LEVELS OF UNDERSTANDING NON-LITERARY TEXTS IN CONTEMPORARY TEACHING

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Abstract: *Non-literary texts are objective, written in clear and accessible language, with the main characteristic of containing information that should be comprehensible to the reader. Such texts are included in textbooks across all subjects in the lower grades of primary school, which encourages the transfer and integration of knowledge, as well as the development of cross-curricular connections, thereby contributing to the long-term acquisition of knowledge. This type of text encompasses a wide range of materials which, due to their nature and characteristics, are not only found in schoolbooks but are also available through various platforms. Contemporary education requires an innovative approach to reading non-literary texts, making it essential to monitor the development of technologies that provide numerous opportunities for diverse forms of learning, thereby enhancing student engagement, text comprehension, and the overall quality of the teaching process. This paper presents the results of an informal knowledge test among fourth-grade primary school students, as well as their attitudes toward non-literary texts. The research was conducted on a sample of 264 fourth-grade students from urban and suburban schools in Serbia. The survey method and the method of theoretical analysis were applied. Based on theoretical insights, eight progressively complex levels were identified, reflecting different degrees of comprehension. Students' attitudes toward this type of text were examined using a five-point Likert scale. The paper also presents an assessment of the correlation between students' attitudes and their knowledge test results on non-literary texts using the χ^2 test. The research findings indicate that students hold positive attitudes toward reading non-literary texts and interpret them in accordance with the identified levels of understanding. The results also showed that no statistically significant difference was found between the level of comprehension on the knowledge test and students'*

attitudes toward non-literary texts. Identifying levels of understanding provides teachers with a basis for more effective guidance of students toward deeper comprehension of content and improvement of the teaching process. Knowledge at different levels contributes to the development of skills and competences that are essential for students throughout schooling as well as for lifelong learning.

Keywords: *non-literary texts; lifelong learning; levels of understanding; reading comprehension.*

Introduction

In teaching, students encounter a variety of texts on a daily basis. In primary education, they acquire reading skills and develop the ability to experience, understand, and interpret texts. Some of these texts are essential for literacy development, others serve to reinforce grammatical and spelling rules, while texts from literature are read and interpreted. What is crucial and common to all these texts is that students understand them after reading. From the first to the fourth grade, it is essential to work continuously with different types of texts, as this is of great importance for the development of students' literacy.

Recent methodological studies often highlight the less-than-adequate results achieved by our students in international literacy assessments (PISA, PIRLS, ALL). A particular concern is the issue of reading comprehension, where, until now, our students have not performed well (Baucal, Pavlović Babić, 2010).

One may ask how to better prepare new generations of students for such assessments. Is it the real classroom situation, the supplementation of the curriculum, the teachers' preparedness for methodological text analysis, or a greater variety and selection of texts that matters most? Undoubtedly, each of these factors influences the outcome of testing. However, what should be particularly emphasized is the students' ability to understand and locate information in every text they read.

Many linguistic studies view literacy as the ability to read, write, and comprehend information in general (Serrano & Howard, 2007; Bialystok, 2007; Cvetanović & Šulović Petković, 2013). As different areas are differentiated within the native language curriculum, specific texts are linked to each area. The classification we will present below is intended for younger school-age students. In this study, we will also refer to existing text classifications, but due to students' age-related

abilities, they cannot always be applied to the age group covered in this work (from the first to the fourth grade of primary school).

The reading process in class represents one of the most important methodical activities. Interpretation and understanding of a text depend on it. The type of reading must also be carefully selected, as it can affect the quality of understanding. Reading includes two interdependent components: decoding and comprehension. Since there is a wide range of non-literary texts, various types of reading are employed in Serbian language classes (aloud, silent, exploratory, expressive, flexible). In previous research, "non-literary texts are interesting news items and articles from newspapers and magazines, excerpts from encyclopedia or lexicon entries with content appealing to children, captions, theatre posters, and advertisements" (Visinko, 2014, p. 13).

At the outset, it is necessary to conceptually define the area of non-literary texts and differentiate them from literary texts. Furthermore, "according to the fundamental principles of textual linguistics, both literary and non-literary texts consist of signs that exhibit an emotional/communicative dichotomy when considering the functions of artistic texts as opposed to everyday spoken communication" (Purić, 2011, p. 23). Non-literary texts convey information, in contrast to literary texts, which are directed towards aesthetic and artistic purposes (Stojkov, 2024). The selection of texts primarily depends on the teaching goals and objectives, but students' reading interests should not be overlooked (Stojanović, 2011). Non-literary texts, due to their specific characteristics (length, form, language, style, and functions) and extensive classification, represent a distinct and unique type of text read in education. Non-literary texts are also emphasized in connection with reading comprehension, as well as with the teaching and application of reading and learning strategies, which fall under the responsibility of mother-tongue instruction, since students are taught to read only in Croatian language classes, while reading is taken for granted in all other subjects (Bićanić, 2016, p. 186). These texts are primarily characterized by objectivity, unambiguity, simplicity, and the absence of poetic function.

Non-literary texts can also be categorized according to the curricular areas, and in Serbian language education, the following categories are highlighted:

1. Primer texts;
2. Linguistic-methodological texts;
3. Popular science texts;
4. Informational texts;
5. Magazine articles;

6. Encyclopedic texts;
7. Non-linear texts.

As they differ in types, texts in Serbian language education also differ in terms of their functions. Through theoretical analysis, we can distinguish between primary methodological functions and general methodical functions. The primary and fundamental function of non-literary texts is the informative function. This includes texts about phenomena and events that are "written in a journalistic style" (Mrkalj, 2016, p. 177). Among these identified and described functions, informational and reading functions stand out. Both are of great importance, ranging from finding information within the text to overcoming the reading crisis. Many functions are defined in accordance with the type of non-literary text previously outlined, but these functions also have multiple significances. Furthermore, all methodological functions are focused on various components: investigating the text through reading, forming a system of acceptable behavior rules, developing reading habits and a love for reading, and guiding students towards reading additional literature. These functions can be achieved if curricula, textbooks, and supplementary materials for students include a sufficient number and variety of non-literary texts.

Curricular programs are revised and supplemented in accordance with various societal circumstances, and these changes are reflected in new textbooks, which must be aligned with these developments. Our analysis has shown that the majority of non-literary texts are present in reading textbooks, with a noticeable trend of increasing their number in curricula. However, guidelines and broadly framed policies should be further specified. Non-literary texts are also read in other subjects, enabling interdisciplinary connections and the integration of content through these texts.

This category encompasses a wide range of texts that, due to their nature and characteristics, are not only found in school books, but are also accessible through various platforms. Modern education requires an innovative approach to reading non-literary texts, making it crucial to follow the development of technologies that provide numerous opportunities for different forms of learning. This, in turn, enhances student engagement, text comprehension, and the overall quality of the educational process. The possibilities are varied and numerous.

A high degree of student agreement was observed regarding statements related to the characteristics of non-literary texts. The majority of respondents expressed the view that non-literary texts focused on regional or local heritage foster emotional attachment to their homeland, thereby contributing to the formation and reinforcement of

national identity. This finding is consistent with other results obtained in the current study.

Moreover, students reported a particular interest in reading popular science texts about notable figures from national cultural history. The program authors "emphasize the necessity of introducing students to the national culture from the earliest school age" (Janićijević & Mitrović, 2020, p. 143). However, they self-assessed that reading such texts does not substantially enhance their acquisition of knowledge transferable to other subject areas. These findings align with those of previous studies (Cvetanović, Mišić, & Stojanović, 2017), suggesting a broader pattern in student engagement with non-literary texts.

In summary, while students recognize the relevance and educational value of non-literary texts, they tend to emphasize those genres with which they are already familiar—likely due to their more frequent use in classroom instruction. This highlights the need for a more diverse integration of non-literary materials in curricula to maximize their interdisciplinary potential.

Method

Research was conducted for the purposes of this study. The paper presents the results of an informal knowledge test administered to fourth-grade students in primary schools, as well as the students' attitudes toward non-literary texts.

The following research tasks stem from the set goal:

1. To determine the comprehension level of different types of non-literary texts;
2. To assess students' attitudes toward reading non-literary texts;
3. To examine the correlation between students' knowledge on the test and their attitudes.

The research was conducted on a sample of 264 fourth-grade students from urban and suburban primary schools in Serbia.

The Survey method and theoretical analysis method were applied. A rating scale and an informal knowledge test were used.

linked to tasks for understanding the non-literary text read. The aim was to examine and verify whether there is an influence of the teaching process, as well as the reading and understanding of various texts, i.e., whether students are able to differentiate non-literary texts from literary ones.

Results and discussion

Within the informal knowledge test, students were assigned tasks at various levels, which we differentiated as follows:

1. Identifying signed literary and non-literary texts;

2. Identifying texts with the same interpretative components;
3. Linking the type of text with a specific example;
4. Understanding non-linear texts;
5. Understanding informational texts;
6. Understanding popular science texts;
7. Defining the characteristics of non-literary texts as a distinct type;
8. Determining the methodical functions of non-literary texts.

For the first two levels, students were required to determine: whether the text is literary or non-literary, and whether the character in the text is fictional or based on a real-life person, thus demonstrating their ability to differentiate between literary and non-literary texts, and consequently identify non-literary texts. The first and second levels focus on identifying this type of text, which is essentially the basic level.

At the third level, students were assigned tasks involving specific non-literary texts. In addition to recognizing the text, they were asked to match texts from the textbook literature with the corresponding type of non-literary text. This level also required students to understand the text, as this was the only way to arrive at correct answers.

The fourth level requires students to apply their knowledge of non-literary texts to a concrete example. The fifth level deals with evaluating statements as true or false based on an informative non-literary text. Some statements explicitly present information, while others contain implicit information in the text. The sixth level involves a different mode of reasoning and conclusion compared to the previous task. This level, which is more challenging, requires not only recognizing these texts but also fulfilling various requirements when working with different types of non-literary texts. Based on their prior knowledge and work on this test, a certain number of students might even reach the seventh level, which involves defining the characteristics of non-literary texts.

In addition to the knowledge test, based on which we formed the levels, we also examined students' attitudes toward non-literary texts. Based on the presented table, we will highlight some of the results obtained. It is evident that there is a high degree of agreement among students with statements related to the characteristics of non-literary texts. These results are confirmed by a very high scale value for the statement that non-literary texts about one's homeland foster students' love for their country, thereby contributing to the development of national identity.

Moreover, students' attitudes emphasize the recognition of the importance of texts about prominent local figures, which enrich their culture and encourage them to read other books, magazines, and encyclopedias. In other questions, students also express that they enjoy reading popular science texts about significant figures in our culture. Additionally, they highlight books, magazines, and websites where they read these texts and recommend this type of literature to other students.

Therefore, students recognize the significance and importance of reading and understanding non-literary texts, while also pointing out the types of texts they are familiar with and presumably are more frequently and extensively covered in class.

Table 1. Identifying a labeled literary and non-literary text

Topic	Text type	Text	Recognize		Do not recognize		No answer	
			f	%	f	%	f	%
Wind	Literary text	The Sowing Wind Mira Aleckovic (poem)	216	84,38	30	11,72	10	3,90
	Non-literary texts	With the Wind in the Sails (excerpt from an encyclopedia)	199	77,73	39	15,23	18	7,04

The first task in the knowledge test was the easiest, requiring students to identify a non-literary text on the topic of wind. The literary text provided was a lyrical poem, while the second text was an encyclopedia entry, with an explicit citation of the source beneath the text, allowing students to easily conclude the differences between these two texts. What was important for us, and perhaps a complicating factor for the students, was that both texts dealt with the same topic, wind.

Based on the data presented in the previous table, we can conclude that a higher percentage of students answered the first question on the test correctly, demonstrating a high level of recognition and identification of non-literary texts.

We can conclude that students were, however, better at recognizing the literary text compared to the non-literary one, with 84.38% correctly identifying the first text as literary, and 77.73% correctly recognizing

the second text as non-literary. Nevertheless, the fact that 77.73% of responses were correct, along with the students' ability to recognize this text, indicates that the majority of fourth-grade students have definitely mastered the first level of recognizing and identifying non-literary texts, especially when the source of the text was clearly indicated.

Table 2. Identifying texts with the same interpretive elements

Text type	Texts and interpretive elements	Identify		Do not identify		No answer	
		f	%	f	%	f	%
Literary text	Marko Kraljevic (a folk tale)	216	84,38	30	11,72	10	3,90
	Literary character	71	27,73	172	67,19	13	5,08
Non-literary text	Marko Kraljevic (a text from a magazine)	199	77,73	39	15,23	18	7,04
	Real-life personality	225	87,89	19	7,42	12	4,69
Literary and non-literary texts	Hero from both texts (fill-in-the-blank question – Marko Kraljevic)	227	85,98	15	5,68	22	8,33

The second level identified concerns the recognition of non-literary texts in relation to literary texts. The second question in the knowledge test required students, in addition to identifying whether a text was literary or non-literary, to also determine whether it featured a literary character directly associated with literary texts or a real-life personality, whose information was presented in the form of biographical or personal data. The difficulty of the task was further increased by the text format, as both texts were presented as stories, unlike in the previous task. The texts selected were about Marko Kraljević, presenting different aspects of this character and real-life figure. When programmatic texts about him are taught, the concept and difference between a character and a real-life person are introduced, as he is undoubtedly both.

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Although the recognition of the folk story was numerically and percentage-wise more prominent (84.3%), the 77.7% recognition of the magazine text about Marko Kraljević is still a very good result from the knowledge test. What confused the students was the identification of a character and a real-life person based on the provided examples. It can be assumed that students most often made mistakes in this task because they were given a story about Marko Kraljević (where epic poems are usually taught in the curriculum), so students were unsure whether it referred to a literary text or just information about a significant figure. Additionally, the definition of a literary character and a real-life person can be linked to this, as the previous mistake largely influenced the accuracy of this part of the question.

This task is considerably more difficult than the previous one, as when differentiating between the wind texts, the difference is immediately noticeable in the form (a lyrical poem and an encyclopedia entry), and, on the other hand, students are assisted by the citation of the text, which was not the case in this task. Nevertheless, from a percentage standpoint, students easily recognized that the non-literary text provided information about the life of Marko Kraljević, with 87.89% of students giving the correct answer.

The recognition of a literary character and a real-life person based on the two texts about Marko Kraljević is the more advanced part of this level, as, in addition to recognizing, students were also required to explicitly identify the hero in question. However, since his name and surname were mentioned several times, this cannot be considered part of a higher level, such as defining. Based on the presented results regarding the recognition of the hero Marko Kraljević, we can conclude that this task was not difficult for the students, with 85.98% providing correct answers. Generally, it can be said that students demonstrated a relatively high degree of recognition and identification of non-literary texts.

Table 3. Linking the type of text to a specific example

Type of non-literary text	Texts and interpretive elements	Correct answers		Incorrect answers		No answer	
		f	%	f	%	f	%
Rules of conduct	Rules of conduct in the library	252	95,5	7	2,7	5	1,9
Text learning for the	„At the spa" (letters P, R,	249	94,3	11	4,2	4	1,5

Latin alphabet	B)						
Linguo-methodological text	Material adjectives	244	92,4	15	5, 7	5	1,9

In addition to recognizing the text, students were asked to link the texts from the textbook literature to the type of non-literary text. This level required students to also understand the text, as only through comprehension could they arrive at the correct answers. The selected texts belong to different areas of the Serbian language curriculum (initial reading and writing, language, instructions—texts containing information from everyday life). If we look at the number of correct answers, we can conclude a very high level of student proficiency in both recognizing and identifying specific types within the category of non-literary texts. There is, of course, a difference between correct and incorrect answers (which can also include responses from students who did not answer this question). In the 2009 PISA testing, students in Serbia performed poorly when reading a nonlinear text in the form of a class schedule (Budjevac & Baucal, 2010).

Thus, this question required linking a specific text to its type, and almost no student found it particularly difficult. Based on the results, we see that the highest number of correct answers was given by students for linking the text about library conduct rules to instructions as its subcategory of non-literary text. Such texts are extremely important, and good results may, on one hand, indicate that these texts are frequently used in schools, or on the other, that students correctly identified the text on behavior, which is familiar to them, and associated it with instructions they receive from others.

Table 4. Understanding non-linear text

Text type	Completion of a linear text	Correct answers		Incorrect answers		No answer	
		f	%	f	%	f	%
Non-linear a picture of the completed student record book	Grade	216	84,38	30	11,72	10	3,90
	Descriptive grade	199	77,73	39	15,23	18	7,04
Linear	Absences	240	90,9	22	8,3	2	0,8

incomplete information with a request for completion from the record book	Name of the class teacher	249	94,3	11	4,2	4	1,5

The task presented to the students involved reading and extracting information from a student record book. Based on a realistic image, the students were asked to complete the text below with the appropriate data that had been previously presented.

Even though previous studies have shown that students often struggle with such tasks (reading nonlinear texts), the fourth question in our study demonstrated a high percentage of correct answers. In the PISA testing of 2009, students had difficulty with reading nonlinear texts, such as class schedules (Buđević, Baucal, 2010). However, in our research, the fourth-grade students did not face any problems understanding the nonlinear text.

Table 5. Understanding informative text

Informative text	Statements	Method of finding information in a text	Correct answers		Incorrect answers		No answer	
			f	%	f	%	f	%
	About the participants	Implicitly	179	67,8	69	26,1	10	3,90
	Tour of Belgrade	Explicitly	183	69,3	65	24,6	16	6,1
Joy of Europe	Entertainme nt program for children	Implicitly	210	79,5	38	14,4	16	6,1
	Film about the event	Explicitly	190	72	58	22	16	6,1

The degree of application refers to the identification of correct or incorrect statements using the example of an informational non-literary text. Some statements contain explicitly given information, while others imply certain details about the "Joy of Europe" event.
The table you see shows the number of correct, incorrect, and unanswered   responses.

The informative text provided to the students in the test was thematically and content-wise tailored to their age group. Two of the four statements contained information that the students could directly find in the text (if they read it carefully or referred back to it).

Based on the data obtained and the number of correct answers, we can highlight that the surveyed students did not have any difficulty in identifying the correct statements, even when they required some thoughtful consideration, i.e., those referring to the text but not directly stated as explicitly as the previous ones.

The highest number of correct answers, 79.5%, was given by the students for the statement that the text talks about a children's entertainment program. Although this is a general statement, it summarizes the entire text and serves as a very important indicator of comprehension. On the other hand, 26.1% of students answered incorrectly to the first statement, which referred to children's participation in the event. If this statement had been read carefully, the word "only" would have been a key detail, because the correct statement would have been true if it said, "children from Serbia participate," but with the inclusion of the word "only" from Serbia, the statement was classified as incorrect. A small number of students (6.1% for each statement) did not answer these questions.

Table 6. Understanding popular science text

Popular science text	Identifying text-content-related words	Correct answers		Incorrect answers		No answer	
		f	%	f	%	f	%
	Title	200	75,7	24	9	40	15,1
	Natural wonders	239	90,5	10	3, 8	15	5,8
The Gift of the Sun (excerpt), Milutin Milankovic	Weather forecast	156	59,9	89	33,7	19	7,2
	Remembering	164	62,1	81	30,7	19	7,2
	Painting	157	59,5	91	34,5	16	6,1

The task given to students involved identifying and crossing out information that did not relate to a popular science text. A part of the popular science text *"The Gift of the Sun"*, which is an excerpt from the book *"Through the Universe and the Ages"* by Milutin Milanković, was also used for designing a task that involved creating a title based on the excerpt and reflecting on words and phrases that could not be

associated with the text. Such a task formulation is not very common in student testing, and students are not accustomed to this type of task.

This type of task was somewhat unconventional for elementary school students, as tasks with negation can often be confusing. Typically, younger students are not given questions that involve negation because it may add an unnecessary layer of complexity. However, in terms of understanding non-literary texts, this task was very important.

Table 7. Defining the characteristics of non-literary texts

Theoretical definition	Characteristics of (non)literary texts	Correct answers		Incorrect answers		No answer	
		f	%	f	%	f	%
Determinants	Texts in which the characters are fictional and have a happy ending	164	62,1	82	31,1	18	6,8
	Texts that most often provide us with information on a certain topic	191	72,3	57	21,6	16	6,1
	Texts that are always written in verse	208	78,8	39	14,8	17	6,4
	Texts that can introduce us to facts about the life and work of a scientist	185	70,1	61	23,1	18	6,8
	They can also include instructions, advertisements, comics, and magazine articles	179	67,8	68	25,8	17	6,4

The level that is more difficult to achieve implies that, in addition to recognizing these texts and completing various tasks while working with different non-literary types, a certain number of students, based on prior knowledge and work on this test, can also reach the level of definition.

What seemed to confuse the students the most in this task was identifying whether the texts in question featured characters who were not real and whether these texts had a happy ending — a trait typically

associated with literary texts. However, this was not accurate for the non-literary texts being examined, which led many students to search for characteristics they could associate with these types of texts. Interestingly, there was a small number of students (16-18 per statement) who did not answer certain questions at all. This could be due to confusion about the task or simply skipping difficult parts of the test.

The final level involves determining the methodological functions of non-literary texts. At this stage, students were presented with a set of statements and instructed to select one or more responses corresponding to the functions of non-literary texts. While a broader spectrum of functions was identified at the theoretical level, the principal aim of this phase was to assess students' awareness that reading non-literary texts serves as a means of acquiring information.

The findings indicate that the majority of respondents primarily emphasized the informative and cultural functions. This outcome is consistent with previously obtained results, suggesting that these categories of non-literary texts are the most prominently represented within the curriculum.

The Role of Non-Literary Texts
Students were presented with statements based on which they could select one or more answers corresponding to the functions of non-literary texts. Although a wider range of functions was theoretically identified, the main objective was to examine whether students are aware that by reading non-literary texts, they gain information. The surveyed students predominantly highlighted the informative and cultural functions, which can be linked to the previously obtained results. These types of non-literary texts are the most prevalent in the curriculum.

After presenting the individual tasks and the knowledge test conducted among the surveyed students and their attitudes, we calculated the Chi-square.

Table 8. Assessment of the relationship between students' attitudes and their results on the knowledge test about non-literary texts

Test score	Students' attitude toward non-literary texts						Total	
	Negative		Moderate		Positive			
	f	%	f	%	f	%	f	%

Below average	29	33,7	34	39,5	23	23	86	31,8
Average	30	28,8	46	44,2	28	28	104	39,4
Above average	27	36,5	27	36,5	20	20	74	28,0
Total	86	32,6	107	40,5	71	26,9	264	100

$\chi^2=1,498$; df=4; p=0,075

In the informal knowledge test, students were tasked with solving exercises of varying difficulty related to identifying, recognizing, defining, and applying non-literary texts, while the analysis of attitudes revealed students' relationships toward this type of text. First, an item analysis of the test was performed. Based on the results obtained and the reviewed tests, we determined the number of points assigned to each task. Points were awarded based on the number of correct answers provided by the students, thus determining the weight of each individual question. Tasks were graded on a scale from 1 to 5 (with 1 being the easiest and 5 the most difficult task). Since the test contained 51 examples, the majority of tasks were graded with 2 points (26 tasks), while 10 tasks received 1 point, 6 tasks were awarded 3 points, 2 tasks received 4 points, and one task earned 5 points. Using the centile scale, we divided the responses and attitudes into three groups: the first group included responses up to 33%, the second from 34% to 66%, and the third from 67% to 100%.

By calculating the appropriate statistical measures, we verified whether there were significant differences between students' test knowledge and their attitudes. The Chi-square calculation revealed that there is no statistically significant difference between the students' knowledge and attitudes toward non-literary texts. Students who scored below the expected average on the knowledge test, in relation to other participants in the survey, showed a moderate attitude toward reading and working with non-literary texts in class. A slightly higher percentage of students (44.2%), who demonstrated solid or average knowledge on the test, also held a moderate attitude toward this type of text. However, students who performed very well on tasks related to different types and functions of non-literary texts have a positive or moderately positive attitude toward non-literary texts.

Conclusion
Non-literary texts play a significant role in the development of reading competencies in Serbian language instruction, as they allow students to

engage with different types of information and practice reading comprehension in real-life contexts. Defined levels of text comprehension enable teachers to design various types of questions with different levels of complexity, encourage more frequent reading of non-literary texts, and contribute to familiarizing students with diverse types of textual content. Examples of tasks from knowledge tests, such as PISA assessments, should be more frequently integrated into classroom practice, as students demonstrate a positive attitude toward this type of text and its practical application in everyday life.

Although previous research has indicated lower student performance in reading non-literary and nonlinear texts, the results of this study show a trend of improved achievement, which may be the result of increased emphasis on reading comprehension in school and a stronger focus on developing students' reading skills within curricula. Strong student performance on the test indicates progress in assessing reading comprehension, which should contribute to better results on formal assessments. Students interpret non-literary texts in accordance with the established levels of comprehension, showing a positive attitude toward this type of text, which further motivates teachers to use them regularly in instruction.

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