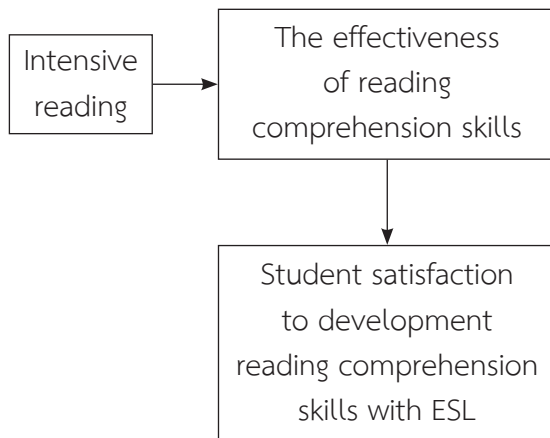


Figure 1 conceptual framework

Research Methodology

In this study, the researcher used a combination of quantitative and qualitative research method. For the collection of quantitative data, the researcher administered pretest before using intensive reading through multimodal texts to the research participants and posttest after the intervention. The researcher conducted semi-structured interview for collecting the qualitative data at the end of the study to determine the learning satisfaction of the students.

This study aimed at examining the effectiveness of intensive reading through multimodal texts in improving the reading comprehension skills of grade 6 Bhutanese ESL students. Besides this, the study would also determine the learning satisfaction of the research participants towards the application of multimodality

to teaching intensive reading in ESL reading comprehension lesson.

1. Instruments

1.1 Lesson Plan

The researcher designed four lessons in all of 90 minutes each. One lesson plan covered 2 sessions and 1 session was a period of 45 minutes. These lessons were designed to teach four poems. One from the prescribed curriculum textbook for grade 6 Bhutanese students and three from the other sources. The framework used for designing the lesson was Pre-During-Post Reading or PDP Reading framework. These lessons were taught twice a week for a period of four weeks. The main focus of the lessons was the integration of intensive reading approach with multimodality which guided the research participants while they were reading to comprehend the text.

1.2 Reading comprehension Test

To ascertain the effectiveness of the reading comprehension of the research participants, the researcher conducted reading comprehension test consisting of 20 marks of multiple-choice questions, 10 marks of short answer questions with a total of 30 marks. The researcher conducted reading comprehension test before and after the intervention to analyse the reading comprehension of the research

participants. It consists of pretest and posttest. Pretest was administered prior to the intervention, and a posttest with the same questions but in different sequence following the intervention. The researcher used the same test items for both pretest and posttest in order to ensure consistency with the evaluation.

1.3 Semi-structured Interview

The researcher conducted semi-structure interview to obtain a solid understanding of a subject of interest. Hence, in order to find out the students' satisfaction using an intensive reading approach with multimodality in teaching poetry with ESL learners, each student from the experiment had a face-to-face interview with the researcher after the intervention.

The interview consisted of 5 questions categorized under five themes which was framed by the researcher. The researcher included 32 participants for the interview. Each student approximately took 7-10 minutes to respond and were given the freedom to speak in the language of their choice (English or in their mother tongue). The researcher informed the objectives of the study to the participants and told them that it didn't affect their grading. The responses of each student were audio recorded which was translated and

transcribed in English later. The data were then analyzed using thematic analysis technique.

2. Population and sample

The study's target population consisted of one section of grade 6 with 32 students, aged between 12-14 years, with mixed genders and learning abilities.

The researcher used simple random sampling technique to select one section (32 students) out of two sections of grade 6 as sample group of this study. Most grade levels consist of at least 2-3 sections in Bhutan, and each section consists of a heterogeneous group of students with an almost equal number of boys and girls.

3. Research material

There are 2 steps for the research materials:

3.1 Validity

To examine the validity of the instruments, content validation was carried out by 3 experts. They assessed the language aspects, applicability, and content coverage of the instruments as per the research topic. The researchers made necessary rectification with instruments depending on the feedback and suggestions from the 3 experts. The researcher measured validity by all the 3 experts with a score between 0.67 - 1 on Item Objective Congruence (IOC).

3.2 Reliability

To check the reliability of the reading comprehension test questions, the researcher conducted a reliability test with 32 grade 6 students of different section. Kuder-Richardson (KR-20) formula was used to gauge the reliability of 20 multiple choice questions and 5 short answer questions. The reliability score obtained was 0.74 which proved that the test items were reliable.

4. Data Collection Procedures

4.1 Approval and Ethical Consideration

For ethical consideration, the researcher requested the research and development institute of Rangsit University for the permission to carry out the research. Then the researcher forwarded the permission letter to the Ministry of Education (MoE), Bhutan. After receiving the approval letter from MoE, the researcher sought permission from the Chief District Education officer (CDEO) Then, the researcher got consents from Principal, Academic Head, Class Teacher and Subject Teacher before starting the data collection. The research participants were made to sign a consent form to ensure their legal and ethical rights. The consent forms were signed by the parents of the research participants since they were below 18 years of age.

Besides, the confidentiality and anonymity of the participants' views and opinions maintained through a numbering system.

Research Results

The are 2 steps according to the objectives as follows:

1. The effectiveness of reading comprehension skills of grade 6 Bhutanese ELS students' using intensive reading approach with multimodality

The results of the quantitative data revealed that 100% of the participants had the significant improvement in learning achievement in the posttest. The highest score of the research participant in the pretest was 23 whereas the lowest was 7 respectively. By the same token, 30 was the highest score and 11 was the lowest in posttest. Participant No.16 showed the highest difference of 13 points, while participant No.3, No 21 and No.24 showed the lowest but with an increase of 3 and 4 points as compared to pretest. It was clearly evident that all students' posttest scores were much higher than the pretest scores.

The mean score for the pretest was 16.66, with a standard deviation of 4.46, as shown in the table above. In comparison, the mean score for the posttest was 24.84, with a standard deviation of 4.25. Additionally, it was found

that the significance P-value, which was less significant than the significance value (p) 0.05, was .01. This shows that the posttest was significantly higher than the mean score of pretests.

3. Data Analysis

There are 2 steps according to the objectives as follows:

3.1 The effectiveness of reading comprehension skills of grade 6 Bhutanese

Table 1 Paired T-Test Analysis

Group	Pre-test		Post-test		Mean Difference	t	P-value
	\bar{X}	SD	\bar{X}	SD			
Sample Group	16.66	4.460	24.84	4.257	24.84 - 16.66 = 8.18	17.470	$\leq .01$

2. The student's satisfaction to developing reading comprehension skills with ESL

After collecting the required qualitative data, the data were read, analyzed and interpreted through the identification of themes based on the research objectives and questions of the study. Five themes were used to analyze the data from students' interview: Interest and Fun, Learning Satisfaction, Learners' Engagement, Enhancement of Reading Comprehension and Developing Reasoning and Logical Thinking for intensive reading approach with multimodality in reading poems.

ELS students' using intensive reading approach with multimodality

- Reading Comprehension

Tests

Descriptive statistical analysis was used for analyzing the test results of pretest and posttest. After that, paired sample T-test was used for comparing mean, standard deviation and significance level. The value of 2-tailed significance value (p); in other words, $P \leq .05$ level of significance was referred to determine the significance difference between the means.

3.2 The student's satisfaction to developing reading comprehension skills with ESL

- Semi-structured interview

To determine the learning satisfaction of the participants', semi-structured interview was used to collect the data. Semi-structured interview allowed the researcher to understand the satisfaction, perceptions and views in a deeper level. So, the researcher developed themes, and patterns through coding system to analyze the data.

Results Conclusion and Discussion

The research results found about the objectives will be discussed in the following section.

Result Conclusion

1.1 Effectiveness of grade 6 Bhutanese student's ESL reading comprehension skill after using an intensive reading approach with multimodality

The finding was parallel to the studies conducted by Rasinski, et al, (2017) their findings showed that the impact of an intensive reading fluency intervention on overall reading performance of 37 struggling reader in grade 3 showed that they made significant gain in their reading performance.

Apparently, the students' academic performance improved with the use of intensive reading approach with multimodality. According to the study, students who were taught using the strategy

outperformed those who were taught using a traditional method in terms of academic performance. As a result, this study provided evidence that the use of the intensive reading approach with multimodality improved academic outcomes. When students were given different activities to find the meaning of the new vocabulary, it further helped them to read the words as well as understand the text which further helped them to answer the questions at the end of the lesson. Similarly, Leonard (2010) found out that the effect of reading and discussing of poetry in fifth grade to measure vocabulary achievement performed well comparing to those who did not receive the treatment.

A study conducted by Pan and Zhang (2020) for high school students in Anhui, China. The study result revealed that there was improvement after incorporating multimodal teaching in teaching reading in EFL. As a result, the application of a multi-modal teaching approach in high school EFL reading instruction based on the analysis of information obtained from reading tests and questionnaires, can improve students' English reading skill and increase students' passion in English reading. Furthermore, the study indicated that majority of students have good attitudes on the use of multimodal

teaching approach. Similarly, in this study, students showed remarkable improvement in their posttest than pretest. Thus, indicating the effectiveness of intensive reading approach with multimodality in order to enhance reading comprehension.

1.2 To investigate student's satisfaction to developing reading comprehension skills with ESL

As per the findings from the semi structured interview the use of an intensive reading approach with multimodality was embraced positively by the students, which was the study's second key finding. It was claimed that using an intense reading strategy was interesting, enjoyable, and pleasant. It was found that it motivated and helped participants develop as teams. They claimed that when they began to comprehend the material, it inspired them to read more.

The poems were made simple to understand through the use of intensive reading approach with multimodal texts. Students actively participated in the activities. Therefore, it was found that students were willing to communicate to their peers in groups and present their answers to the class. Multiple intelligence theory was clearly applied effectively in this situation where students were able to work together in group and

build interpersonal relationship among their friends and interact with the teacher. The musical intelligence also played a vital role here in this study as students were having fun and their interest level increased when the audio and video were played to scaffold the lesson. It helped them to understand the lesson better and it was very easy to comprehend the text.

Albert Bandura's social learning theory states that learners can learn from observing, modeling and imitating others' behaviors, attitude and emotions. Therefore, while applying intensive reading approach with multimodality students have to read the text using different strategies which motivated them to read the poem and comprehend the text. Participants were satisfied at the end of the lesson. They enjoyed making tune of the poem in their group and while presenting their work. The classroom environment was so pleasing that everyone enjoyed the activity. All of them got engaged through out the learning activities and had fun.

The study also revealed that the students preferred to use the intensive reading approach with multimodality in the future. This could be

attributed to the ease of using the strategy, which helped them to find the meaning of the new words and summarize the main events of the story. The comprehension of the text was better because they could remember the meaning of the words and it was easier for them to read the text which enhanced their reading comprehension.

As per Hill (2019) the cognitive theory of multimedia Learning, one can learn more deeply from words and visual combined together. The theory believes that there will be significant difference with the learners if they are engaged in such activities so, when all the new words are understood before reading the text, it was easier for them to read and comprehend the text. Reciting poem with tune and video with native speaker through graphics and subtitle made the lesson much more convincing for them to really improve their reading comprehension skill. Therefore, it developed their reasoning and logical thinking. The students wanted the other teachers also to follow the same strategies in the future as they felt it easier to understand the poem. The findings were supported by the related research done by Alimus (2018) who researched on improving the students' reading comprehension through Bio poem and

the findings indicated that there was no reading comprehension before the treatment, however their reading comprehension improved significantly. It was proven by the result of the mean score obtained by the student through pretest was 6.1 and posttest was 7.4.

Therefore, all the above findings concluded that the use of intensive reading approach with multimodality in the reading comprehension activities ended up with the positive impact on the overall learning of the students. The reason for positive learning satisfaction could be due to the use of multimodal strategies during the lesson. Students were very active and attentively taking part in the classroom activities. Thus, with all the positive answers shared by the students, the researchers concluded that the use of intensive reading approach with multimodality motivated and inspired the research participants.

Discussion

However, a limitation in the use of intensive reading approach with multimodality was due to the time constraint the activities were difficult to carry out on time. Most of the activities were given in group. Moreover, researcher could include only a section of grade 6 students (32) in one of the school, hence, it cannot be

generalized to different grades of students incorporating intensive reading approach with multimodality to enhance reading comprehension skills. Therefore, the future researcher could conduct studies including students' multiple grades, particularly in the Bhutanese context, as this may provide support for the application of intensive reading in the Bhutanese classrooms. Further researchers could also use the strategy and conduct the study for the longer period of time to get better result.

Finally, intensive reading approach with multimodality should be considered a successful teaching strategy and

an important resource of learning for today's students. Furthermore it will help to build extensive reading skills that can have more exposure result in the linguistic abilities (Maria, 2022). Students need to improve their reading comprehension skill and enhance effective communication skills for more effective English competency. Therefore, intensive reading approach with multimodality was found very effective strategy to improve the ESL reading comprehension skill of Bhutanese students. It will help the future researchers to conduct the study to enhance the reading comprehension skills of the students.

REFERENCES

- Alimu, T. (2018). **Improving the students reading comprehension through bio poem: Makassar Muhammadiyah University**. Retrieved from http://digilibadmin.unismuh.ac.id/upload/1346-Full_Text.pdf
- Bao, Xiaoli. (2017). Application of multimodality to teaching reading. **English Language and Literature Studies**, 7(3), 78-84. doi: 10.5539/ells.v7n3p78
- Bhutan Council For School Examination And Assessment. (2019) . **Grade VI CBAT 2018: Year end assessment report 2019**. Thimphu, Bhutan: Author.
- Bharuthram, S. (2012). Making a case for the teaching of reading across the curriculum in higher education. **South African Journal of Education**, 32(2), 5-15. <https://journals.co.za/doi/abs/10.10520/EJC119971>
- Cárdenas, A. I. (2020). Enhancing reading comprehension through an intensive reading approach. **HOW Journal**, 27(1), 69-82. <https://doi.org/10.19183/how.27.1.518>
- Choeda, C., Gyeltshen, T., & Daker, S., Gyeltshen, S., Wangmo, W., & Letho, D. (2020). Communicative competence of secondary school students of Bhutan. **Journal of**

Humanities and Education Development (JHED), 2(1), 12-25. <https://doi.org/10.22161/jhed.2.1.3>

- Clement, A., & Murugavel, T. (2018). English for the workplace: The importance of English language skills for effective performance. **The English Classroom**, 20(1), 1-15.
- Cline, F., Johnstone, C., & King, T. (2006). **Focus group reactions to three definitions of reading (As Originally Developed in Support of NARAP Goal 1)** Minneapolis, MN: National Accessible Reading Assessment Projects. Retrieved from <https://eric.ed.gov/?id=ED506575>
- Cornu, B. (2011). **Digital natives: How do they learn? How to teach them?** Moscow: UNESCO Institute for Information Technologies in Education.
- Council of Europe. (n.d.). **Common European Framework of Reference for languages: Learning, teaching, assessment**. Retrieved from <http://ebcl.eu.com/wp-content/uploads/2011/11/CEFR-all-scales-and-all-skills.pdf>
- Diniarti, A. N. (2019). **The effectiveness of intensive reading on students' reading comprehension of descriptive text** (Master's thesis Syarif Hidayatullah State Islamic University). Retrieved from <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/151/1/Nilam%20Ayu%20Diniarti%2011150140000075.pdf>
- Dorji, K., Tshering, P., Wangchuk, T., & Jatsho, S. (2020). The implication of transformative pedagogy in classroom teaching: A case of Bhutan. **Journal of Pedagogical Sociology and Psychology**, 2(2), 59-68. <https://www.doi.org/10.33903/JPSP.202062924>
- Doyle, E. (2022). **Why intensive reading is important?** Retrieved from <https://moviecultists.com/why-intensive-reading-is-important>
- Essays, UK. (2018). **Definition purpose and models of reading**. Retrieved from <https://www.ukessays.com/essays/languages/definition-of-reading.php>
- Guvenc, G. (2017). The effect of awareness raising about using cognitive strategies in foreign language teaching on students' development of reading comprehension skills. **SWeb of Conferences**, 37, 1-7. doi: 10.1051/shsconf/20173701048
- Hill, M. G. (2019, April 16). **Richard Mayer's Cognitive Theory of Multimedia Learning** [Web log message]. Retrieved from <https://www.mheducation.ca/blog/richard-mayers-cognitive-theory-of-multimedia-learning>

- International House. (2021, November 25). **Teaching receptive skills: Reading and listening** [web log message]. Retrieved from <https://www.ihteachenglish.com/blog-post/teaching-receptive-skills-reading-and-listening>
- IPL. (n.d.). **Advantages of intensive reading**. Retrieved from <https://www.ipl.org/essay/Advantages-Of-Intensive-Reading-PCTCMH2SG>
- Kadir, N.A., Subki, R. N., Jamal, F. H. A., & Ismail, J. (2014). The importance of teaching critical reading skills in a Malaysian reading classroom. **Internationally Academic Conference** (pp. 208-218). Retrieved from <http://www.westeastinstitute.com/wp-content/uploads/2014/06/Norbaiyah-Abd-Kadir-Full-Paper.pdf>
- Kennedy, L. (2020, August 17). **What is multimodal learning? 35 strategies and examples to empower your teaching** [Web log message]. Retrieved from <https://www.prodigygame.com/main-en/blog/multimodal-learning/>
- Laprairie, M. (2014). **A case study of English-medium education in Bhutan**. Retrieved from https://docs.google.com/document/d/1cnngYwuiXgJi2GptJjt7F_QvSsl8y3pFZsscviLhus/edit
- Leonard, T. J. (2010). **The effects of reading and discussing poetry on fifth grade students' motivation to read and vocabulary achievement**. (Doctoral thesis). Western Connecticut State University, USA.
- Lhadon & Chayanuvat, A. (2019). **The use of visual imaginary strategy to enhance English reading comprehension skills of grade four Bhutanese students**. Rangsit University: Thailand. Retrieved from [Lhadon.pdf](#)
- Maria, A. (2022, April 27). **Intensive and extensive: 2 ways of reading that power language learning** [web log message]. Retrieved from <http://www.fluentu.com/blog/intensive-and-extensive-reading/>
- Mart, C. (2015). Combining extensive and intensive reading to reinforce language learning. **Journal of Educational and Instructional Studies in the World**, 5(4), 85-90.
- Ministry of Education. (2022). **English curriculum framework: Classes PP-XII**. Thimphu, Bhutan. Author
- Nobu. (2018, October 18). **Teaching poetry an ESL teaching technique** [Web log message]. Retrieved from <http://nobuteacher.blogspot.com/2018/10/teaching-poetry-esl-teaching-technique.html?m=1>

- Norris, M. J. (2010). **Using poetry to teach reading comprehension strategies to English language learners**. Hamline University St. Paul, Minnesota, USA.
- Palani, K. K. (2012). Promoting reading habits and creating literate social. **International Reference Research Journal**, 3(2), 90-94.
- Pan, X. & Zhang, Z. (2020). An empirical study of application of multimodal approach to teaching reading in EFL in senior high school. **International Journal of Emerging Technology in Learning**, 15(2), 98-111. <https://doi.org/10.3991/ijet.v15i02.11267>
- Rai, B. R., & Chalermnirundorn, N. (2021). **The use of KWL plus and video in reading comprehension skills of grade 6 Bhutanese students**. Rangsit University: Thailand. Retrieved from https://scholar.google.com/scholar?start=20&q=Nipaporn+Chalermnirundorn&hl=en&as_sdt=0,5
- Rasinski, T. (2014). **Tapping the power of poetry**. Retrieved from <https://www.ascd.org/el/articles/tapping-the-power-of-poetry>
- Rasinski, T., Paige, D., & Rains, C., Stewart, F., Julovich, B., Prenkert, D., & Nichols, D. W. (2017). Effects of intensive fluency instruction on the reading of third-grade struggling reader. **Reading and Writing Quarterly**, 33(6), 519-532. <http://doi.org/10.1080/10573569.2016.1250144>
- Rizin, C. Y. (2017, June 28). Ministry launches English for effective communication. **Kuensel**. Retrieved from <https://kuenselonline.com/ministry-launches-english-for-effective-communication/>
- Royal Education Council. (2017). **English teacher's guide class VI**. Paro, Bhutan: Author.
- Royal Education Council. (2021). **English Curriculum Framework PP to XII: English-NNC-Framework**. Thimphu, Bhutan: Author.
- Scrivener, J. (1994). **Learning teaching**. UK: Heinemann Publishers (Oxford) Ltd.
- Senturk, B. (2015). EFL Turkish university students' attitudes and motivation towards reading in English. **Procedia-Social and Behavioral Sciences**, 199, 704-412.
- Surbhi, S. (2020). **Difference between extensive and intensive reading**. Retrieved from <https://keydifferences.com/difference-between-extensive-and-intensive-reading.html>
- Vabiola, K. & Fitrawati. (2018). Using Tree Mapping for Senior High School Students. **Journal of English Language Teaching**, 7 (4), 741-754. Doi:<https://doi.org/10.24036/jelt.v7i4.101503>