The Ordering of Reading Subskills Across Text Types: Is There a Definite Ordering?

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Abstract

Factors influencing reading performance include texts used as stimuli and tasks/items accompanying the texts to assess comprehension. As both texts and items are integral to reading, it is crucial for a study investigating the pattern of item difficulty across different text types; narrative and expository, to be conducted. To determine item difficulty, five commonly assessed reading subskills were identified. They were understanding explicitly stated information (ESI), references (REF), deriving word meaning (VOC), understanding main idea (MID) and making inferences (INF). To obtain a more accurate representation of subskills, eight sets of reading tests consisting a large number of items (n=177) were used. This was made possible through the use of common item linking technique based on Rasch measurement model. The findings show that subskill ordering for narrative and expository vary slightly, indicating that there is no definitive ordering of individual subskills across text types. However, the patterns for low order (LOSs) and high order subskills (HOSs) are observed to be similar. LOSs are consistently less challenging than HOSs in both text types. Nonetheless, for LOSs, despite showing the same ordering, they are comparatively more challenging in expository. Subskills within HOSs, however, do not show any particular patterns. The study concludes that reading is made up of LOSs and HOSs as mooted by

experts despite the subskills not showing definite ordering. Additionally, determining subskill difficulty is complex as a number of variables need factoring in. An implication from this is that awareness of elements influencing reading comprehension difficulty is important so that measures could be taken to minimise problems associated with reading.

Keywords: reading subskills, text types, item difficulty, reading hierarchy, Rasch model

1. Introduction

Reading is essential for language development, acquisition of knowledge, and development of creativity and imagination (Carrell, Devine, & Eskey, 2000). As such, reading is regarded an indespensible and a critical skill particularly for those still in schools. Considering its importance, reading is heavily emphasised in language classes and is regularly featured in many language tests.

Despite being crucial in our daily life, reading is an elusive construct to define due to the many definitions it carries (Sainsbury et al., 2006, Urquhart & Weir, 1998), making its conceptualisation difficult. Failure to clearly define what constitutes reading ability, has complicated the assessment of the skill. Without accurate information on a particular construct makes it difficult for learning and assessment to properly take place. As posited by Grabe (2010, p. 352), "an understanding of the reading construct, an awareness of the development of reading abilities, and an effort to reflect the construct in assessment tasks" is important. This, however, is not clearly observed in reading due to the complexity of the skill itself resultant from lack of available guidelines.

In spite of its inherent complexity, it is common to assess reading skills using texts that are accompanied by a set of items intended to measure specific comprehension skills. This practice arises from the belief that reading ability could be gauged in that manner. The texts are used as stimuli and the responses given by test takers hopefully "provide valid indication of their ability to understand texts from a particular domain" (van Steensel et al., 2012, p. 6).

Texts used as stimuli for reading comprehension come in different types. Text types, or genres are determined based on the structure and style, purpose or orientation of the text. Although a number of text types are available, Weaver and Kintsch (1991) group them into two broad categories, narrative and expository. Narrative texts, are intended to entertain readers by telling them stories. The texts have specific elements such as plot, and characters, and are written using a temporal sequence, past tense and common day to day language (Weaver & Kintsch, 1991). Expository texts, on the other hand, are written to inform readers about a topic (Medina & Pilonieta, 2006). Unlike narrative, expository does not follow any specific style but it contains language that is either technical or less commonly used. Based on these features, the two text types are distinguishable although the distinction is not always clear.

Research has shown that factors such as text types affect item difficulty (Alderson, 2000; Bachman, 1990; Krokou, 2022) and they have the potential to contribute to reading comprehension difficulty (Kong, 2019; Wolf, 1993). Although studies have generally agreed that narrative texts are less challenging than expository texts (Best et al., 2008; Presley, 2002; Saenz & Fuchs, 2002), it is unclear whether the generalisation can be applied across the board, irrespective of subskills assessed. This is because although it may be true that some text types are easier to comprehend than others, this does not mean they are always easy in all comprehension tasks and all subskills. Many studies that compare the text types focus on limited number of subskill such as recalling information (Zabrucky & Ratner, 1992), answering literal questions (Ebibi, 2014), or comprehension and memory (Mar, Li, Nguyen,

& Ti, 2021). For example, based on meta analysis by Mar, Li, Nguyen and Ti (2021), they found that narrative texts were easier to comprehend and were better recalled than expository texts. However, determining the influence of texts must take into account various comprehension tasks such as recalling information, deriving meaning of vocabulary, and making inferences. These subskills are considered part of comprehension tasks.

Owing to insufficient information available pertaining this issue, there is a need for this study to be conducted, which is to ascertain the difficulty of the reading items which represent the subskills across different text types; expository and narrative texts. The following research questions were formulated:

RQ1: What is the ordering of reading subskills as measured by item difficulty for narrative and expository texts?

RQ2: Is the hierarchy of reading subskills as measured by item difficulty the same for narrative and expository texts?

1.1 High Order and Low Order Subskills

Since reading is a cognitive process, it is a common practice to divide the process hierarchically according to the cognitive skills demanded by the task (Bialystok, 1992). This hierarchy is "characterised as consisting of 'higher-order' and 'lower-order' skills …" (Alderson & Banerjee 2002, p. 84). Low order subskills (LOSs), according to Kobayashi (2009) require "local level of understanding such as word recognition or literal understanding" (p. 39), thus making them easier to comprehend. By contrast, high order subskills (HOSs), are more challenging (Lumley, 1993) as the skills involve engagement with deeper thinking processes.

Despite the agreement on subskills being on the low or high order of hierarchical spectrum, the exact subskills in each category remain unknown. Khalifa and Weir (2009), present eight subskills that fall into LOSs and HOSs. They state that LOSs constitute "word recognition, lexical access, syntactic parsing, establishing propositional meaning at clause and sentence levels" (p. 43). For HOSs, the subskills include "inferencing, integrating information across sentences, creating a text level structure, and integrating information across texts" (p. 43). Others (Badrasawi, Abu Kassim, & Daud, 2017; Hessamy & Sadhegi, 2013), however, were not as specific in the skill division. They merely put the subskills into a hierarchy from easiest to most difficult although they believe that the skills are low or high ordered. For example, Hessamy and Sadhegi (2013) arranged the subskills in the following order from "identifying writer's views/claims, understanding specific information, identifying main idea, and extracting information from a text to put into diagrammatic representation" (p. 17). Thus, in terms of specific skills in either spectrum, it is uncertain what they are as they vary from one study to another.

1.2 Bachman's Framework of Test Method Facets

Bachman (1990) develops test method facet framework to help explain the influence of factors such as test taker ability and test characteristics on performance in a language test. He

argues that "indeed, one of the major findings of language testing research over the past decade is that performance on language tests is affected not only by the ability we are trying to measure but also by the method we use to measure it" (p. 185).

In the model encompassing five facets, Bachman (1990) posits that the way a particular test is constructed and administered affects the outcomes of the test. One of the facets described in his model is the nature of in put received. The nature of input, according to Bachman (1990) refers to the input characteristics such as "length, propositional content, organisational characteristics, and illocutionary characteristics (p. 130). Kobayashi (2009), further defines input as "information given to test takers for them to respond to, such as texts used for reading comprehension test or a set of pictures as a cue for oral or written composition" (p. 105).

In relation to reading, this facet is particularly relevant since reading always involves input in the form of texts of different topics, length, and types. Knowledge of the influence of input is needed since comprehension is assessed as "the way the reader processes the input" (ibid, p. 106) thus becoming the focal point of assessment. Since reading activities revolve around texts, it is thus crucial that the right texts are used in the process. In addition, RAND Reading Study Group (2002) urges teachers to introduce students to different variety of texts in terms of content, difficulty level and genre. This is because studies have shown that comprehension is affected by the text read (Fletcher, 2006; Meyer & Freedle, 1984). Furthermore, there is evidence to suggest that different texts require readers to approach the text differently.

1.3 Relationship Between Text Types and Reading Comprehension Ability

The influence of text types on reading comprehension difficulty has been investigated in both L1 and L2. In L1, these studies have mostly been conducted on children (Best et al., 2008; Eason et al., 2012; Krokou, 2022) and most of the studies (Best et al., 2008; Presley, 2002; Saenz & Fuchs, 2002), found narrative texts to be less challenging than expository. Specifically, when it comes to specific reading skills such as recalling information, it has been shown that children were able to recall more information correctly from narrative texts compared to expository texts (Zabrucky & Ratner, 1992). The study also found that students had to put more efforts on expository texts as they had to do more "lookbacks" or re-readings of the text. In terms of reading time, expository passages require longer reading times which suggests that the texts are more complicated to read.

Conversely, when it comes to reading texts related to content areas such as science, different results were produced. Cervetti, Bravo, Hiebert, Pearson and Jaynes (2009) conducted a study to see the effects of genre (informational and narrative) on accuracy, reading rate, and preference among children reading science texts. The findings indicate that in terms of accuracy of the answers and correct recall, those reading informational texts perform better. Another similar study, Wilson (2010) also compares the effect of genre on fifth graders reading science texts in traditional informational texts and poetic texts. Each group read two texts in different topics in two different genres and later performed comprehension tasks. The findings, however, show that text genres did not affect students' comprehension. Instead, it is students reading ability and knowledge of the topic that affect their comprehension more.

Although the study found that text types influence students' comprehension, it showed that both groups of students performed better in informational texts compared to narrative texts.

In L2, the issue is not extensively investigated. Those that have been conducted (DuBravac & Dalle, 2002; Saenz & Fuchs, 2002) found that there were greater miscomprehensions of expository texts than narratives. Eason, Golderg, Young, Geist and Cutting (2012) explored the relationships among factors such as reader characteristics, text types, and question types. The findings show that the effect of text types and question types was present. In addition, the study indicate that there was a relationship between text types and question types. Although students performance in narrative and expository texts seemed to be similar, expository texts require more of higher level cognitive skills.

Studies involving adolescents and older students (Berkowitz & Taylor, 1981; Shahballa & Youli, 2012; Alidib, 2004; Ebibi, 2014) have also been conducted. They found that more problems were discovered in understanding expository texts (Berkowitz & Taylor, 1981). Similarly, in another study with older students at MA level reading texts in three genres, Shahballa and Youli (2012), found that narrative texts were reported to be easier than descriptive and argumentative genres. Meanwhile, Alidib (2004) studied university students enrolled in different levels of French as a second language class. The study sought to investigate the effects of genre on reading comprehension The findings indicate that the performance of students was significantly different across genres. Students scored better in play than novel. Although his study focused more on genres within narrative only, what the finding suggests is that genres do affect reading comprehension ability.

Ebibi (2014) investigated the effects of text type on reading comprehension among students in Nigeria. Using an instrument containing 2 passages, followed by 6 comprehension questions representing 3 types of questions ie literal, inferential and critical questions, students comprehension was gauged. The findings showed that students were able to comprehend narrative texts better, specifically when it comes to answering literal questions. However, for other types of questions, namely critical, the reverse is true. Additionally, both texts were equally difficult for inferential questions.

Thus based on the literature reviewed, although it is widely agreed that reading performance is to a certain extent affected by text type, it is inconclusive as to which texts are more challenging than the others. While some of these studies have shown that narrative poses less challenges to readers (Best et al., 2008), in others the opposite is true (Krokou, 2022). In addition to inconclusive findings, the studies have other limitations. For example, they used a limited number of passages in both types. As past studies have indicated, text comprehension is affected by a number of variables other than text type. This includes text length, topics and readability levels which need to be factored in. In addition, the number of passages and the items used to measure comprehension is also limited, thus they were unable to give accurate representation of the difficulty of each subskill which is represented by the items. However, having more passages of different length and difficulty and a large sample of items in a test can lead to fatigue, which in turn would compromise test reliability (Weir, Huizhong, & Yan, 2001), a measure is needed to take this into account. Because of these limitations, this study

is conducted utilising a common item linking technique in Rasch Model that allows for the said problem to be minimised.

Given the issues surrounding the influence of text type on item difficulty, this study sets out to investigate the ordering of reading subskills across two text types: expository and narrative and to ascertain whether the ordering of the subskills is consistent throughout the text types. Five commonly assessed subskills are investigated. They are the ability to understand explicitly stated information (ESI), to understand referents through the use of pronouns (REF), to understand main idea of a paragraph and a passage (MID), to guess the meaning of unknown words, (VOC) and to deduce inference (INF).

The study fills the gap by focusing on which subskills are easier in which text type to determine the influence of text types on reading comprehension tasks instead of just generalising which text is easier or more difficult without looking at specific reading subskills tested. Texts on their own can be easy or difficult, but information on how the tasks that come with the texts influences the comprehension is also crucial.

2. Method

This section describes the methodology employed in the study.

2.1 Instrumentation

The main instrument used in this study is in the form of reading tests. 8 sets of reading test were put together based on the passages from the old version of MUET, an English proficiency test administered to post secondary school students in Malaysia. Each test has 3 passages; common passage (expository), a narrative and another expository text. The common passage consisting 9 items, is used to link the 8 sets of tests so that the analysis can be done concurrently. Each test has between 29 and 32 items which measure the five different subskills identified. All together there are 9 expository passages and 8 narrative passages. Table 1 presents the number of items representing the five reading subskills by text types.

Table 1. Distribution of items based on reading subskills and text type

Reading subskills	Expository	Narrative	Total items
Understanding explicitly stated information (ESI)	34	17	51
Understanding referents (REF)	16	10	26
Deriving word meanings (VOC)	11	12	23
Understanding main idea (MID)	15	18	33
Deducing Inference (INF)	18	26	44
Total items	94	83	177

Since texts used in the test are different, it is thus important to determine their level of difficulty in terms of readibility. Table 2 presents their readability index based on Flesch Reading Ease. The index, ranging from 51.0 (most difficult) to 79.8 (easiest) indicates that

the texts belong to different difficulty levels. It is obvious that narrative texts are consistently less challenging to read than expository texts. Another important criteria as far as readibility is concerned is the text length, which was between 391 words and 905 words. The two narrative texts "Growing Up" and "Mother Tongue" despite being the longest passages, were not the most difficult passages. Similarly, the shortest passage, "Blindness" was neither the easiest. In fact, it is the second most difficult text despite its length. These show that, text length did not affect readability although studies (Ozuru, Rowe, O'Reilly, & McNamara, 2008) have associated text length with text difficulty.

Table 2. Readability index of the reading texts

Text	Text type	Flesch Reading Ease	Character count	Sentence count
Ramu (N1)	Narrative	79.8	679	50
Growing up (N3)	Narrative	74.2	905	59
BSG (N2)	Narrative	72.2	528	46
Mother tongue (N4)	Narrative	71.9	844	45
Lightning (E5)	Expository	67.0	557	29
MobilePhone (E3)	Expository	66.0	643	36
Employment (E4)	Expository	54.1	419	25
Blindness (E1)	Expository	51.5	397	17
Opium (E2)	Expository	51.0	653	32

2.2 Respondents

The 8 testlets were administered to 668 students enrolling in different programmes at two public higher education institutions in Malaysia. Although there were multiple sets, each student was required to sit for one test only.

2.3 Data Analysis

The data were analysed using the Rasch Measurement Model (RMM). Since the tests contained items of mixed rating scales, partial credit analysis (Wright & Masters, 1982) was performed using WINSTEPS to calculate item difficulty measures for each item in the tests. The analyses were performed to answer the following research questions:

RQ1: What is the ordering of reading subskills as measured by item difficulty for narrative and expository texts?

RQ2: Is the hierarchy of reading subskills as measured by item difficulty the same for narrative and expository texts?

3. Results and Discussions

3.1 The Ordering of Subskills Across Text Types

The primary objective of this study is to investigate the ordering of five commonly tested

reading subskills across text types. The subskills are identifying referents (REF), explicitly stated information (ESI), word meanings (VOC), main idea (MID) and inference (INF).

Table 3 presents descriptive statistics for each subskill based on text types. Based on the table, it is evident that for narrative texts, the least challenging subskill is REF (M = -1.35 logits, SD = 2.04), followed by ESI (M = -0.47 logits, SD = 1.08), INF (M = 0.36 logits, SD = 1.04), MID (M = 0.57 logits, SD = 0.86), and the most challenging subskill is VOC (M = 0.61 logits, SD = 0.87). Meanwhile, the subskill ordering for expository texts is slightly different. While the easiest subskills also happen to be REF (M = -0.78 logits, SD = 0.85), and ESI (M = -0.31 logits, SD = 0.98), the third on the difficulty list is VOC (M = -0.11 logits, SD = .77), followed by MID (M = .30 logits, SD = 0.76) and the most difficult is INF (M = 0.48 logits, SD = 0.12).

The table also shows that for narrative texts, the mean values for two subskills (REF and ESI) are negative, ie below the item mean (0.0 logit) while the other three subskills are above the item mean. This shows that REF and ESI are relatively easy for students compared to VOC, MID and INF. However, for expository three subskills (REF, ESI, and VOC) have negative mean values indicating that in expository, these subskills are relatively easy in comparison with MID and INF.

Despite both text types having the same easiest subskill, REF (narrative: -1.35 logits; expository: -0.78 logits), the most difficult subskill is different. In narrative texts, VOC is the most challenging (0.61 logits) while in expository texts, it is INF (M = 0.48 logits).

Table 3. Descriptive statistics for subskills based on text type

Category	Subskills	Narrative			Expository		
		n	Mean	SD	n	mean	SD
Low order	Reference (REF)	10	**-1.35**	2.04	16	**-0.78**	0.85
	Explicitly stated information (ESI)	17	-0.47	1.08	34	-0.31	0.98
High order	Vocabulary (VOC)	12	**0.61**	0.87	11	-0.11	0.77
	Main idea (MID	18	0.57	0.86	15	0.30	0.76
	Inference (INF)	26	0.36	1.04	18	**0.48**	0.85

3.2 The Consistency in the Ordering of the Subskills Across Text Types

The second research question investigates whether there is a definite ordering of the subskills across the two text types. The result of the analysis is presented graphically in Figure 1. It is clear that the ordering of the subskills is not exactly identical across the text types although some consistencies could be observed. In terms of low order subskills (LOSs), which are made up of REF and ESI, the two text types have exactly the same ordering. On the other hand, the pattern of ordering in high order subskills (HOSs) varies slightly. In narrative, the ordering is INF, MID, and VOC while in expository it is VOC, MID, and INF. Although the

overall ordering is not identical, there is consistency in the ordering of low and high order subskill. LOSs are consistently easier than HOSs regardless of text types.
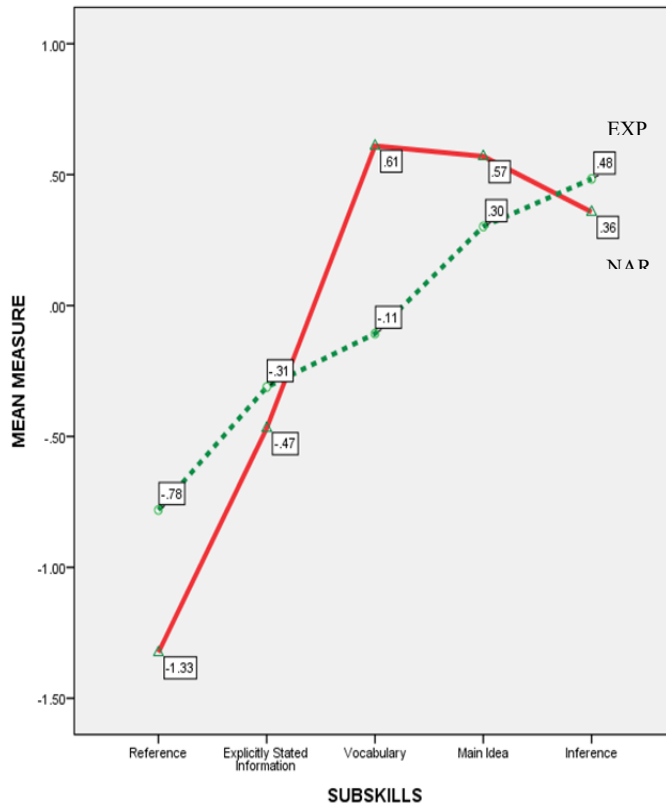
Rank	Narrative	Expository
1	**REF**	**REF**
2	**ESI**	**ESI**
3	INF	VOC
4	**MID**	**MID**
5	VOC	INF

Figure 1. Ordering of subskills by mean measures based on text type

Note. *1 easiest; 5 most difficult.

4. Discussion and Conclusion

The study sets out to investigate the ordering of five commonly assessed reading subskills across text types. From the results presented in previous section, the subskill ordering for narrative is in the following order; REF, ESI, INF, MID and VOC while for expository, it is REF, ESI, VOC, MID, and INF.

The ordering of subskills was not exactly the same across the text types. However, if a subskill is easy in one text type, there is a tendency for it to also be easy in the other text type. The same, however cannot be generalised to more challenging subskills. The difficulty varies as the most difficult subskill in narrative is VOC but in expository, it is INF. The fact that INF is the most challenging subskill in expository is in line with that of Olson (1985). Items representing subskill INF are more difficult in expository compared to narrative (Clinton, et al., 2020; Graesser et al., 2011). This is perhaps due to the nature of INF which normally requires readers to go beyond the text to be able to respond to the items. This process is made

more complicated as expository texts contain relatively new information (Olson, 1985). To solve this problem, Koda (2005) suggests some form of training to enable students make better inference from expository texts.

Although the ordering of individual subskills across the text types is not exactly the same, there is a pattern of difficulty within subskills that fall into LOSs and HOSs. In terms of LOSs and HOSs, there is a more definite distinction between the two. LOSs are shown to consistently be less challenging than HOSs. This resonates well with other studies that indicate that LOSs are less cognitively demanding than HOSs (Badrasawi, Abu Kassim, & Daud, 2017; Khalifa & Weir, 2009; Kobayashi, 2009). This is because items testing LOSs such as ESI and REF are very straightforward and do not require much thinking as the answers could easily be found in the texts (Day & Park, 2005). Meanwhile, those testing HOSs namely INF, and MID generally require readers to go beyond understanding the text and to use their general knowledge to be able to provide correct responses.

Furthermore, within LOS category, the ordering of individual subskill is exactly the same in both text types. By contrast, the same pattern of ordering is not shared by the subskills in HOS. Within HOSs, the ordering is inconsistent depending on the subskills, some being less challenging in one text type while others more difficult in that text type. Unlike past studies (Honig, Diamond, & Gutlohn, 2008) which have shown that expository texts pose more comprehension challenges to readers compared to narrative texts, the current study, however, was not able to clearly associate these challenges to any particular text type. This is because the influence of text type on item difficulty varies according to the subskills or tasks assessed. As an example, when the task is to make inference (INF), expository texts pose greater challenges. Meanwhile, tasks requiring students to guess unknown vocabulary (VOC) and to understand main idea (MID), seem to be a lot more difficult in narrative texts. This is despite the fact that all narrative texts in this study were easier based on their readibility index. This sugggests that easy texts do not necessarily mean that they are easy to understand. There are other textual features that come into play in determining item difficulty which include topic, structure, and vocabulary. Therefore, in reading assessment, these features contribute to making items more or less difficult. Supposed test developers would like to assess students' language ability, they must select suitable texts with care since texts exert different influence on the difficulty level of items.

With regard to LOSs namely REF and ESI, the ordering was more consistent. Not only were they consistently easier than HOSs, they were also substantially easier in narrative than expository. This concurs with other studies (Ebibi, 2014; Kobayashi, 2009) that found literal comprehension to be easier in narrative than in expository texts. Similarly, Barbara and Samuels (1983) and Koda (2005) whose studies showed that items involving recalling information were less challenging in narrative. This is perhaps because of students familiarity with the structure of narrative and the "appeal the texts have on reader's shared knowledge of the world" (Koda, 2005, p. 155) thus making it easier for readers to understand information that are directly stated in texts they are more familiar with.

In contrast to LOSs, the pattern of ordering for tasks requiring HOSs was not as fixed across

narrative and expository texts. This current study indicated that not all higher order tasks are more challenging in expository and vice versa. In fact, out of three subskills in HOS category, two ie VOC, and MID were found to be easier in expository texts. The finding, however, does not resonate with that of Eason et al. (2012) whose finding showed that expository texts require more higher order cognitive skills.

Incidentally, the study also found that text difficulty as measured by readability index does not appear to affect item difficulty the way it was expected to. This contradicts with findings from other studies (Ozuru et al., 2008; Rupp et al., 2001) that draw parallels between text difficulty and item/task difficulty. In this study, items based on difficult texts were not necessarily more challenging than those from easier texts. In the same vein, difficult texts do not necessarily produce difficult items. This is perhaps due to the way readibility index, in this case, Flesch is determined. Flesch relied on sentence length and size of words to estimate the readibility index. Experts (Fulcher, 1997; Schriver, 2000) criticised the considerations used in determining text readability. Thus, for assessment purposes, text selection must be carefully done using multiple readability measures.

The study has shown that there is no fixed ordering of reading subskills across the two text types although the presence of a clear definite distinction between low order subskills (LOSs) and high order subskills (HOSs) is observed. Thus, it can be concluded that the degree of the influence of text types on item difficulty i.e. subskill cannot be conclusively ascertained. The response to whether a particular text type is more or less challenging than the other cannot be provided with certainty as it depends on factors such the subskills measured, and text readibility index. Even within the same subskill, such as understanding main idea (MID), the difficulty differs. If the MID is explicitly stated then, it will be less challenging regardless of the text types. Similarly, if the MID is implied then it will more challenging in either text type. The inconsistency in the ordering challenges the simplistic view that expository texts are more demanding than narrative texts. In other words, text types exert their influence on the difficulty of reading tasks in a more complex manner than what many have been led to belief, as cautioned by Barnett (1989) about the tendency to underestimate the impact of text types on item difficulty.

Although no definite ordering of subskills across text types is observed, there is evidence to at least support the notion that reading is made up of low order and high order subskills. Subskills that fall into low order have the tendency to be less demanding than those in high order category. This information is valuable for teachers to acknowledge as they design test items. In testing reading, items must be of varied difficulty levels to cater to students of different ability. Thus, teachers have to carefully choose subskills to include to ensure that the test taps subskills representing different ability. In addition, the study has also shown that although the influence of text types on item difficulty exists, it cannot be conclusively ascertained as to which text type is more difficult than the other. The difficulty depends on the subskills measured, hence for the inconsistent ordering. These inconsistencies challenge the simplistic view that expository texts are more demanding than narrative texts. In other words, the influence text types exert on the difficulty of reading tasks is more complicated than what many studies tend to suggest. Thus, exposure to different variety of texts gives

students "the knowledge of organisation of information in texts…" (Kobayashi, 2009, p. 99) which allows them the opportunity to practice with the different ways to approach texts. This is because textual competence according to Bachman (1990) is an important element in language competence.

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