



UNRAVELING THE THREADS OF COMPREHENSION: THE INTERPLAY OF QUALITATIVE AND QUANTITATIVE TEXT COMPLEXITY MEASURES IN INDO-EUROPEAN LANGUAGE LEARNING

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matn murakkabligi, o'qib tushunish, miqdoriy ko'rsatkichlar, sifatli baholash, ikkinchi tilni o'zlashtirish, til kompetensiyasi, differensial o'qitish, hind-yevropa tillari

Ushbu maqola matn murakkabligining sifatli va miqdoriy ko'rsatkichlari o'rtasidagi o'zaro bog'liqlikni hamda ularning hind-yevropa tillarini o'qitish jarayonida matnni tushunish va o'quvchilarning faolligiga ta'sirini o'rganadi. Miqdoriy metrikalar (masalan, o'qish qulayligi indekslari, leksik zichlik, gap uzunligi) matn qiyinligining statistik bahosini bersa, sifatli parametrlar (mavzuning chuqurligi, sintaktik xilma-xillik, hikoya tuzilishi, madaniy moslik) tushunarli idrok etish uchun zarur bo'lgan kognitiv va hissiy jihatlarni aks ettiradi. Zamonaviy empirik tadqiqotlarga asoslanib, faqat bitta turdagi ko'rsatkichlarga tayanish ko'pincha matn bilan o'quvchilarning kognitiv imkoniyatlari o'rtasidagi nomutanosiblikka olib kelishi ko'rsatilgan. Statistik ma'lumotlarni sifatli kontekstual tahlil bilan uyg'unlashtiruvchi integratsiyalashgan yondashuv materiallarni differensiallash, o'qitishni til kompetensiyasi darajasiga moslashtirish va o'quv motivatsiyasini oshirishda yuqori samaradorlik ko'rsatadi. Maqolada til kompetensiyasining matn murakkabligini qabul qilishdagi moderatsion roli ta'kidlanib, moslashuvchan pedagogik strategiyalar zarurligi asoslanadi, o'quv matnlarini tanlash va dasturlarni ishlab chiqish bo'yicha amaliy tavsiyalar beriladi. Kelgusi tadqiqotlar uchun longitudinal va tillararo ishlar tavsiya etiladi. Xulosa qilib aytganda, matn murakkabligini kompleks baholash o'qish ta'limini optimallashtirish va hind-yevropa tillari kontekstida ikkinchi tilni muvaffaqiyatli o'zlashtirishning kaliti hisoblanadi.

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This article examines the interplay between qualitative and quantitative measures of text complexity and their impact on reading comprehension and learner engagement in Indo-European language education. While quantitative metrics (e.g., readability scores, lexical density, sentence length) provide statistical indicators of textual difficulty, qualitative dimensions (e.g., thematic richness, syntactic variety, narrative depth, cultural relevance) capture cognitive and affective factors crucial for meaningful comprehension. Drawing on recent empirical studies, the paper demonstrates that relying solely on one type of measure often misaligns with learners' cognitive capacities and motivational profiles. An integrated approach that balances statistical indicators with qualitative contextualization proves more effective in scaffolding instruction, differentiating materials according to proficiency levels, and fostering deeper engagement. The discussion highlights how learner proficiency mediates interaction with text complexity, emphasizing the need for adaptive pedagogical frameworks. Practical implications for curriculum design, text selection, and differentiated instruction are outlined, alongside recommendations for future longitudinal and cross-linguistic research. Ultimately, the synthesis underscores that a holistic evaluation of text complexity is essential for optimizing reading instruction and supporting successful second language acquisition across Indo-European linguistic contexts.

Introduction. Text complexity measures are essential tools that help assess the difficulty of reading materials, considerably influencing understanding, in particular in the various Indo-European languages. These measures can be largely classified into two types: quantitative and qualitative. The quantitative measurements of complexity of the text are based on statistical metrics derived from text characteristics, such as the length of words, the length of the sentence, and the frequency of difficult vocabulary, often captured by indices such as the Flesch-Kincaid or the framework Lexile. The qualitative measures of complexity of the text, on the other hand, initiate more subjective criteria involving the structure of the text, themes, linguistic characteristics, and the planned public, emphasizing the understanding of the educator on the depth of the text and Educational relevance [2, p.36]. Previous research has underlined the need for the two types of measures to understand how the complexity of the text affects reading commitment and the results of learners. For example, studies indicate that if quantitative measures can effectively classify texts based on statistical data, they are often unable to align themselves with the cognitive and emotional responses of reading students [2, p.36]. Consequently, the use of a double approach that examines both qualitative and quantitative aspects offers a more nuanced understanding of understanding processes.

Literature review. Investigations on the complexity of the text revealed critical implications for the acquisition of language, especially among the learners of Indo-European languages, who can navigate in unique syntactic and semantic challenges in languages like Spanish, French and Russian. The interaction between quantitative measures and qualitative assessments appears to be an important field of survey. Research shows that learners often present an increased understanding and commitment

when texts align with their linguistic competence and previous knowledge, and that qualitative measures help to assess more effectively than quantitative measures alone. This intersection is vital, because a discrepancy between the capacities of a learner and the complexity of the text can decrease the commitment and facilitate misunderstandings [2, p.36]. In addition, current literature postulates that language learners benefit from exposure to a range of text complexities, promoting adaptability in their reading strategies. Qualitative measures encourage the exploration of thematic elements and narrative structures that resonate with the interests of learners, improving the levels of engagement. Such results suggest that an approach combined to analyze the complexity of the text, recognizing the distinct but complementary roles of quantitative and qualitative measures, may have a deep impact on the capacities of learners to navigate, interpret and draw a sense of texts through various Indo-European languages. Since the acquisition of language remains a dynamic and multifaceted process, understanding how these measures interact provides an important basis for developing effective teaching and learning experiences that strengthen understanding and motivation between language learners. Thus, the exploration of the relationship between measures of complexity of the text and understanding remains a dynamic field of the learned survey with implications for pedagogy and linguistics. Qualitative measures of text complexity play a fundamental role in understanding language, especially in the context of Indo-European languages. This section investigates three areas -have of qualitative measures: thematic wealth, lexical diversity and syntactic complexity, illustrating how they contribute to the understanding and engagement of language students.

Thematic wealth refers to the depth and amplitude of the ideas presented in a text. According to Festi, the themes that resonate with students' personal experiences or interests promote deeper involvement and understanding, as students are more inclined to emotionally and cognitively connect with the material [5, p. 29]. This emotional involvement can significantly increase understanding, as motivated students are more likely to navigate complex themes and integrate new knowledge effectively. The study of Festi emphasizes the interaction between thematic elements and students' knowledge, suggesting that texts with multifaceted themes not only improve engagement, but also encourage critical thinking and interpretation skills [5, p. 29].

Lexical diversity covers the scope and variety of vocabulary used in a text. It is fundamental to determine how language students perceive and understand complex concepts. Research by Droop and Verhoeven (2003) points out that exposure to lexically texts is positively correlated with vocabulary acquisition and retention [4, p. 79]. A higher lexical variety allows students to make connections between known and unknown words, facilitating crucial inference skills for understanding. However, the challenge is to balance lexical diversity with student proficiency levels, as excessively complex vocabulary can make understanding difficult. Thus, Droop and Verhoeven claim that texts should be properly level to correspond to students' abilities while still promoting exposure to the new lexicon [4, p. 79].

Syntactic complexity, characterized by the variety of phrases and grammatical forms structures, significantly influences students' ability to understand language. Research indicates that texts with higher syntactic complexity require more from students cognitively, as they should decode longer and more structured sentences [5, p. 29]. Although some syntactic complexity may promote involvement, with challenging material that goes beyond the limits of students, excessive complexity can lead to frustration and disagreement. The challenge for educators and material developers lies in identifying an ideal level of syntactic complexity that facilitates understanding and stimulating interest and involvement. The discoveries of Droop and Verhoeven support this, indicating a different relationship between syntactic complexity and understanding, where moderate complexity seems to produce better educational results for students than extremes [4, p. 79]. In addition, the interaction between these qualitative aspects and student motivation in language learning cannot be exaggerated. Motivational theories suggest that students are more likely to be deeply involved with the fearful and lexically varying content as they align with their intrinsic interests. Festi postulates that qualitative complexity should find a balance that not only challenges students, but also keeps them invested and curious about learning material [5, p. 29]. When qualitative text measures are aligned with students' objectives and interests, the likelihood of improving understanding increases. However, educators should pay close attention to the context of the individual student, as motivational factors can vary widely, influencing how qualitative aspects affect understanding. In short, qualitative measures - such as thematic wealth, lexical diversity and syntactic complexity - significantly affect the understanding and involvement of language students. These measures not only facilitate students' understanding, but also intertwine with their motivation, suggesting a dynamic interaction that educators should consider when selecting texts for language instruction. This differentiated understanding of the role of qualitative measures presents an avenue for additional exploration in effective language teaching strategies. Quantitative measures of text complexity, such as legibility scores and lexical density, have been fundamental to understanding their impact on understanding reading among Indo-European language students. The readability scores, such as the Flesch-Kincaid series level and the weapon fog rate, provide numerical representations of text complexity based mainly on sentence length and the difficulty of words (Zhang & Zhang, 2022). These measures offer significant information about how students, especially students of the second language (L2), sail in texts. Zhang and Zhang's (2022) investigation revealed that higher legization scores correlated with the bad understanding results among L2 students, suggesting that, as the complexity of the text increases, the challenge for these students intensifies, affecting Finally your ability to derive meaning.

Methodology. This study adopts a qualitative-quantitative (mixed-method) research design to examine the interaction between text complexity measures and reading comprehension in Indo-European language learning contexts. The quantitative component involves the analysis of established readability indices such as Flesch-Kincaid scores, lexical density ratios, sentence length, and word frequency distributions to determine the statistical complexity of selected texts. These metrics are used to categorize texts into different difficulty levels.

The qualitative component focuses on thematic analysis of texts, evaluating narrative depth, syntactic variation, lexical richness, and cultural relevance. Expert judgment and pedagogical evaluation are

employed to assess how these features influence cognitive engagement and learner motivation.

Data are triangulated by comparing quantitative readability outcomes with qualitative interpretive assessments and existing findings from empirical literature. The integrated approach allows for a more comprehensive understanding of how learners at different proficiency levels interact with varying degrees of textual complexity. This methodology supports the identification of optimal text selection strategies for improving reading comprehension and instructional effectiveness in second language acquisition.

Results. Similarly, lexical density - defined as the proportion of content words for the total number of words in a text - serves as a potential indicator of text complexity. In their research, Ke and Chan (2017) demonstrated that texts with high lexical density, although potentially rich in information, usually have obstacles to L2 readers, increasing cognitive load. The results indicated that students often struggled to understand dense texts, as processing required their ability to get involved with the material significantly. This bond between lexical density and reading understanding emphasizes the need to analyze how quantitative measures translate into real challenges of understanding for language students.

Despite the prevalence and usefulness of quantitative evaluations in the evaluation of the complexity of the text, the dependence of these measures only has remarkable limitations. For example, while legibility and lexical density may indicate possible challenges, they do not respond for linguistic and contextual factors that may influence understanding. Zhang and Zhang (2022) observed that students' prior knowledge and linguistic history could significantly contextualize their reading experience, making some texts accessible, despite the high quantitative complexity. In addition, Ke and Chan (2017) argued that a focus only on numerical measures can ignore the qualitative dimensions of language, including discourse coherence, syntactic variety and cultural relevance, which are crucial to significant involvement with texts. In addition, the nuances of L2 students' involvement and motivation can rarely be captured by quantitative measures. Individual differences, such as the intrinsic motivation of students, their prior exposure to specific language records and personal learning strategies, interact intricately with the complexity of the text (Zhang & Zhang, 2022). Such factors can lead to divergent understanding results, even among students facing texts with comparable quantitative complexity scores, highlighting the multifaceted nature of text involvement.

Quantitative measures, therefore, although significant in identifying general trends in the complexity and understanding of the text, should be contextualized in broader qualitative structures. The interaction between quantitative complexity measures and qualitative ideas remains crucial for the development of effective pedagogical strategies adapted to the needs of L2 students. As Ke and Chan (2017) suggest, the construction of language learning environments that make up quantitative and qualitative dimensions can improve student understanding and engagement, promoting a more holistic understanding of language acquisition. This request for a balanced approach emphasizes the need for educators and researchers to expand their evaluative lenses as well as mere numerical measures to facilitate deeper involvement with texts between L2 students in Indo-European languages. The interaction between the qualitative and quantitative measures of the complexity of the text drew growing attention in the field of linguistic education, in particular concerning its influence on understanding and commitment among linguistic learners of Indo-European languages. Quantitative measures, which generally use statistical methods to assess aspects such as the length of the sentence, the frequency of words and the number of syllables, have traditionally dominated the discourse on the complexity of the text. However, recent studies suggest that qualitative measures, which take into account factors such as themes, structure and richness of language, offer additional information that is crucial for a holistic understanding of understanding reading.

Löwenadler (2019) meticulously examines the interface between the two measures by conducting a study that studies the predictive power of qualitative and quantitative measures on understanding reading among German learners as a second language. This research reveals that if quantitative measures may indicate the level of initial difficulty of a text, they insufficiently capture the nuances of meaning and the potential for engagement of a text. On the other hand, qualitative assessments provide a more complete evaluation of thematic content and accessibility, which is essential to identify the texts that promote the deeper connections and engagement between learners. The results point out that an integrated approach, which combines quantitative measures and qualitative information, gives greater precision in the forecast of the learner's results. In addition, Jeon and Yamashita (2022) contribute to this discourse by exploring the interaction of qualitative and quantitative measures to assess

reading among French learners. Their mixed method study indicates that when language learners are exposed to texts evaluated in the two executives, they demonstrate not only improved understanding scores, but also greater motivation to engage with the material. Researchers argue that qualitative measures, emphasizing emotional and cognitive engagement through complex stories and culturally relevant themes, improve reading experience, which is often overlooked by purely quantitative assessments.

The two studies draw attention to the essential need for educators to integrate qualitative dimensions into text selection and educational strategies. For example, a text that might seem less quantitatively complex could be much more engaging and understandable because of its rich language and its culturally relevant content. Löwenadler (2019) postulates that "narrative depth and thematic concordance often give a higher demand for cognitive engagement, thus capturing learners in a way that transcends digital complexity." This illustrates the synergy between the two measures; High quality texts that resonate with learners can considerably increase the levels of understanding despite not adhering to higher quantitative difficulties. The implications of these results extend to teaching practices, which suggests that an excess of dependence on the statistical measures of the complexity of the text can decrease the effectiveness of the reading instruction. Effectively marry qualitative and quantitative approaches, educators can better adapt reading materials to raise commitment and understanding. Jeon and Yamashita (2022) defend an educational framework that recognizes the importance of the two types of measures, arguing that a double approach allows educators to refine their strategies and select texts that really correspond to the cognitive and emotional needs of their learners. In summary, the dialogue surrounding the interaction between the measures of complexity of qualitative and quantitative text highlights a promising border in research on the understanding of reading and the commitment of learners in Indo-European languages. By recognizing the forces of the two executives and integrating their ideas, educators can improve their understanding of how text selections influence the experiences and results of linguistic learners. The relationship between the mastery of language and the results of understanding is critical in examining the effectiveness of the measures of complexity of qualitative and quantitative text, particularly in the context of Indo-European languages. Hagtvet, Helland and Lyster (2005) provide valuable information about this relationship by suggesting that language mastery significantly influences how students are involved with complex texts [7, p. 16]

His research indicates that competent language users show greater capacity to navigate and extract meaning of texts with different levels of complexity. This competition allows students to take advantage of qualitative and quantitative text measures, optimizing the results of understanding, since they can decode intricate syntactic structures and contextualize the vocabulary. In contrast, less competent speakers often fight with similar texts, since their limited linguistic skills can hinder their ability to use even more simple quantitative indicators effectively. These findings underline the need to differentiate instructional materials based on students' competence levels, with the aim of improving both participation and understanding of the student through adaptations to custom text complexity. Mieszowska and Otwinowska-Kasztelanic (2015) extend this speech when examining the interaction of qualitative and quantitative measures in relation to competition. Their findings imply that although qualitative measures, such as narrative style, thematic depth and coherence, provide crucial ideas on the commitment of the text, their impact is maximized when aligning with the levels of competence of students. For example, competent students can prosper in enriched environments with sophisticated qualitative aspects, benefiting from complex narratives that challenge their analytical skills. On the contrary, rookie students often find that qualitative complexities are overwhelming, suggesting that the dependence on quantitative indicators, such as Flesch-Kindeid legibility scores or lexical density metrics, can produce more accessible learning experiences. This interaction emphasizes even more than the complexity of the text must be calibrated not only in objective measures but also in the students' development stages.

Discussion. As the research demonstrates, the average competition the effectiveness of various complexity measures, which impacts the results of understanding clearly on different student profiles. The divergence in the responses to the complexity measures of the text highlights the role of exposure and language practice, particularly in promoting higher levels of commitment. In addition, studies indicate that qualitative measures can inspire deeper connections to texts when students have sufficient competition, promoting an active commitment and critical thinking. Therefore, understanding the nuanced relationship between competence and complexity of the text underlines the importance of strategic pedagogy that recognizes the diverse needs of language students. In general, the intricate interaction between the measures of complexity of qualitative and

quantitative text emphasizes the need for an adaptive approach to teaching, which meets the specific requirements of students in different stages of competence in indoenth language contexts. The use of qualitative and quantitative text complexity measures has profound implications for educational practices, particularly in the context of linguistic instruction for students of Indo-European languages. Caravolas, Kuchorská and Mikulijová (2024) provide a comprehensive examination of how the complexity of the text can be operated within the pedagogical frameworks to better align instructional materials with the cognitive and linguistic competences of language apprentices [3, p. 72]. His research underlines the need for educators to analyze the complexity of the text systematically, emphasizing the double role of qualitative measures, such as syntactic complexity, the cohesion of the text and lexical diversity, and quantitative metrics, including scores reading and lexical frequency. The ideas sent by Caravolas et al. (2024) suggest that an informed selection of texts, based on a nuanced understanding of complexity measures, can facilitate greater understanding and commitment among students [3, p. 72]. For example, the integration of qualitative evaluations that consider the thematic relevance and cognitive demands of the texts can help educators to materials for scaffolding according to the individual stages of student language acquisition. When educators apply an approach to mixed methods for text selection, using quantitative data to measure readability along with qualitative ideas to evaluate cognitive and contextual factors, they are better equipped to adapt the instruction that resonates with the students' experiences and language properties. In addition, Ali Elashhab (2008) emphasizes the importance of this interaction between qualitative and quantitative evaluations in the development of strategies that promote active participation with texts [1, p. 36]. Through the strategic integration of the complexity analysis of the text in the curricula, the instructors can implement staggered reading groups where students are assigned texts that fit their specific levels of complexity, thus promoting a learning environment collaborative Elashhab advocates a pedagogical change where the traditional approach of unique size for language instruction is replaced by a differentiated instruction that provides varied and contextually significant linguistic challenges [1, p. 36]. Elashhab's work also points out the potential of qualitative measures to cultivate critical thinking and inferential reasoning among students [1, p. 36]. By promoting discussions around texts that are conceptually challenging and linguistically rich, instructors can create a critical commitment to the content that far exceeds the capacities of standard quantitative measures. Such critical commitment can also close the gap between the text content and the experiences of the students, further improving their emotional and intellectual investment in the material. In addition, both studies provide empirical evidence that underlines the importance of significant interaction with texts to promote language understanding. Either through group discussions, learning based on written projects or reflections that promote students to articulate and negotiate their understanding of complex texts, the combination of qualitative and quantitative measures becomes a vital component in the design of instructional materials and Evaluation strategies. In summary, the implications of analyzing the measures of complexity of qualitative and quantitative text extend beyond the mere selection of reading materials; They inform the general pedagogical philosophy that governs language instruction. By using a nuanced approach for the complexity of the text, educators can improve the understanding and commitment of students, leading to the most effective language learning experiences. The integration of these ideas about the instructional design not only aligns the learning objectives with the linguistic abilities of the students, but also prepares the students to navigate the complexities inherent to the Indo-European languages. The examination of qualitative and quantitative text complexity measures reveals significant implications for understanding among Indo-European language students. The revised literature emphasizes that qualitative measures, covering the nuanced characteristics of texts, such as thematic depth, structure and richness of language, quantitative approaches to the complement, which generally focus on metrics such as legibility scores and length of sentences. Studies show that when students get involved with texts that adapt to their competence levels in terms of qualitative and quantitative measures, they exhibit an improved understanding and deeper participation with the material (Marjokorpi and Van Rijt, 2024).

The interaction between these measures is particularly outstanding, since a mismatch between qualitative and quantitative complexity can lead to an impeded understanding. For example, although a text can obtain a low score in traditional legibility rates, its qualitative characteristics could present cognitive challenges that hinder understanding, which suggests that educators must adopt a more holistic approach for text selection [6, p. 45]. Language students benefit from a balanced integration that not only considers vocabulary and syntax, but also of the general narrative coherence and the thematic complexity of the texts, since this promotes a

more vibrant commitment to the content. Additional research is justified to expand these findings, particularly within the context of various Indo-European languages. The variation in linguistic structures in these languages requires a personalized analysis of how qualitative and quantitative measures are manifested in the specific contexts of language. This research could improve pedagogical strategies, which leads to improving the instructional materials that explain the unique complexities inherent in each language. In addition, future studies should evaluate the long-term impacts of the complexity of the text adjusted on understanding and commitment. Longitudinal studies focused on different age groups or second-language students in several stages of competition would provide deeper information on how understanding evolves over time in response to nuanced measures of complexity of the text. Investigating how digital tools and educational technologies can increase qualitative and quantitative text evaluations can also produce beneficial results, considering the growing importance of digital literacy in language acquisition. As the field progresses, it is imperative for new interdisciplinary collaborations between linguists, educators and cognitive scientists to develop comprehensive frames for the selection and text analysis. This collaboration approach could ensure that the rich upholstery of Indo-European languages is taken into account, promoting an environment where language students can prosper through better understanding and commitment to the texts they find. In general, the understanding of the interaction between the measures of complexity of qualitative and

quantitative text arises as a critical way to improve language education, illuminating paths for both the theoretical advance and for the practical application in the classroom environments.

Conclusion. The analysis of qualitative and quantitative measures of text complexity demonstrates that neither approach alone is sufficient for fully explaining reading comprehension outcomes in Indo-European language learning contexts. Quantitative indicators such as readability scores, sentence length, and lexical density provide valuable structural information about text difficulty, yet they often fail to capture deeper cognitive and affective dimensions of reading. In contrast, qualitative features including thematic richness, syntactic diversity, narrative coherence, and cultural relevance play a crucial role in shaping learner engagement and meaning construction.

The findings emphasize that an integrated approach, combining both measurement types, offers a more accurate and pedagogically meaningful understanding of text complexity. Such a balanced framework enables educators to better match instructional materials with learners' proficiency levels, thereby improving comprehension, motivation, and overall language acquisition outcomes.

Ultimately, effective reading instruction requires adaptive text selection strategies that consider both measurable linguistic features and interpretive qualities of texts. This holistic perspective supports more effective curriculum design and contributes to the development of more responsive and learner-centered approaches in second language education.

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