

Research Article

Reading as a Receptive Skill: Classification and Developmental Activities Executed in L2 Learning Spaces

Sarah Joy L. Jepsane^{1,2,*} ¹ DepEd Philippines, Capuy Integrated National School, Sorsogon West District, Philippines² Annunciation College of Bacon, Sorsogon Unit Inc., Sorsogon City, Philippines

* Correspondence: sarahjoy.jepsane@deped.gov.ph

<https://doi.org/10.59652/s96rgv46>

Abstract: Reading is a fundamental receptive ability in the learning of second language (L2). This allows students to process textual data through decoding, comprehension, and interpretation. This study made use of the quantitative method of research to delineate the variables, after carefully gathering the data in the site of interest. It specifically made use of descriptive statistics such as the frequency, mean, and percentage to accordingly present the quantifiable data in consonance with framed research questions. The outcomes of this study highlight the importance of reading as a receptive ability in L2 learning environments, highlighting its categorization into discrete subtypes and the effectiveness of focused developmental activities in promoting L2 proficiency. In effect, developmental activities also show a shift from regulated to more unrestricted practice. In addition to classifying reading subskills, structured interventions such as cloze exercises and semantic mapping also sped up transfer to real-world texts. Essentially, this study sheds light on reading as a fundamental receptive skill in L2 learning environments by classifying it into bottom-up, top-down, and interactive models and presenting focused developmental activities that promote success in learners of all ability levels across the globe.

Keywords: frustration level; independent reader; instructional reader; reading; receptive skill

1. Introduction

Reading by nature, in contrast to the output-oriented requirements of speaking and writing, is a fundamental receptive ability in the learning of second languages (L2), allowing students to process textual data through decoding, comprehension, and interpretation (Diem & Ramadhia, 2025; Schmidtke et al., 2024). Moreover, reading promotes vocabulary growth, grammatical pattern recognition, and discourse-level comprehension in L2 learning environments. This holds to be true in ESL classrooms considering multilingual contexts like the Philippines to EFL settings globally. Similarly, it is also the main source of intelligible input that is necessary for language development (Adi, 2026). In fact, reading requires orthographic processing, in contrast to listening, which uses auditory channels. Through interactive bottom-up like phonological recoding and lexical access, and top-down such as schema activation and inferencing processes. This way, learners quickly identify words, parse syntax, and construct meaning (Zhou & Wu, 2024). Besides, in fluent reading approach, which characterizes reading as a quick, coordinated orchestration of lower-level automaticity and higher-level strategic integration to construct text-based and scenario models.

Linguistic thresholds, such as the requirement of multifarious word families for unassisted comprehension of general texts, and transfer effects from the first language (L1) are indispensable. This involves positive facilitation in orthographic similarity or negative interference in script disparities which complicate these processes for L2 learners (Aguilera-Fuentes & Ortiz-Navarrete, 2025). Along this line, theoretical foundations for second language acquisition underscore the importance of reading. In this connection, the interactionist perspectives emphasize negotiated meaning through post-reading discussions. Nonetheless, Krashen's input hypothesis proposes $i+1$ exposure through prolonged reading for implicit acquisition (Tilahun et al., 2022) is important in processing L2 linguistic input. Sociocultural theory emphasizes the necessity of explicit genre awareness and critical literacy

Received: March 8, 2026

Accepted: May 1, 2026

Published: May 24, 2026

**Copyright:** © 2022 by the authors.Submitted for open access publication
under the terms and conditions of the
Creative Commons Attribution (CC BY)
license

(https://creativecommons.org/licenses/by/4.0/).

in varied L2 contexts by shedding more light on how cultural schemata mismatches and impede comprehension.

In the context of the present inquiry, reading as a receptive skill is categorized into three, such as the independent, instructional, and frustration level, as communicated by the DepED, Philippines as a guide to label L2 learners according to reading proficiency (Regunda & Patiño, 2025). Nonetheless, reading can as a skill can also be classified into three categories. These are metacognitive involving planning, monitoring, and evaluation. For the cognitive category, this involves decoding, elaboration, and summary. The and socio-affective has motivation and collaboration offering an organized framework for teaching (Villanueva, 2022). In fact, outperforming isolated skill drills, metacognitive techniques like self-questioning and comprehension monitoring are the best indicators of L2 reading performance.

Furthermore, developmental approaches also outline the following stages like confirmatory stages increase fluency through repeated readings. The fluency stages combine deep understanding and automaticity for autonomous text modeling while the emergent stages concentrate on phoneme-grapheme mapping and sight word mastering (Strong et al., 2026). To add, reading for different purposes like skimming for the main idea, scanning for details, in-depth study for details, or prolonged absorption for enjoyment, all require different approaches. These complement outcomes-based education in L2 teaching, where activities scaffold from to free such as literature circles disputing interpretations. Similarly, think-alouds concern mimic inferencing during reading.

Post-reading commonly has graphic organizers that synthesize key ideas, and pre-reading semantic mapping to activate prior knowledge are examples of developmental activities that are carried out in classrooms (Abdelshaheed, 2023; van der Wilt et al., 2019). While fluency builders like paired reading or timed repeated readings improve prosody and speed, strategies like jigsaw reading encourage teamwork. Metacognition, on the other hand, is fostered via integrated approaches, such as reading-while-listening or reciprocal teaching, especially for beginning students who are experiencing cognitive overload. Although implementation varies by resource availability in underfunded L2 spaces, extensive reading programs that promote self-selected texts with obvious comprehension levels result in advances in motivation and incidental vocabulary (Bus et al., 2024; Hidayati et al., 2022).

To emphasize, effective L2 reading instruction is hampered by ongoing research gaps despite strong theoretical frameworks and activity repertoires. Initially, there is still a lack of research that integrates developmental stages into coherent frameworks that can be modified for schools with varying proficiency levels, making the systematic classification of reading as a receptive skill fragmented (Goyibova et al., 2025; Navas-Bonilla et al., 2025). Besides, teachers express difficulty with teaching strategies, which leads to additional activities rather than planned progressions. Classroom implementations frequently concentrate productive skills under communicative curriculum, relegating reading to a peripheral role. Essentially, research ignores how activities are carried out to accommodate code-switching or cultural relevance in multilingual contexts like Philippine basic education, where translanguaging blurs L1-L2 boundaries and causes disengagement among Gen Z learners.

Furthermore, differences between verbal protocol data and self-reported method utilization reveal measurement errors, casting doubt on the reliability of existing evaluations (Byrd et al., 2023; Darling-Hammond et al., 2020). Process-oriented drills outperform functional-genre pedagogies, and the developmental potential of digital L2 venues (such as apps and hypertexts) is underutilized. Recent literatures point out that teacher agency in activity adaptation is not given enough consideration, and they advocate for context-specific models that assess efficacy using mixed approaches, such as eye tracking for processing efficiency. By thoroughly categorizing L2 reading and examining developmental activities carried out in real-world settings, this study fills these gaps and aims to offer a pedagogical blueprint to close the gap between theory and practice (Jacobsen et al., 2026), improve reading in outcomes-based curricula, and develop strategic, independent L2 readers ready for global competency. With the above justifications, this inquiry aims to offer philosophical results grounded on the following research questions: (1) What are the reading classifications of the students based on the Phil-IRI assessment? (2) What are the developmental activities executed by ESL teachers to help L2 learners classified under instructional?

2. Materials and Methods

This study made use of the quantitative method of research to delineate the variables, after carefully gathering the data in the site of interest (Alcott et al., 2025). It specifically made

use of descriptive statistics such as the frequency, mean, and percentage to accordingly present the quantifiable data in consonance with framed research questions.

The study involved intermediate learners (Grades 4-6) enrolled at Capuy Integrated National School during the academic year 2025-2026 as visually represented in figure 1.

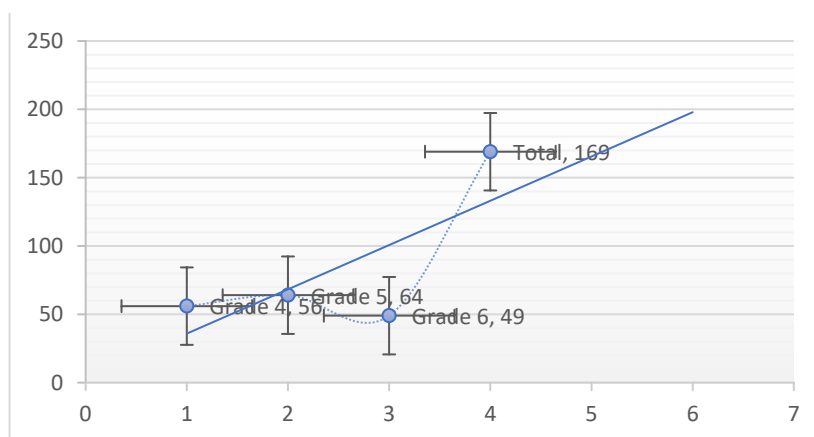


Figure 1. Assessed learners based on BOSY Phil-IRI results.

The respondents in this study are the teachers teaching in intermediate. These respondents were identified through purposive sampling method considering the predetermined variable, them, being intermediate teachers. There are similarly six (6) intermediate teachers that were considered respondents, to enrich the data.

To capture the desired data, this study made use of total population sampling strategy. This technique allowed for the total inclusion of the population which strengthened the contention and findings of this paper (Elliott et al., 2025). Moreover, relevant data had been taken from magazines, newspapers, online publications, and books. Published and unpublished theses and dissertations and previous research as references were also taken into consideration.

The researcher formulated a research topic that she deemed timely, relevant, and responsive to current educational concerns, particularly in addressing the reading challenges faced by intermediate learners. Recognizing the critical importance of literacy development in the Philippine educational context, the researcher carefully considered the practical implications and potential contributions of the study to improving instructional practices. The proposed topic was presented for approval to the appropriate academic authorities, including the research adviser and the institution's research committee. This initial step guaranteed the study's alignment with institutional research priorities, ethical standards, and academic requirements. Upon receiving constructive feedback and suggestions for refinement, the researcher incorporated the necessary revisions before obtaining final approval to proceed with the investigation.

After receiving approval for the research topic, the researcher conducted an extensive and comprehensive review of related literature from various credible sources. This critical phase involved gathering, examining, and analyzing references that were directly pertinent to the study, including scholarly journals (Rönnebeck et al., 2016), published theses and dissertations, authoritative books, government documents, educational reports, and reputable online databases. The literature review encompassed both international and local studies on reading skills, literacy assessment, intervention strategies, and educational practices relevant to intermediate learners. These sources served as the foundation for understanding the theoretical framework, conceptual underpinnings, and empirical evidence surrounding the scope of the research. The review also enabled the researcher to identify gaps in existing knowledge, refine the focus of the investigation, and establish the context within which the current study would contribute to the field of literacy education. Through this process, the researcher developed a deeper appreciation of the difficulties involved in reading skill development and the various factors that influence literacy achievement among intermediate-level students.

Prior to the distribution of the research instrument and the actual conduct of the study, the researcher formally sought and secured permission from the relevant educational authorities to ensure full compliance with ethical standards and administrative protocols. A formal letter of request was submitted to the Schools Division Superintendent of the

appropriate division, clearly outlining the nature, purpose, scope, and significance of the research, as well as the methodology to be employed. Similar requests were submitted to the school head of Capuy Integrated National School, where the study would be conducted. This process ensured that all ethical and administrative requirements were observed, that the rights and welfare of participants were protected, and that the research activities would not disrupt normal school operations.

After securing all necessary approvals and permissions from the concerned authorities, the researcher proceeded to distribute the questionnaire to the selected respondents at Capuy Integrated National School. Respondents were informed about the purpose of the study, the importance of providing honest and thoughtful responses, and the confidentiality measures in place to protect their identities and responses. The researcher also made herself available to answer any questions or clarify any doubts that respondents might have regarding specific items or the overall process. To ensure adequate time for thoughtful completion of the instrument, the accomplished questionnaire was retrieved one week after distribution.

Following the collection of all completed questionnaires, the researcher carefully examined each instrument to ensure completeness and accuracy of responses. The data were then organized, coded, and tabulated in a systematic manner to facilitate analysis. The researcher employed appropriate statistical tools and techniques suited to the nature of the data and the specific research questions being addressed. Descriptive statistics, including frequency distributions, percentages, and ranking, were computed to summarize and describe the reading skill levels of the respondents. Each research problem was addressed systematically through the application of appropriate statistical procedures, ensuring that the findings were grounded in empirical evidence and suitable for drawing valid conclusions.

Finally, the researcher interpreted the findings based on the comprehensive results of the survey and statistical analysis. The interpretation process involved examining patterns, trends, relationships, and significant findings emerging from the data in relation to the research questions, theoretical framework, and existing literature. The researcher provided in-depth explanations of what the data revealed about the reading skill levels of intermediate learners, identifying specific strengths, weaknesses, and areas requiring intervention. These interpretations were grounded in both empirical evidence and theoretical understanding, ensuring that conclusions were well-supported and meaningful. Drawing from these interpreted findings, the researcher formulated substantial conclusions that addressed each research problem, reflecting on the implications of the results for educational practice, policy, and future research. These conclusions served as the basis for the comprehensive discussion of findings, consideration of practical implications for teachers and school administrators, and development of concrete, actionable recommendations for designing and implementing the intervention plan. The researcher ensured that all recommendations were evidence-based, contextually appropriate, feasible, and directly responsive to the identified needs of intermediate learners at Capuy Integrated National School.

The researcher employed a self-made instrument in this study with content as follows: (1) the different reading activities utilized by teachers in developing the reading skills of learners; (2) the different strategies employed by teachers in developing the reading skills of learners; and, (3) the educational technology materials employed by teachers in developing the reading skills of learners. Be that as it may, researcher ensured the validity of the tool by subjecting such to content validity by 5 experts in the field of quantitative and qualitative studies to look into the alignment, accuracy, and potential linguistic errors prior to its administration. It, in effect, yielded a content validity index (CVI) of .899 signaling for the high validity of the instrument according to Estremera and Mendoza-Sarmiento (2024) validity scale. Correspondingly, the researcher also employed the BOSY Phil-IRI results for Grades IV, V and VI to determine the level of reading skills of pupils.

The following statistical methods and techniques were employed to analyze the data collected for this study on the reading skills of intermediate learners at Capuy Integrated National School during the academic year 2025-2026. Frequency count was applied to analyze the level of reading skills based on Phil-IRI results, categorizing students into frustration, instructional, and independent reading levels. Moreover, frequency count and percentage distribution were used to identify the different reading activities utilized by teachers in developing the reading skills of learners.

Since majority of the respondents are minors, researcher considered some measures in order circumvent future issues related to research misconduct. Initially, a permit letter was distributed to the parents of the minor duly signed by the principal and stating therein the

noble purpose of the study. Parents' decision as to the permission or non-permission of their children were accordingly respected. Fortunately, all the parents responded positively on the communication. In the process, authors were cited properly as reflected in this piece of work. Potential funding application and allocation has likewise been revealed.

3. Results

2.1. Reading Classification Skills of Intermediate Learners

Based on the Phil-IRI results presented in the table, from Grade 4 with 56 respondents, 15 of them belong to grade level IV while the rest of the pupils belong to below grade classification. From the below grade category, 10 are independent readers, 24 are at instructional and 7 are at the frustration level. From Grade 5 with 64 respondents, 19 of them belong to grade level V while the rest of the pupils belong to below grade level. From the below grade level, 18 are independent readers, 19 are at instructional and 8 are at the frustration level. Lastly, from Grade 6 with 49 respondents, only 5 of them belong to grade level VI while the rest of the pupils belong to below grade category. From this, 15 are identified as independent readers, 20 are at instructional and 9 are at the frustration reading level. Figure 2 is devoted to classification of reading skills of intermediate learners.

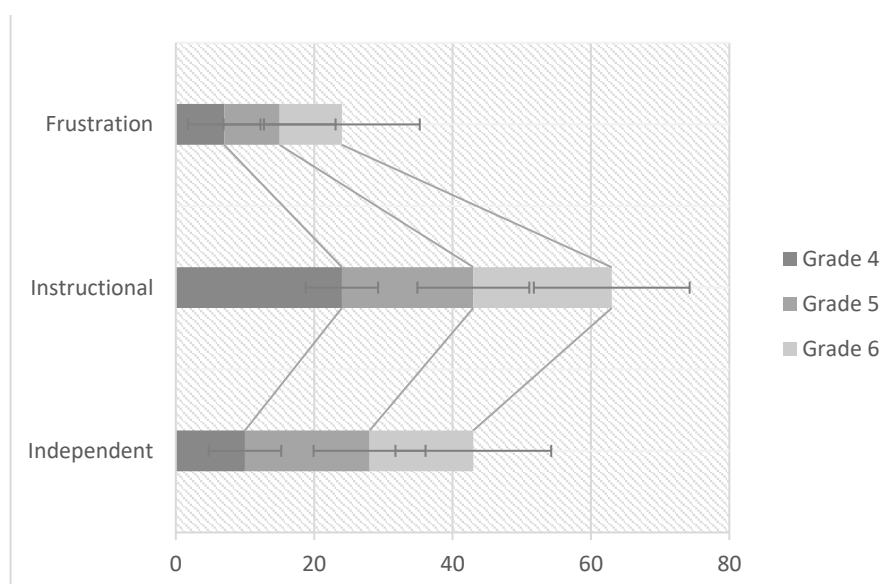


Figure 2. Classification of reading skills of intermediate learners.

The data similarly shows that only a limited number of learners are performing at grade level across all intermediate grades. This indicates that a small proportion of pupils possess the expected reading proficiency appropriate to their grade. In contrast, a greater percentage of learners fall under below grade level category, particularly at the instructional level, suggesting that while learners can read and comprehend texts with guidance, they are not yet capable of independent reading. This level reflects partial mastery of reading skills, including decoding, fluency, and comprehension. It correspondingly revealed that the large number of students reading below grade level suggests insufficient mastery of foundational literacy skills in early grades, insufficient explicit instruction in reading comprehension strategies, lack adequate opportunities for sustained reading practice and insufficient early identification and intervention.

2.2. Developmental Activities Executed by ESL

Furthermore, figure 3 highlights the developmental activities implemented by ESL teachers regularly use in their classroom to develop learners' reading skills. It shows that individualized reading by pupil got a frequency of 6 or 100% and in rank 1, while read-aloud sessions, paired or buddy reading, reading comprehension exercises, vocabulary building activities, silent sustained reading, graphic organizers (e.g., story maps, venn diagrams), and question-and-answer sessions all got a frequency of 5 or 83.3%. And in rank 5, guided reading and choral reading both got a frequency of 4 or 66.7%. Rank 9.5 shared reading got a frequency of 3 or 50%; rank 11 and phonic-based activities and literature circles both got a

frequency of 1 or 16.7% and in last rank.

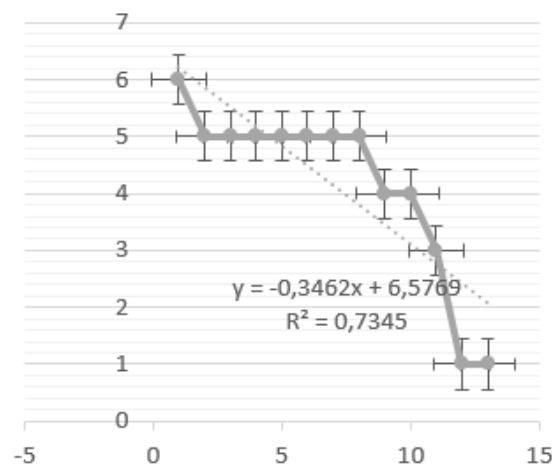


Figure 3. Developmental activities executed by ESL.

The possible reasons for this pattern of reading activity usage among teachers are: preference for familiar and low-preparation activities; limited understanding of differentiated instruction; inadequate phonics and foundational skills instruction; one-size-fits-all instructional approaches; resource and material constraints; time and classroom management challenges; lack of collaborative structures and peer learning training.

2.3. Initiated Strategies and Educational Technology

Conversely, figure 4 below captures the strategies that ESL teachers initiated to develop their students' reading skills. It shows that individualized reading time got a frequency of 6 or 100% and in rank 1. reading comprehension activities rank as the second most used with a frequency of 5 or 83.3%. Following closely behind are guided reading groups and read-aloud sessions, each employed a frequency of four or 66.7%, rank 3.5. Vocabulary building exercises occupy a middle ground, with a frequency of 3 or 50%, rank 5.

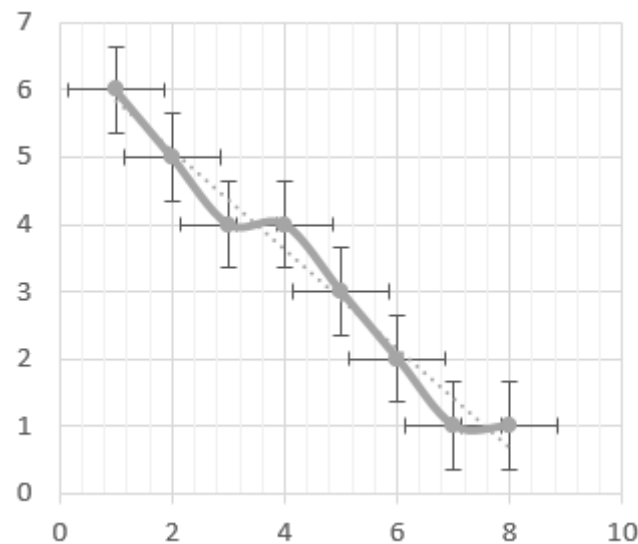


Figure 4. Initiated strategies and educational technology.

Moreover, the less frequently used strategies include peer reading partnerships, utilized by only two teachers or 33.3% and in rank 6, while phonics instruction and literature circles or book clubs are each used by just one teacher or 16.7% and in last rank. Notably, no teachers reported using other methods beyond those listed, and the relatively low emphasis on phonics may indicate that this survey involved teachers working with older students who have already mastered basic decoding skills. The possible reason behind this result is that teachers value giving students opportunities to read autonomously, fostering both fluency and a love for

reading, teachers address vocabulary development as needed but may integrate it within comprehension or other activities rather than as a standalone strategy. The minimal use of Phonics Instruction supports the idea that the teachers surveyed may be working with older learners who have already mastered basic decoding skills, making intensive phonics practice less relevant. Similarly, literature circles might require more planning and class time, which could explain their limited use.

2.4. Educational Technology Materials Used by ESL Teachers

The figure 5 reveals the educational technology materials teachers currently use to develop their students' reading skills. It shows that teachers currently make very limited use of educational technology materials in developing students' reading skills. Among the listed tools, reading apps and online reading platforms are the most commonly used, each with a frequency of 2, representing 33.3% of the responses and rank 1.5. Interactive whiteboards for reading activities are used by only one teacher or 16.7%, placing them in rank 3.

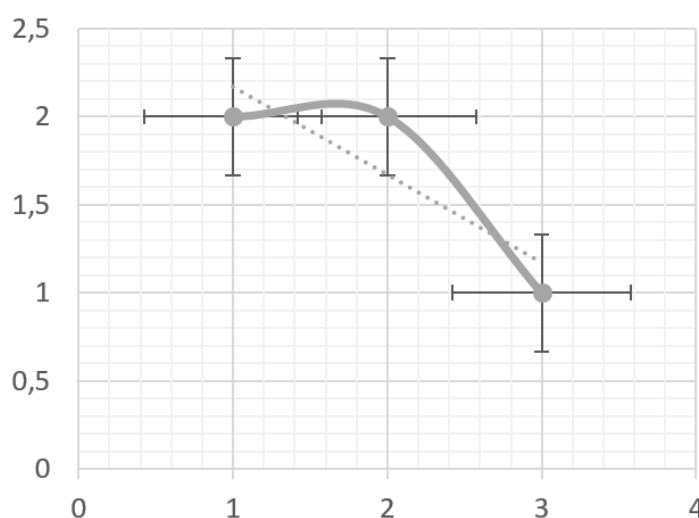


Figure 5. Technology materials used by ESL teachers.

The limited use of educational technology in developing students' reading skills may be due to factors such as lack of resources, insufficient training, or limited technical support. Teachers appear to use only easily accessible tools like reading apps and online reading platforms, while other technology-based resources remain unused, possibly due to budget constraints, infrastructure limitations, or unfamiliarity with their pedagogical benefits.

4. Discussion

The results of this study highlight the importance of reading as a receptive ability in L2 learning environments. It primarily features its categorization into discrete subtypes and the effectiveness of focused developmental activities in promoting proficiency in the target language. The classification framework which distinguishes between top-down strategies like schema activation, and inferencing and bottom-up processes, such as phonological decoding and lexical recognition, is primarily in line with Noroozi and Siyyari (2019) who explain four-strand model promoting balanced exposure to meaning-focused input, language-focused learning, fluency development, and skill-building exercises.

Besides, bottom-up activities such as vocabulary mapping and phonics drills dominated novice-level spaces in this analysis of classroom implementations across L2 contexts (Gersalia & Estremera, 2025). These are mostly ESL/EFL university programs in the Philippines and Southeast Asia particularly. The findings showed that these activities effectively supported the development of automaticity, as reflected in improved word recognition accuracy between the pre- and post-intervention stages of the studies (Atouf & Issa, 2025). This supports Olkkonen's et al. (2024) claim that lower-level processing is the cornerstone of reading fluency and helps L2 learners with limited resources avoid cognitive fatigue. On the other hand, top-down activities, like gist comprehension and predictive reading, were more common in intermediate-advanced settings. They, in effect, produced better results in global comprehension metrics supporting interactive models like Safferthal and Prinz-Weiß (2025),

which suggest that textual cues and reader background knowledge interact reciprocally.

According to skill acquisition theory, developmental activities also show a shift from regulated to more unrestricted practice (Ma et al., 2026). In addition to classifying reading subskills, structured interventions such as cloze exercises and semantic mapping are also essential. As a matter of fact, in multilingual Philippine classrooms, where code-switching improves cultural relevance, this trend highlights Vygotsky's (1978) Zone of Proximal Development, where scaffolded activities connect declarative knowledge to procedural fluency. In line with recent findings, this paper underscores that technology-enhanced input, digital integrations such as gamified apps (Duolingo) and hyper-linked corpora, emerged with high-impact in the reading prurency of the L2 learners (Estremera, 2024).

These technologies, in fact, democratize access in under- resourced L2 contexts and promote incidental vocabulary acquisition. Conversely, there has been a criticism on decontextualized skill drills as echoed by the differences between novice and experienced learners, which reveal sociocultural moderators. This is because Filipino learners in varied L2 situations, affective characteristics like as reading anxiety hindered bottom-up gains, indicating the need for motivational layering. This finding is linked to the supposition of Ebn-Abbasi et al. (2024) who posited that identity-aligned activities increase engagement, is in line with this. Furthermore, although top-down approaches were superior in terms of inferential depth, over-reliance ran the danger of superficial processing, as seen by lower literal recall scores, which led to improvements such as hybrid tasks that combined the two orientations.

Most essentially, this paper ultimately accentuates reorienting L2 curricula toward sequenced activities and eclectic reading classifications, redefining reading as a doorway to integrated abilities rather than an isolated reception (Dio & Estremera, 2023). Teachers, on the other hand, may be able to foster strategic readers and improve communication competence in globalized multilingualism by integrating developmental scaffolds into learning environments. Moreover, to close long-standing L2 literacy disparities, policymakers should give priority to these pedagogies under outcomes-based education frameworks, such as the K-12 improvements in the Philippines.

5. Conclusions

In essence, the totality of this article sheds light on reading as a fundamental receptive skill in L2 learning environments by classifying it into bottom-up, top-down, and interactive models and presenting focused developmental activities that promote success in learners of all ability levels. Through the methodical classification of reading processes, from phonological decoding and lexical recognition in bottom-up approaches to schema activation and inferential comprehension in top-down strategies. It largely accentuates the synergistic integration in interactive paradigms to establish a strong taxonomy that connects theoretical concepts from theories of second language acquisition, like Nation's Four Strands model and Krashen's input hypothesis, with actual classroom implementation. Particularly in multilingual Philippine contexts where sociocultural linguistics interacts with outcomes-based education mandates, empirical analysis of activities such as extensive reading programs, reciprocal teaching protocols, and digital scaffolded tasks demonstrates their effectiveness in improving fluency, vocabulary depth, and critical reading competencies.

The results correspondingly confirm that deliberate activity design that is sensitive to learners' cultural schemata and competence levels greatly reduces common L2 reading obstacles including limited exposure and metacognitive deficiencies. In line with strategic leadership in curriculum innovation, vocabulary-focused jigsaws and genre-based comprehension circles, for example, both speed skill automatization and foster learner agency. By supporting dynamic, technologically advanced L2 settings that emphasize receptive skill scaffolding as a means of achieving productive language mastery, these ideas challenge conventional transmissive pedagogies.

In the end, this paper emphasizes how important reading is to fair multilingual education and calls on teachers, curriculum designers, and legislators to incorporate classified developmental activities within ELT frameworks. In order to further customize instruction, future research should include AI-driven adaptive reading tools and examine longitudinal effects in various L2 ecologies. L2 learning environments can foster lifelong literacies by presenting reading as an active, developmental nexus that equips students to confidently and culturally navigate global discourses.

Funding: This research received no external funding.

Conflicts of Interest: The author declares no conflict of interest

References

- Abdelshaheed, B. S. M. (2023). Student Versus Expert Outlines in Reading Comprehension: The Effect of Collaborative Construction. *Sage Open*, 13(3). <https://doi.org/10.1177/21582440231191795>
- Adi, S. S. (2026). A localized, culturally responsive online English proficiency test for ASEAN+3 (including China, Japan, and South Korea): development and validation of UB-TEP. *Cogent Education*, 13(1). <https://doi.org/10.1080/2331186X.2026.2631849>
- Aguilera-Fuentes, Y., & Ortiz-Navarrete, M. (2025). Enhancing English speaking skills through screencast feedback: a technique explored with Spanish-speaking undergraduates. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2545330>
- Alcott, B., Bhattacharjee, S., Sabates, R., Jha, A., Khwaja, M., Manchanda, P., ... Wadmare, P. (2025). Reflexive approaches to sampling, survey design and implementation: some practical examples from rural India. *International Journal of Research & Method in Education*, 48(4), 339-352. <https://doi.org/10.1080/1743727X.2024.2432282>
- Atouf, N., & Issa, E. (2025). Enhancing word recognition skills in English (FL) and Arabic (L1) through transfer effect: an intervention study. *Frontiers in psychology*, 16, 1564043. <https://doi.org/10.3389/fpsyg.2025.1564043>
- Bus, A. G., Shang, Y., & Roskos, K. (2024). Building a Stronger Case for Independent Reading at School. *AERA Open*. <https://doi.org/10.1177/23328584241267843>
- Byrd, N., Joseph, B., Gongora, G., & Sirota, M. (2023). Tell Us What You Really Think: A Think Aloud Protocol Analysis of the Verbal Cognitive Reflection Test. *Journal of Intelligence*, 11(4). <https://doi.org/10.3390/jintelligence11040076>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140. <https://doi.org/10.1080/10888691.2018.1537791>
- Diem, C. D., & Ramadhia, U. R. (2025). Sixth graders' reading comprehension: English for young learners proficiency analysis and implication. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2580751>
- Dio, M. A. D., & Estremera, M. (2023). Literature: An Essential Tool in Language Teaching. *Journal of Foreign Language Education and Technology*, 8(4). <https://www.jflet.com/articles/literature-an-essential-tool-in-language-teaching.pdf>
- Ebn-Abbasi, F., Fattahi, N., Azari Noughabi, M., & Botes, E. (2024). The strength of self and L2 willingness to communicate: The role of L2 grit, ideal L2 self and language mindset. *System*, 123, 103334. <https://doi.org/10.1016/j.system.2024.103334>
- Elliott, M. A., Orr, S., Paterson, A., Coyle, M., Gallacher, M., Hunter, A., ... McGroarty, A. (2025). A randomised controlled trial testing the efficacy of a volitional help sheet supplemented with an implementation intention-reinforcement intervention designed to reduce mobile phone use while driving. *Transportation Research Part F: Traffic Psychology and Behaviour*, 115, 103339. <https://doi.org/10.1016/j.trf.2025.103339>
- Estremera, M. (2024). The CoP Theory in Reading Enhancement Programme (REP) from Pragmatic Lens of Language Development. *EIKI Journal of Effective Teaching Methods*, 2(1). <https://doi.org/10.59652/jetm.v2i1.151>
- Estremera, M. L., & Mendoza-Sarmiento, M. A. (2024). Content validity and reliability of questionnaires: Trends, prospects and innovation in the digital research epoch. *ASEAN Innovative and Transformative Education Journal*, 1, 1-10. <https://doi.org/10.13140/RG.2.2.34015.64166>
- Gersalia, A., & Estremera, M. (2025). A Systematic Literature Review of Bilingual Education Models: Approaches and Educational Outcomes. *International Journal of Language Teaching and Education*, 9(2), 1-12. <https://doi.org/10.22437/ijlte.v9i2.44428>
- Goyibova, N., Muslimov, N., Sabirova, G., Kadirova, N., & Samatova, B. (2025). Differentiation approach in education: Tailoring instruction for diverse learner needs. *MethodsX*, 14, 103163. <https://doi.org/10.1016/j.mex.2025.103163>
- Hidayati, M., Renandya, W., & Basthomi, Y. (2022). Extensive reading research: What have we learned and what questions remain? *Asian Journal of English Language Studies*, 10, 1-61. <https://doi.org/10.59960/10.a1>
- Jacobsen, L. J., Weber, K. E., Prilop, C. N., Huang, Y., Geske, A., & Richter, E. (2026). Enabling Peer Feedback in Teacher Education: The Use of Virtual Reality-Based Microteaching. *Journal of Educational Computing Research*, 64(2), 275-310. <https://doi.org/10.1177/07356331251390698>
- Knebel, M. T. G., da Costa, B. G. G., Dos Santos, P. C., de Sousa, A. C. F. C., & Silva, K. S. (2022). The conception, content validation, and test-retest reliability of the Questionnaire for Screen Time of Adolescents (QueST). *Jornal de pediatria*, 98(2), 175-182. <https://doi.org/10.1016/j.jped.2021.05.004>
- Ma, X., Nakab, A., & Zhang, Y. (2026). Skill Acquisition and the Gains From Trade: A Cross-Country Quantitative Analysis. *International Economic Review*, 67(1), 127-150. <https://doi.org/10.1111/iere.70018>
- Navas-Bonilla, C. D., Guerra-Arango, J. A., Oviedo-Guado, D. A., & Murillo-Noriega, D. E. (2025). Inclusive education through technology: A systematic review of types, tools and characteristics. *Frontiers in Education*, 10, 1527851. <https://doi.org/10.3389/educ.2025.1527851>
- Noroozi, M., & Siyyari, M. (2019). Meaning-focused output and meaning-focused input: The case of passive and active vocabulary learning. *Cogent Arts & Humanities*, 6(1). <https://doi.org/10.1080/23311983.2019.1651443>
- Olkkonen, S., Snellings, P., Veivo, O., & Lintunen, P. (2024). Cognitive Fluency in L2: The Effect of Automatic and Controlled Lexical Processing on Speech Rate. *Journal of Psycholinguistic Research*, 53, 66. <https://doi.org/10.1007/s10936-024-10099-0>
- Regunda, R. O., & Patiño, E. S. (2025). Unveiling Pedagogical Hurdles: An Exploration of Teachers' Struggles in Nurturing Reading Proficiency Among Senior High School Students of Toledo S. Pantilo Sr. Memorial National High School. *International Journal of Multidisciplinary Educational Research and Innovation*, 3(2), 147-170. <https://doi.org/10.17613/p7tmy-g2r49>
- Rönnebeck, S., Bernholt, S., & Ropohl, M. (2016). Searching for a common ground – A literature review of empirical research on scientific inquiry activities. *Studies in Science Education*, 52(2), 161-197. <https://doi.org/10.1080/03057267.2016.1206351>
- Safferthal, C., & Prinz-Weiß, A. (2025). The influence of perceived control, perceived value, and enjoyment on self-regulated learning from text. *Frontiers in Education*, 10, 1677229. <https://doi.org/10.3389/educ.2025.1677229>
- Schmidtke, D., Rahmanian, S., & Moro, A. L. (2024). Reading experience drives L2 reading speed development: A longitudinal study of EAL reading habits. *Frontiers in Education*, 9, 1286132. <https://doi.org/10.3389/educ.2024.1286132>



- Strong, J. Z., Tortorelli, L. S., Anderson, B. E., & Cho, E. (2026). Development of a Multicomponent Reading and Writing Intervention in Grades 4-5. *Reading Psychology*, 47(1), 26-61. <https://doi.org/10.1080/02702711.2025.2526464>
- Tilahun, S., Simegn, B., & Emiru, Z. (2022). Using grammar consciousness-raising tasks to enhance students' narrative tenses competence. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2107471>
- van der Wilt, F., Boerma, I., van Oers, B., & van der Veen, C. (2019). The effect of three interactive reading approaches on language ability: an exploratory study in early childhood education. *European Early Childhood Education Research Journal*, 27(4), 566-580. <https://doi.org/10.1080/1350293X.2019.1634242>
- Villanueva, J. M. (2022). Language profile, metacognitive reading strategies, and reading comprehension performance among college students. *Cogent Education*, 9(1). <https://doi.org/10.1080/2331186X.2022.2061683>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Zhou, W., & Wu, X. (2024). The impact of internal-generated contextual clues on EFL vocabulary learning: Insights from EEG. *Frontiers in Psychology*, 15, 1332098. <https://doi.org/10.3389/fpsyg.2024.1332098>