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## DIGITAL TEXT READING STRATEGIES, OR THE UNDERSTANDING OF TEXT AS WORLDVIEW

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**Abstract.** Nowadays, we do not read less – neither in terms of quantity nor quality – than in the so-called Gutenberg galaxy; rather, we do so from a monitor instead of a book. More importantly, texts have become multimedia, with audio-visual text types and digital literacy playing an increasingly significant role alongside writing. However, we must also recognize that these developments fundamentally alter the traditionally verbal-based methods of text comprehension and text creation, as well as social communication itself – placing a tremendous responsibility on education and educators. This study explores the characteristics of digital reading, the similarities and differences between printed and digital texts, and examines the new comprehension processes associated with texts created in online spaces that are supplemented by visual content.

**Key words:** digital text, hypertext, image, comprehension, reading strategies, reader pathways

### 1. Literacy, Comprehension, and Information Processing in the Digital Space

Mark Pegrum categorizes digital literacy into various coexisting, multiple literacies. He associates information-related literacies with search literacy, tagging literacy, information literacy, filtering literacy, and attention literacy (Pegrum, 2011). Hinrichsen and Coombs (2013) distinguished five sources of critical digital literacy: decoding, meaning-making, usage, analysis, and identity formation in online environments.

The relevance and importance of research focused on the proficient reading of digital texts is underscored by the increasing integration of electronically accessible texts, e-books, and educational materials at various levels of education (Golden, 2009). It is a common experience that the digital generation utilizes various electronic communication platforms differently for information acquisition. The method of text processing differs from the techniques used for reading printed texts (Fenyő D., 2010). The reading of digital texts exhibits a different pattern compared to that of printed texts. This reading pattern is demonstrably influenced by the type of webpage, but the reader's purpose is also a determining factor (Gonda, 2015a). Understanding new types of texts and images, uncovering their layers of meaning and interpreting them, presents new challenges for users and readers. Questions arise, such as what texts we have in the digital space, how we read and understand them, what new comprehension strategies we possess, and what role the visual elements found in digital texts play, among others.

## Reading Strategies for Digital Texts as Hybrid Texts

Zsuzsa Gonda defines digital texts as those available on the internet, encompassing both message-based and author-based texts, which require the execution of operations such as searching, evaluating, summarizing, and sharing for effective processing (Gonda, 2015b). A message-based text is considered a digital text that is created digitally from the outset, supports the interactive process of reading and writing, and is manipulable and transformable. Typically, these are texts in HTML format that appear on websites. An author-based digital text, on the other hand, is one that primarily appears in print but has a digital version available online. These texts are usually accessible in PDF format or other closed non-manipulable file types (Balázs et al., 2011). Shepherd and Watters argue that the World Wide Web has given rise to a family of cyber genres. While the defining characteristics of genres are content and form, cyber genres can be characterized by the triadic unity of "content-form-functionality" (Háhn, 2011).

When investigating the similarities and differences between traditional and digital reading, our goal is to observe and analyse the reading situation, text context, text format, and cognitive operations during reading, as well as to draw appropriate conclusions and summarize the fundamental characteristics of reading on screens. This necessitates comparing the two types of reading and analysing the elements of the new reading strategy, revealing cause and effect relationships.

Awareness of reading digital texts, just as with printed texts, manifests at two levels. The first is the cognitive level, which encompasses the reader's experiences and knowledge related to the subject, environment, and actions. The second is the metacognitive level, which includes experiences related to one's own reading processes. These two levels continuously influence each other during reading, thereby creating conscious reading activity (Csíkos-Steklács, 2006). Readers experience the reading of digital texts as a task associated with the cognitive operations of information searching. Thus, the reader continuously makes plans regarding the future during reading, which pertain to the various layers of multi-layered texts and the content behind links. Since reading digital texts requires specific types of reading, it can be assumed that the strategies appearing in the reading process are also unique (Steklács, 2013).

A reading strategy is a deliberately applied cognitive process of selection, execution and monitoring aimed at achieving the purpose of reading (Steklács, 2013). The reading strategies employed in reading processes can be divided into two groups based on their execution. The category of text reading strategies includes those strategies that can also be executed on printed texts. This group includes the following reading strategies: activating prior knowledge about the topic and the internal structure of the text; inferential strategies regarding word meanings, text structure, and content; as well as self-regulatory revision strategies. The category of digital text reading strategies consists of those reading strategies that can only be applied when reading digital texts: activating prior knowledge about the structure and layout of web pages, the use of search engines; the next strategy pertains to further sections of the text and the elements of multi-layered texts; as well as self-regulatory linking, navigation and information-seeking strategies (Gonda, 2014).

Processing digital texts requires the reader to execute complex cognitive operations, where information searching, interpretation and integration occur simultaneously from multiple digital texts. The execution of complex cognitive operations necessitates the cognitive processes of access and search, integration and interpretation, as well as reflection and evaluation (Balázs et al., 2011). In processing digital texts, access and search refer to navigating the information space, utilizing navigation tools and search engines within the multi-threaded linear reading process. During integration and interpretation, information must be quickly linked together to form an understanding of the text. The cognitive operation of reflection and evaluation includes verifying the credibility of sources, assessing the cohesion of the text, and formulating insights and reflections based on personal experiences, potentially even creating digital texts (UO).

The model proposed by Askehave and Nielsen is based on the assumption that the reader of web texts continuously performs modal shifts: sometimes relating to web pages as a reader, and at other times as a navigator. When in the so-called "reading mode", the reader engages closely with the text, treating it as if it were printed text, meaning they read it. However, when they switch to "navigation mode", they view the text from a distance: treating it as an electronic medium, meaning they navigate within it (Askehave-Nielsen, 2004).

Digital texts are in fact, hybrid texts that are typically presented in conjunction with some visual elements (images, icons, design elements, logos, various graphical elements of presentations, GIFs, word clouds, background elements, so-called Smart Art images, embedded videos, etc.) in cyberspace. In other words, additional explanatory or illustrative units appear in the context of the given text. These elements are present in digital texts in a dense, dynamic and varied manner.

Since we must pay attention to these visual elements, we must engage in a much more complex cognitive process than when reading a traditional printed text. This is so true that Cull and Ulin argue that digital texts fundamentally alter the syntactic, semantic, cohesive, and coherence characteristics (Ulin, 2009; Cull, 2011). Consequently, reading digital texts is characterized not by linearity, but rather by non-linearity. In other words, our reading in the digital space is fragmented and scanning, and reading is more about information searching and selection than deep interpretive and understanding activities (Bearne et al., 2007; Hillesund, 2010). This rapid and visually focused process foregrounds striking unique content elements and poses significant challenges to our cognitive capacity.

Cohesion refers to syntax, or the relationships between individual expressions, the predicative structure, sentences, and sentence parts, as well as smaller grammatical units, which is often referred to as the cohesive force of the text. Coherence provides the dimension of meaning: the various interpretative possibilities of individual expressions, as well as the contextual meanings of specific words and phrases (De Beaugrande-Dressler, 2000). Discovering both characteristics during digital reading is complicated, as fragmented reading causes both text-visual element relationships and layers of meaning to loosen, become more open, and open the door to numerous relational and interpretative systems (Szabó, 2015a).

In terms of intertextuality, digital texts differ from printed ones: they are hypertexts, meaning networks of links, forming a direct chain of references that spread through online space, thus comprising more than mere printed text (Cull, 2011). This striking difference presents the greatest challenge to reading and understanding digital texts and underpins the necessity of rethinking the reading process. Scanning, superficial and jump reading – primarily facilitating rapid information retrieval rather than deep reading – has emerged as a new reading strategy as a result of hypertext (Szabó, 2019). Navigating the network of links and perceiving the entire system as a text has brought about a qualitative change in reading, representing a fundamental distinction between printed and digital formats.

According to Rapp and Van den Broek, numerous theories could be enumerated; however, these "mini-theories" have yet to capture the essence of deep reading and text comprehension. Consequently, they endeavoured to incorporate the most developed and relevant aspects of such theories into their own Dynamic Text Comprehension (DTC) model, aiming to create a comprehensive, flexible, and adaptable new framework for understanding the nature of digital reading. Their central model, known as the "landscape model", attempts to describe the mechanisms of digital reading. It posits that during digital reading, the text is initially understood based on previously read content, then this interpretation is connected to the subsequent text excerpt, together forming a kind of cognitive representation. Therefore, the reader only fully comprehends the entire meaning of the text when new information is linked to the old, allowing for a reinterpretation. This engenders a cyclical process that accompanies the entire reading journey (Rapp-Van Den Broek, 2005).

The aforementioned concept closely resembles the so-called hermeneutic circle or hermeneutic spiral concerning printed texts, hinting at the feasibility of constructing a

common theoretical framework applicable to both printed and digital texts based on this fundamental premise of literary theory, thereby eliminating the intricate system of "mini-theories" (Szabó, 2015a).

It follows that the reader must exert significant cognitive effort when absorbing and understanding any digital text. Compared to reading texts devoid of any printed or visual supplementary elements, the reader's activity becomes crucial for the individual to appropriately process complex systems of signs and meanings.

### **The Construction of Reader Pathways in Digital Texts through E-Reading Strategies**

The comprehension of digital texts can be significantly influenced by factors such as the font size and type used on the webpage, the application of graphic elements (manipulated text, shapes, and proportions, etc.), the illustrations presented on the page, and the tables, figures (drawings, photographs), diagrams, and graphs that complement and illustrate the text. Even the auditory structure of the page plays a role (Pšenáková, 2010). The placement of figures, the background, and the overall composition – essentially all graphical elements on the screen (colours, lines, shapes, text – font type, movement) – simultaneously affect the viewer and the reader.

The presence of hypertext elements on webpages significantly influences and shapes the processes and pathways of reading and text comprehension. Hypertext refers to text that contains links, representing a network of interrelated texts, where navigation between elements is facilitated by clicking on references. Consequently, hypertext can be read not only in a linear fashion but can also direct the reader to specific locations (Pšenáková, 2010). After reading each segment of text, the reader can select the next segment to read, as these segments can be arranged according to various logics.

In the case of hyperlinks, the target can be a webpage, an image, a multimedia file, a document, or even an email address. A local link points to another page within the same document, while a remote link directs to a different page, and an internal link refers to a location within the current document. Information can be transformed into a hypertext document in three ways: as a single-document version, a hierarchical version, and a hierarchical version with active repetition (Pšenáková, 2010). These links, acting as connective elements between nodes, fundamentally determine the writing and reading of hypertexts. One attempt to categorise links has resulted in distinguishing between internal (pointing within the document), graphical, referential (linking from the author's name to the bibliographic reference), external (pointing outside the document), implicit and explicit links (Háhn, 2011). The reader navigates through this network of links, progressing along a pathway that emerges from their decisions and objectives.

While written texts primarily focus on the description and recording of facts and relationships, digital texts fulfil more complex functions. Their encoding necessitates a form of practical knowledge regarding how the reader should engage with hypertextual, multimedia texts. With digital texts, we do not merely "read" but also "utilise" them, thereby engaging in more complex cognitive operations during their decoding. In the context of digital literacy, access to information plays a prominent role, which, in turn, influences information processing. Consequently, greater emphasis should be placed on developing critical thinking and mastering information acquisition during the educational process. Zsuzsa Gonda introduces the concept of e-reading to model reading in a digital environment, encompassing all cognitive operations necessary for effective digital reading and comprehension (Gonda, 2015a).

The most significant difference identified in the reading of digital versus printed texts is the notion of infinite extensibility, as well as the physical connection of texts and the application of different navigational tools (Hódi, et al., 2015). These characteristics can be encapsulated by the concept of the reading pathway, which can be further complemented by the distinction in reading objectives. Tibor Koltay also asserts that there is a clear difference

between reading online and printed texts, particularly concerning processing, contextual environment, cognitive focus, comprehension, and reading speed (Koltay, 2011). These differences outline fundamental reading skills that are essential for processing digital information:

1. knowledge of how to use internet search engines;
2. reading the result lists, they generate;
3. reading webpages to locate potentially available information;
4. drawing inferences about where the information can be found (Koltay, 2011).

The skills previously outlined are interconnected through the selection and navigation between various elements of multiple texts. The pathway created by the reader during navigation through digital texts is referred to as the reading pathway (Lawless-Schrader, 2008). This reading pathway depends on the purpose of reading, which typically involves either locating specific information or gaining a global overview of the digital texts (Bråten, et al., 2011). A proficient reader is able to navigate this pathway relatively quickly, employing an appropriate reading type that aligns with their reading goal, thus requiring less effort and a shorter time interval.

When reading digital texts, traditional reading strategies, understood as cognitive operations, are linked by the reader to physical actions performed on the text. These actions, or navigation steps, are closely associated with the respective strategies (Gonda, 2014).

Using navigation tools, two types of navigation steps can be executed. The first is the reading-organising navigation step, where the action performed on the text is connected to the cognitive strategy applied for processing the text. This includes navigation steps that play a crucial role in constructing the reader's own reading pathway, such as clicking on a menu item or a link. The second group comprises reading-supporting navigation steps (Gonda, 2015b). These are actions performed on the text that do not further develop the reading pathway but assist the reader in processing the text displayed on the screen. Examples include using the scroll bar to assess the extent of the text or moving the cursor to highlight important content and organise the acquired information (Gonda, 2018).

Reading strategies, which are part of cognitive knowledge, aim to monitor and modify the reader's decoding and comprehension efforts (Kelemen-Molitorisz, 2009). Considering the reading process, strategies can be categorised into three groups: activating prior knowledge before reading, employing inferential strategies during reading, and focusing on self-regulatory strategies at the end of the reading process (Gonda, 2015a). All these strategies facilitate comprehension, making their development crucial during education.

Strategies for activating prior knowledge include recalling information about the use of search engines and the structure of websites. An example of such a strategy is entering keywords into the search box or typing the website's address into the URL bar (Cohen-Cowen, 2007). This serves as the starting point for information retrieval and is a prerequisite for constructing the reading pathway.

In reading digital texts, two types of inferential strategies are distinguished: inferring about text segments that are not visible on the screen at that moment (e.g., segments accessible only through scrolling) and formulating inferences about the elements of multi-layered texts (e.g., texts accessible via links) (Coiro-Dobler, 2007). These skills can be developed during digital text processing lessons; for instance, through research conducted in the context of project work.

Self-regulatory strategies include a corrective strategy in the case of digital texts, where the reader fails to make appropriate inferences, meaning they click on a text that is unsuitable for them. In such cases, they either restart the search process or navigate back along the reading pathway they have created using various icons. This category also includes a specific reading strategy, where an extremely rapid information retrieval cycle occurs within very short text segments; e.g., when the reader selects relevant results from those listed by a search engine, (Eagleton-Dobler, 2007). This strategy is characteristic of proficient readers of digital texts and is a consequence of digital text processing practices.

## Summary: The Landscape of Digital Reading and Interpretation

N. Kathrine Hayles distinguishes three types of reading: close reading, hyper reading, and, likely inspired by machine learning, machine reading (Hayles, 2012). The proliferation of digital tools has created an information-rich environment with diverse organisational structures, in which the attention demands and fundamental linearity of close reading are increasingly proving ineffective. Hyper reading and machine reading offer two potential responses to this challenge (UO). This indicates that traditional literacy has lost its uniqueness; it is now merely one among various literacies, which present both advantages and disadvantages as alternatives.

For those living in a digital environment, hyper reading is not only advantageous, but also a necessary and essential skill, as defined by Hayles. It is characterised as a reading practice that occurs on screens, facilitated by computers, yet largely based on reader decisions; allowing for the juxtaposition of texts and primarily serving the rapid and efficient search, identification, and extraction of information. Due to the significant role of reading, the widespread and commonplace nature of hyper reading in digital contexts is accompanied by cognitive modifications, with hyper attention - activating different brain functions in contrast to deep attention - coming to the forefront. This hyper attention is characterised by low tolerance for boredom and a constant need for renewed stimuli (Hayles, 2007). Consequently, reading becomes fundamentally fragmented, jumpy, overview-oriented, highlighting parts and details, while simultaneously becoming flexible and superficial, resulting in only a relatively small portion of the relevant texts being read word-for-word in the strictest sense.

The thinking that emerges in the realm of digital text processing is fluid, fragmented, and characterised by the elusive unity of perspective (Nyíri, 2006). Fragmented, often haphazard, hyper reading traverses paths reminiscent of random graphs, and is marked by recursion aimed at refining information. Accordingly, the reception of literary texts is more closely tied to a re-reading that pays attention to details (Bengi, 2017).

György Fenyő asserts that in our time, traditional reading is linear, verbal, global, structural, interpretive, and intentional. In contrast, the new strategy is information-selective, jumpy, focusing on individual elements, visual, and significantly faster than that of the previous generation. The rise of the World Wide Web has also brought about the simultaneous operation of multiple information channels and a reversal in the relationship between image and text. Thus, the contemporary reader starts with the image, while the written text is relegated to a secondary status. Furthermore, reading conducted through electronic media desensitises the reader to the source and the position of presentation, as well as its internal structure. This implies that while browsing the web, we neglect the specific details of the source. It suggests that the textual information disseminated on the web is regarded as an "absolute medium" encompassing all types of texts (Plonicky, 2015).

This type of reading does not think in structures but concentrates on individual elements. A comparison of printed and online versions of newspapers and periodicals reveals that during the reading of individual articles, we do not grasp the structure of the newspaper, we pay little attention to the sections, and we do not consider potential connections between articles. At the same time, user-focused reading has become more important than uncovering the creator's or writer's intention. Given that it is fundamentally easy to copy parts from virtually any type of text, it is also easy to copy entire texts, or even images, audio materials, and music. (Fenyő D., 2010). Therefore, the sequence of texts is entirely in the hands of users: the significance of what the author intended for the text has diminished, while the importance of how the recipient intends to use it has increased.

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