

Research Article

The CoP Theory in Reading Enhancement Program (REP) from Pragmatic Lens of Language Development

Michael Estremera^{1*} 

¹ Partido State University, Philippines

* Correspondence: michael.estremera@deped.gov.ph

<https://doi.org/eiki/10.59652/jetm.v2i1.151>

Abstract: The Community of Practice (CoP) theory is principally anchored on active involvement of members of the community with one common shared purpose. They foster camaraderie and perform a common practice. In applied linguistics, CoP is a less explored area of language learning. By highlighting the benefits of CoP, school administrators will be able to solicit active involvement from stakeholders. A phenomenological approach was adopted to investigate the independent and dependent variables under qualitative research design. One hundred five L2 learners and 2 teacher participants served as a bridge to offer philosophical findings to the framed RQs. Features such as consultation conferences, orientation to the internal and external stakeholders and commitment to the school-based intervention are the essential features of CoP and REP. Presence of parents, donation of instructional materials, reading follow-up at home, financial support of LGU & NGO as well as close monitoring of school administrators paved the way for the increase in the academic performances. Researcher concludes that CoP theory has been found efficient in implementing REP incorporating principles of pragmatism to language development.

Keywords: affective skills; cognitive skills; community of practice theory; pragmatism; psychomotor skills

1. Introduction

Reading is a skill that is very indispensable in the context of second language learning and teaching (Ali et al., 2022; Elst-Koeiman, et al., 2022; Santi et al., 2021). It is also a skill that is needed to comprehend various types of texts (Bell, 2022; Elleman et al., 2019; Tarchi, 2015) to at least absorb the essence of what is being read; nonetheless, it also a long overdue concern for language teachers in the Philippines or even globally due to myriad of interlinked factors such as interest of learners themselves, learning gaps, difficulty of recognizing words, environmental factors, (Zou et al., 2023) linguistic factors and teacher factor perchance for this dilemma (Akyol & Boyaci-Altinay, 2019; Brooks et al., 2021; Cancino et al., 2023; Liu et al., 2022). In fact, in a study by Akyol and Çiğdemir (2022) of environmental factors to the reading proficiency of students, it was verified that there practically is a significant relationship between the economic status of the family as correlated to the reading comprehension level of learners. By the same token, home-based reading atmosphere as well as demographic factors could also be associated to the difficulty of reading known as dyslexia (Zou et al., 2023).

Correspondingly, the linguistic factors that affect successful reading involve grammatical competence, vocabulary, phonology, and syntax and diction when attempting to write what has been read. These linguistic elements play a pivotal role to achieve successful L2 acquisition in the context of ESL. Conversely, learners may be able to read functionally by increasing their grammatical competence first thereby broadening their vocabulary stockpile (alowalid & Anggani Linggar Bharati, 2018; Haider & Shakir, 2023; Iqbal et al., 2015; Kiew & Shah, 2020; Lesaux et al., 2006).

Most essentially, there could also be a teacher factor why there are students who cannot read functionally (Elleman & Oslund, 2019) This could have to do with teachers' use of instructional materials and technology (Abdulrahman, 2020; Norman, 2023), lack of training to teach ESL specifically reading competencies, linguistic background, classroom strategies

Received: March 1, 2024
Accepted: March 15, 2024
Published: March 19, 2024



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/>).

(Nguyen, 2022) and reading activities being implemented in the classroom during teaching-learning process (Al-Mansour & Al-Shorman, 2011).

1.1 *The Essentials of Reading Enhancement Program (REP)*

Reading remediation is a supplementary reading program that implements precise phonological procedures and reading approaches toward increasing the basics of literacy (Ali et al., 2022; Bogaert et al., 2023; Hjetland et al., 2021; Khellab et al., 2022). In fact, the study Cayabyab et al. (2023) recognized the value of reading remediation as a mechanism for assisting struggling readers in grade 2 to acquire more efficiently. Findings reveal that the respondents' performance ratings in the pretest are poor, but they performed better in the post assessment phase demonstrating that there is a development in performance after implementing the reading remediation program. Increased in L2 speech attempts are also noted. In related view, Pocaan et al. (2022), underscore that educators shall take struggling readers as a great chance to plan and execute other feasible and efficient teaching approaches than as a dilemma. The learners' reading progress depends on their rich linguistic activities that would relate to the students turning into an improved reading performance (Al-Mansour & Al-Shorman, 2011). Furthermore, exploring other approaches and not just one-size-fits all stuff will give ESL teachers an opportunity to assess the efficacy of the curriculum. In the same vein, it was established that, in the process of reading remediation program, students may commit flaws in repetition, syllabication, omission, addition and failure to notice punctuation marks. For this, an ideal reading program must start from sound recognition, syllabication, and word recognition exercises before they can be introduced with complex texts. Analyses of the data indeed reveal that the Turkish student's desire to read augmented, and they began to read out loud, identify sounds that they previously did not recognize or are confused with; hence, notable improvements in their reading prowess are empirically obvious. (Adapon & Mangila, 2020; Akyol & Boyaci-Altinay, 2019). In conclusion, remedial reading program has been a customary intervention in Philippine basic education system aimed to assist left-behind learners in reading with the end aim of putting them in the mainstream and be able to cope with the majority. In this program, major role is laid to the school administrators who are at the forefront of the school-based intervention (Chatman, 2019; Dones et al., 2023; Gatcho & Bautista, 2019; Johnston-Josey, 2017).

1.2 *The Community of Practice (CoP) Theory to Language Learning*

The theory of Communities of Practice (CoP) has captured interest of many linguists and educators for more than two decades thereabouts as a subject of their philosophical inquiry and investigation to verify its efficacy towards language learning which the present piece of work will also delve into (Heikkinen et al., 2022; Nagao, 2018). This approach to language learning has, as a matter of fact, distinguishing features as underpinned by various scientists.

- it spans beyond purely signifying a circle of friends or a group of acquaintances to comprise those with a shared common interest. Essentially, being one of the participants in any noble intention presupposes an all-out commitment which somehow necessitates required know-hows and capabilities to contribute to CoP itself (Nagao, 2018; E. Wenger-Trayner & B. Wenger-Trayner, 2015);
- partaking embraces assisting each other and sharing best practices, and fostering sound relationships between and among members leading to collaborative learning and realization of goals (Nagao, 2018; E. Wenger-Trayner & B. Wenger-Trayner, 2015); and,
- each member of a CoP cultivates a common practice, share resources, communicate each other's lived experiences, equipment and technique to solve any ensuing issues in the community they intermingle (Nagao, 2018; E. Wenger-Trayner & B. Wenger-Trayner, 2015).

The foregoing structures of CoP are further underpinned by Pocaan, et al. (2022) who accentuate that to ensure the success of majority, if not all students, in any institution, society must absolutely cultivate and internalize that no single learner should be left illiterate. It entails the active involvement of each member of the community, internal and external stakeholders to include teachers and school administrators. Fostering a sound school-community ties will provide a sturdy bedrock to students' total development contributory to nation building and achieving quality instructional outcome (Chatman, 2019; Dones et al., 2023; Gatcho & Bautista, 2019; Johnston-Josey, 2017). To substantiate, several studies along CoP as a pivotal component of education and less explored in L2 context have been undertaken such as with King (2019), and Wang, et al. (2023) communicating positive results toward professional

development of teachers (de Carvalho-Filho et al., 2020; Xue et al., 2021) as well as successful L2 learning (Amorati, 2023). In a related study by Wang and Ma (2017) they accentuated that one of the key features in creating an efficacious learning community is to deliberately involve wholeheartedly willing participants in the community. The recruited participants must manifest openness and empathy which fortunately are evident and manifested by the participants of the presents study. Nonetheless, Ciampa and Wolfe (2023) and Heikkinen et al. (2022) conjecture that in a technology-enhanced language teaching with their colleagues, some members must have been agreeable to share their scheme on the CoP Project website displaying how they exploited the digital epoch to improve language learning and teaching for the sake of the children being the key recipients (Wang & Ma, 2017).

With the foregoing grounds, it was apparently captured that reading is a primary concern towards L2 functionality. However, the above authors only discussed the factors to reading comprehension and none has delved on the reading remediation per se utilizing a Community of Practice (CoP) approach to language learning. The dearth of studies along this strategy to teaching reading skills is what the present study hopes to fill. Hence, in order to fill the identified research gap of this linguistic inquiry, researcher came-up with the underneath highlighted research questions (RQs) with equivalent assumptions. These questions and assumptions serve as a starting point of investigation on the interconnectedness between CoP theory and reading enhancement independent variables.

RQ1 What are the features CoP theory in the reading enhancement program?

RQ2 How does pragmatic view of language learning develop the cognitive, psychomotor and affective skills of L2 learners?

RQ3 What are the hindering factors encountered by the reading enhancement program implementers adopting CoP theory to language learning?

- There are features of CoP theory that contributed to the successful execution of reading enhancement program.

- There are notable and positive results on the reading skills of L2 learners.

There are hindering factors encountered by the reading enhancement program implementers

2. Materials and Methods

This paper considers the phenomenological approach in explicating the variables under qualitative research design. It has primarily drawn out its findings from the lived experiences of teacher participants. According to Flood (2010) as cited by Tomaszewski et al. (2020), a phenomenological method to qualitative research emphasizes on the principle of a lived experience, or phenomenon that are observable or being experienced by people who possess differing claims as well. Besides, primary intention of phenomenological inquiries is to highlight empirically the behavior of people involved or any phenomenon under exploration (Creswell & Poth, 2018; Giorgi & Giorgi, 2003).

2.1 Research Context

According to Sanjari et al. (2014), taking into consideration the nature of qualitative inquiries, the personal acquaintances between and among researchers and participants may either hamper or facilitate the collection of data in the research site. Thus, the research locale for this academic undertaking is Pangpang Elementary School, Sorsogon West, Sorsogon City considered as a medium school category with over a thousand enrollees for S.Y. 2022-2023 for familiarity and proximity considerations. The site of interest has varied dialects being spoken in school. As a matter fact, they mainly speak Sorsogon bicol (one of the dialects in Philippine context) as their L1 when conversing to peers. There are a few pupils with Filipino and English as their L1. Geographically, the research site is within the periphery of the heart of the city. Inhabitants are mostly government employees which seemingly offer a rich opportunity for the pupil participants to interact in the speech community and eventually increase their L2 proficiency. These demographic profiles are deemed relevant by the researchers since CoP involves interested parties in the community to partake in the reading remediation program. This is where the external stakeholders are found comprising of Brgy. Officials, NGOs, LGU, and other youth volunteers who are one in raising the L2 proficiency of the remediation recipients. Thus, figure 1 highlights the pupil participants of this academic piece. They are grade six pupils comprising of three sections yielding 105 learners in all were subjected to study on the relevance of CoP to their language learning and eventually L2 proficiency.

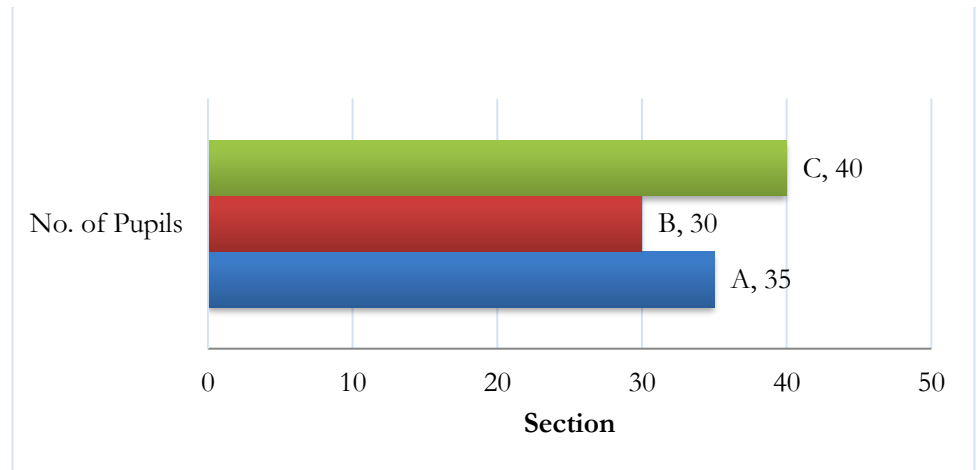


Figure 1. L2 Learners under Reading Remediation Program.

2.2 Instrument Reliability & Validity

Validity and reliability of questionnaire was ensured in order to gather the needed data to illuminate the perceived research gap and framed RQs. Questionnaire had undergone face validation face 5 experts in the field research where Cronbach Alpha internal consistency was drawn yielding a good reliability gauge.

Table 1. Content validity and Cronbach Alpha internal consistency

Questions	Content Validity	Description	Internal Consistency	Description	
Q1	1	9.8102	highly valid	0.8102	good reliability
Probes	1.1	8.8405	moderately valid	0.8405	good reliability
	1.2	8.8502	moderately valid	0.8502	good reliability
	1.3	8.8601	moderately valid	0.8601	good reliability
	1.4	8.7502	moderately valid	0.7502	good reliability
Q2	2	9.6502	highly valid	0.6502	good reliability
Probes	2.1	8.7504	moderately valid	0.7504	good reliability
	2.2	8.8502	moderately valid	0.8502	good reliability
	2.3	8.7502	moderately valid	0.7502	good reliability
Q3	3	9.8502	highly valid	0.8502	good reliability
Q4	4	8.8502	moderately valid	0.8502	good reliability
Σ/N= 9.073873		moderately valid	Σ/N=0.8011454 good reliability		

There are two sets of instruments utilized to gather the necessary data aligned to the RQs and assumptions of the study. The first one is intended to capture the impact of reading remediation program to the L2 learners with assigned codification techniques. The second set is an interview guide to the two teacher participants to highlight the lived experiences. Both of these instruments have undergone validity test in order to measure what it practically wants to measure (Basantes-Andrade, 2023; Gizaw et al., 2022; Youssef et al., 2023). In effect, researchers adopted the internal consistency and content validity methods. Exploiting the online Cronbach Alpha internal reliability calculator, each question was subjected to internal consistency gauge based on responses of five experts in the field of research specifically questionnaire preparation. Results of validity and reliability tests are captured in table 1 & 2.

2.3 Data Collection Procedures

Researcher drafted a letter addressed to proper authorities relative to the conduct of the study stating therein the noble purpose. This involves drafting a communication to the Dean of the graduate school, Superintendent, Supervisors, School heads, and participants in the site of interest to circumvent any breach of research ethics. Along this line, Sahin (2020)

accentuates that no matter which institution is responsible for granting permission, what must be followed is a democratic, scientific and ethical path which prioritizes science. Within this context, it is vital that researchers feel free or act autonomously at all stages of the research, from planning to implementation, interpretation of the data collected and its publication. Besides, one of the data collection techniques considered is questionnaire administration to the teacher participants to capture the needed data. This was done months of February to April 2023. Taherdoost (2022) describes a questionnaire as an important instrument in a research study to help the researcher collect relevant data regarding the research topic. It is significant to ensure that the design of the questionnaire is arranged to minimize errors. However, researchers commonly face challenges in designing an effective questionnaire including its content, appearance and usage that leads to inappropriate and biased findings in a study. Moreover, in order to explicate, understand better, explore research subjects' opinions, behavior, experiences and phenomenon, researchers conducted an interview to teacher participants in order to satiate the qualitative feature of this study. This was done along with the questionnaire administration month of May 2023.

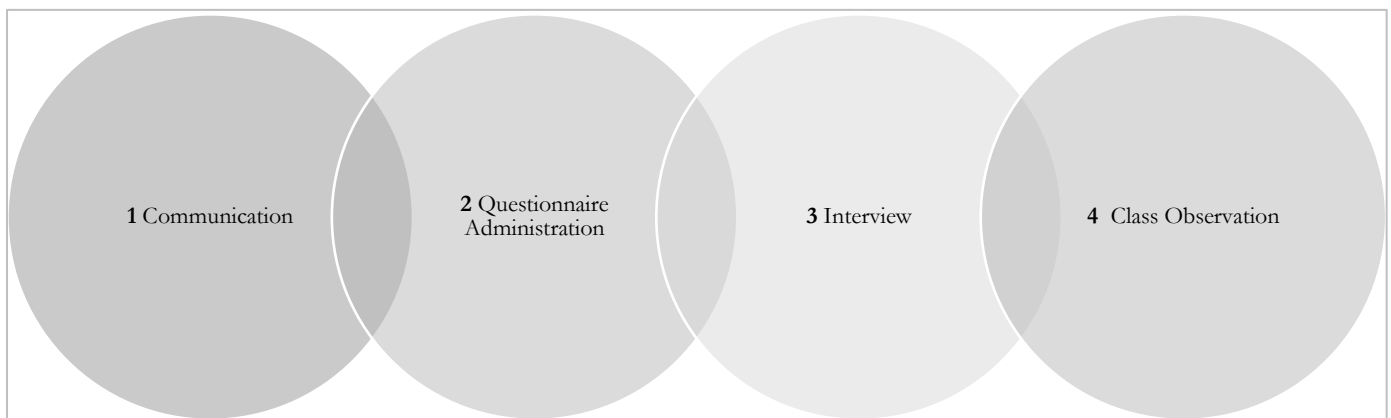


Figure 2. Data collection procedures

For this data gathering approach, researcher considered a structured interview. According to Begum et al. (2014), one of the main advantages of structured interview is it provides uniformity for the information obtained, which assures the data comparability. Structured interview is usually designed to elicit specific answers from respondents to suit the study objective. As most structured interviews are usually very specific, hence the possibility for variability is minimized, which will reduce error and facilitate data processing and analysis. With the selection of this method, the study has focused on the subject matter; hence the respondents are greatly directed to the main study objective. To capture empirical data in the site of interest, researchers performed class observations to learner participants to satisfy RQ2. This is where empirical data was taken in of documentations and transcriptions. For this technique, non-participant kind of observation was taken into account. This is underpinned by Sirris et al. (2022) who hypothesize that in non-participant observation, the researcher tries to understand the world, relationships, and interactions in a new way, without prevalent categorizations and evaluations. In indirect observation, the researcher relies on observations done by others (e.g. other researchers) on various types of documentation, recordings, or on auto-observation.

2.4 Data Analysis

After obtaining all the data, researcher considered performed data analyzes procedures such as synthesizing, thematic categorization and empirical analysis which fall under the purview of qualitative inquiry. Furthermore, to accordingly analyze thereby contribute to the body of knowledge, documentation and transcription had been undertaken to capture L2 linguistic attempts by the subjects of the study such as speaking activities in the classroom, linguistic reinforcement activities, reading activities, grammar exercises, learner-learner interaction, learner-teacher communication, tone, and rewards employed by the teacher to motivate learners to explore L2. These language activities and phenomena are part and parcel of effective language learning both L1 and L2 processes. This is where empirical analysis component is evident to come-up logical results (Huebner et al., 2016). As accentuated likewise by Cooper et al. (2017), empirical analysis of data principally involves the five significant senses. Therefore, it is an essential part of establishing scientific findings attained

via close scrutiny of concepts, basic cognitive processes, frameworks and brainstorming.
2.6 Ethical Considerations

To the degree that this academic piece involves minor learner participants, their parents had been consented during the orientation phase of the reading remediation program as reflected in the minutes of orientation. Confirmability of sources, anonymity of questionnaires and responses were also ethically considered. Funding source was also declared as well as declaration of competing interests are also disclosed. Confidentiality of countenances captured in the documentations are also purposely hidden by coming-up with blurry pictures.

3. Results

3.1 RQ1 What are the features CoP in the reading remediation program?

Figure 3 highlights the features of reading remediation activities in order to successfully execute the intervention and achieve tangible improvements on learners' performance.

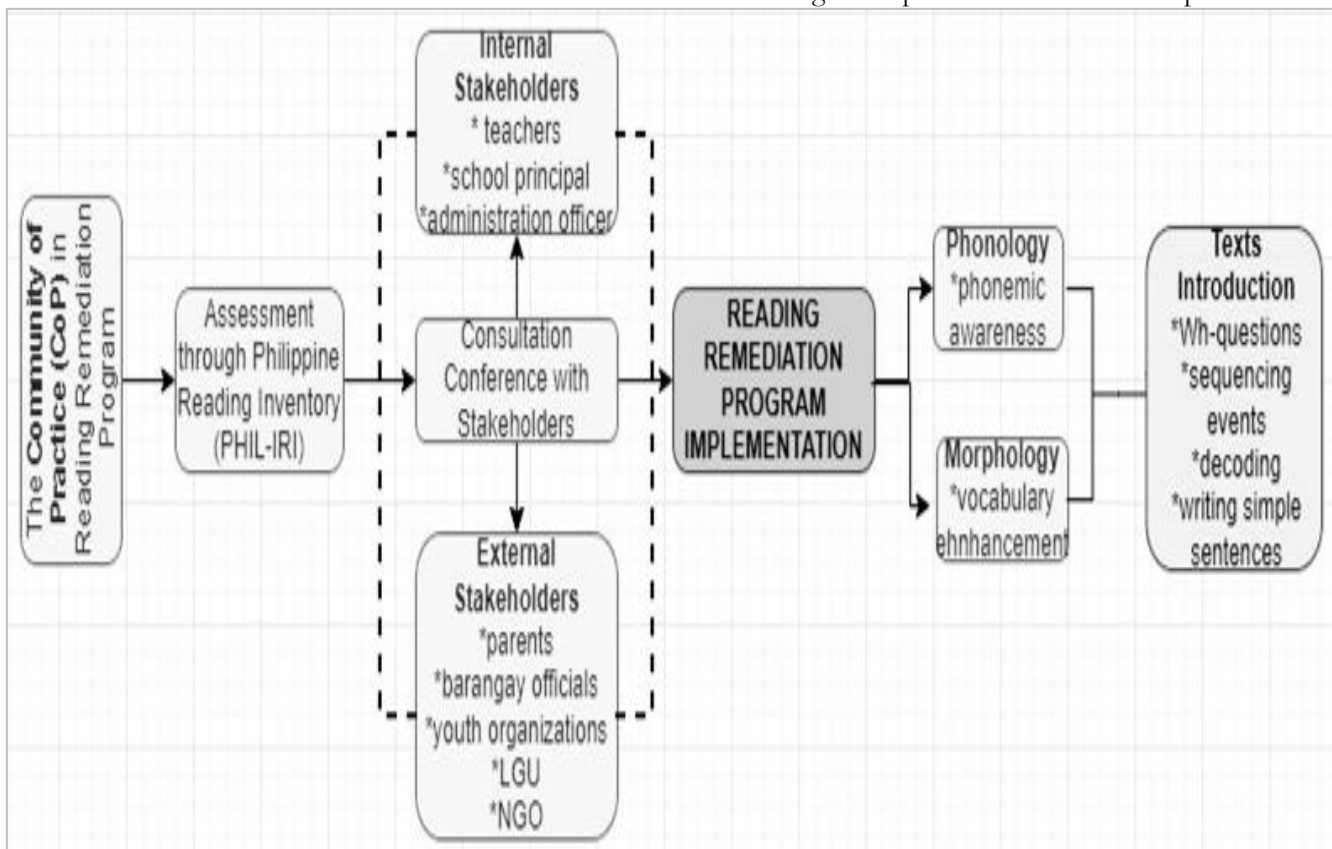


Figure 3. The CoP in Reading Remediation Program

In fact, the initial phase of the reading remediation involves the use of Philippine Reading Inventory (PHIL-IRI) to assess the reading performance of the pupils under study followed by a consultation conference to external stakeholders. This paved the way for the categorization of the pupils according to their reading level. Consequently, the baseline data for this study are 32 Instructional readers, 53 pupils fall under Frustration level, and 20 pupils are identified as non-readers yielding a total of 105 pupil participants. The data may presuppose that pupils struggled to comprehend complex text and are unable to answer comprehension questions after reading the text.

To supplement, categorization according to reading level is important provide uniform activities within the purview of the learners' understanding (figures 4 and 5). Teachers may be able to provide texts appropriate to the level of learners to guide them in gradually comprehending the details of the selection being read. Hence, for this purpose, teacher participants equally divided the pupil respondents into 3 groups to be handled by three in Grade VI teachers of Pangpang Elementary School being the research site.



Figure 4. Meeting with parents and stakeholders



Figure 5. The school principal highlighting the roles of parents and stakeholders

Thereafter, respondent teachers separately provided instruction suited to their level. The first literacy strategy has to do with phonological awareness which includes phonemes and phonetics review. Proper intonation and syllabication are likewise introduced to help learners enunciate accurately in the text being read. In effect, the reading intervention transpired from December 2022 and expected to conclude by June 2023. Another feature of the school reading intervention has to do with morphological awareness. Since learners struggled with reading various texts, they may have difficulty on how words are formed to form meaning. For this concern, participant teachers reviewed suffixes and prefixes as a way to widen the vocabulary power and lexical index of majority learners under investigation. This reading strategy lasted for at least two months to ensure that learners know the essentials and requisites of reading in the target language.

The last feature of the reading remediation is mainstreaming. Although most of the pupils turned-out to be needing remediation after the PHIL-IRI assessment, there are pupils with noted improvement and developing reading comprehension while the remediation is being conducted. This is where mainstreaming of participants transpired by adopting one lesson-fits all strategy. This is done in order not to neglect the competencies expected from the learners based on Most essential learning competencies (MELC). Conversely, deducing from the results, figure 6 implies that for a reading intervention to be successful and doable, it has to have the components of parental involvement, external stakeholders' participation, planning phase, linguistic features, and list of skills to be developed in order to come-up with the competencies within their level.



Figure 6. Phonetics and phonemic awareness

3.2 RQ2 How does pragmatic view of language learning develop the cognitive, psychomotor and affective skills of L2 learners?

Captured in table 2 is the impact of the remediation to the psychomotor skills of the pupil participants. As presented, most of the skills are slightly developed and moderately developed.

Table 2. Pragmatic impact on psychomotor skills

Psychomotor skills based on MELC	K-12 Code	Impact	
		P1	P2
Identify real or make believe, fact or non-fact images	EN6VC-IIIa-6.2	XXX	XXX
Interpret the meaning suggested in visual media through a focus on visual elements, e.g., line, symbols, color, gaze. Framing and social distance	EN5VC-IIIc-3.8	XX	XXX
Make connections between information viewed and personal experiences	EN6VC-IVd-1.4	XX	XX
Identify the purpose, key structural and language features of various types of informational/factual text	EN6RC-IIIa-3.2.8	XXX	XXX
Compare and contrast content of materials viewed to other sources of information (print, online and broadcast)	EN7VC-IV-c-15	XX	XX
Present a coherent, comprehensive report on differing viewpoints on an issue.	EN10LC-IIIc-3.18	XX	XX
Evaluate narratives based on how the author developed the elements	EN6RC-Ig-2.24.1	XX	XX
Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs)	EN6G-Ig-4.4.1	XX	XX
Compose a persuasive essay on self-selected topic	EN6WC-IVb-2.2	XX	XX

Legend: X- No Development; XX-Slightly Developed; XXX- Moderately Developed XXXX-Fully Developed; P1-Participant1; P2-Participant2

In fact, slightly developed skills are along comparing and contrasting content of materials viewed to other sources of information (print, online and broadcast); presenting a coherent, comprehensive report on differing viewpoints on an issue; evaluating narratives based on how the author developed the elements; composing clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs; and, composing a persuasive essay on self-selected topic. Conversely, moderately developed skills of the pupils include identifying real or make believe, fact or non-fact images; interpret the meaning suggested in visual media through a focus on visual elements, e.g., line, symbols, color, gaze. Framing and social distance; and, identifying the purpose, key structural and language features of various types of informational/factual text as claimed by two teacher participants. Collectively denoting, the psychomotor skills of the pupils as an impact of reading remediation conducted has improved gradually as compared to the PHIL-IRI pre assessment.

These results may also indicate that pupils have developed generally their self-image and has realized the importance of successful reading for their own sake.

Moreover, table 3 presupposes that teacher participants have parallel assessment on the cognitive skills of the pupils. Teachers have incorporated the principles of pragmatism to language learning by giving reinforcement activities that involve the use of the target language in social context. This is done by communicating at home, peers and in the speech community. This is confirmed by the related responses on almost all of the sub-indicators. In effect, teachers claimed that evaluating the content of materials viewed to other sources of information (print, online and broadcast); making a coherent, comprehensive report on differing viewpoints on an issue; assessing narratives based on how the author developed the elements; communicating clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs); and, formulating a persuasive essay on self-selected topic are among the slightly developed skills due to remedial reading undertaken for sake of raising the literacy skills of the pupils in the site of interest at large.

Table 3. Pragmatic Impact on Cognitive Skills

Cognitive skills based on MELC	K-12 Code	Impact	
		P1	P2
Recognize evaluative word choices to detect biases and propaganda devices used by speakers	EN6LC-IIIa-3.2.8	XXX	XXX
Explain the relevance of suggested in visual media through a focus on visual elements, e.g., line, symbols, color, gaze, framing and social distance	EN5VC-III f-3.8	XX	XXX
Establish connections between information viewed and personal circumstances	EN6VC-IVd-1.4	XX	XX
Determine the intention, key structural and language features of various types of informational/factual texts	EN6RC-IIIa-3.2.8	XXX	XXX
Evaluate the content of materials viewed to other sources of information (print, online and broadcast)	EN7VC-IV-c-15	XX	XX
Make a coherent, comprehensive report on differing viewpoints on an issue.	EN10LC-III d-3.18	XX	XX
Assess narratives based on how the author developed the elements	EN6RC-Ig-2.24.1	XX	XX
Communicate clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs)	EN6G-Ig-4.4.1	XX	XX
Formulate a persuasive essay on self-selected topic	EN6WC-IVb-2.2	XX	XX

Legend: X- No Development; XX-Slightly Developed; XXX- Moderately Developed XXXX-Fully Developed; P1-Participant1; P2-Participant2

On the other hand, as for the moderately developed skills, these have to do with recognizing evaluative word choices to detect biases and propaganda devices used by speakers; explaining the relevance of suggested in visual media through a focus on visual elements, e.g., line, symbols, color, gaze, framing and social distance; establishing connections between information viewed and personal circumstances; and, determining the intention, key structural and language features of various types of informational/factual texts. Notably, none of the sub-indicators falls under fully developed skills insofar as cognitive domain is concerned. This calls for a more effective strategy of implementing remediation in schools in order achieve its chief purpose of execution.

Interestingly, table 4 highlights the impact of reading remediation on the affective skills of the pupils. It can be observed that teacher participants have parallel views on the observed impact of reading remediation as reflected in the above table. As a matter of fact, pupils are on the moderate level of affective skills in terms of distinguishing real or make believe, fact or non-fact images; appreciating the meaning suggested in visual media through a focus on visual elements, e.g., line, symbols, color, gaze; realizing the connections between information viewed and personal experiences; and, applying the purpose, key structural and language features of various types of informational/factual text coded as XXX. Pupils are also identified moderately skillful in distinguishing content of materials viewed to other sources of information (print, online and broadcast); recognizing a coherent, comprehensive report



on differing viewpoints on an issue; valuing narratives based on how the author developed the elements; and for the most part, acknowledging clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs).

Table 4 Pragmatic impact on affective skills

Affective skills based on MELC	K-12 Code	Impact	
		P1	P2
Distinguish real or make believe, fact or non-fact images	EN6VC-IIIa-6.2	XXX	XXX
Appreciate the meaning suggested in visual media through a focus on visual elements, e.g., line, symbols, color, gaze. Framing and social distance	EN5VC-IIIb-3.8	XXX	XXX
Realize the connections between information viewed and personal experiences	EN6VC-IVd-1.4	XXX	XXX
Apply the purpose, key structural and language features of various types of informational/factual text	EN6RC-IIIa-3.2.8	XXX	XXX
Distinguish content of materials viewed to other sources of information (print, online and broadcast)	EN7VC-IV-c-15	XXX	XXX
Recognize a coherent, comprehensive report on differing viewpoints on an issue.	EN10LC-IIIb-3.18	XXX	XXX
Value narratives based on how the author developed the elements	EN6RC-Ig-2.24.1	XXX	XXX
Acknowledge clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions, adverbs)	EN6G-Ig-4.4.1	XXX	XXX
Consider persuasive essay on self-selected topic	EN6WC-IVb-2.2	XXX	XXX

Legend: X- No Development; XX-Slightly Developed; XXX- Moderately Developed XXXX-Fully Developed; P1-Participant1; P2-Participant2

3.3 RQ3 What are the hindering factors encountered by the reading remediation program implementers adopting CoP approach to language learning?

Several challenges and hindering factors have surfaced out during the interview of the study as communicate by the participants. These challenges are delineated each by each using the diagram below. Implied in figure 6 are challenges that emerged in the process of reading remediation implementation in the site of interest. These challenges are identified based on the interview phase through transcription of responses of the teacher informants. Thus, extract 1 is provided for this purpose presented in verbatim as expressed by the teachers concerned.

Extract 1

While we may wonder how difficult it could be to teach struggling readers to read, the reality is that it is quite tricky. Teaching reading is a job that requires an expertise. The following are the challenges I encountered: issues with decoding, prior knowledge, poor comprehension, and speed.

As to text po, pupils complain of long selections to read which hinder to recall what they have read and eventually answer simple Wh-questions. [As far as texts are concerned, pupils complain of long selections to read which hinder to recall what they have read and eventually answer simple Wh-questions]

From these verbatim responses, two challenges have been identified. These have to do with texts and learners’ schema which play a vital for successful reading. Based on the recorded responses, teacher participants find it difficult to let pupils understand the text being read due to lexical difficulty and limited vocabulary range leading to low reading rate and poor decoding skills.

Extract 2

I also encountered a challenge regarding resources such as books to be used appropriate to the level of those struggling readers, ICT equipment and monetary resources since I devote extra time for those pupils who have to be remediated.

The problem I encountered in the implementation of remediation are the instructional materials that would suit really to the level of understanding of the pupils being remediated

before they can be mainstreamed so that they still the skills based on MELC.

Moreover, extract 2 captures the challenges on resources by the teacher implementers. As claimed during interview phase of the study, they complained about limited resources such as relevant books, ICT equipment, and monetary requirement for the successful implementation of the reading remediation in the school. As for them, they just tried to be resourceful and made use of available resources and at time spent out of their money for the sake of improving the literacy skills of the pupils.

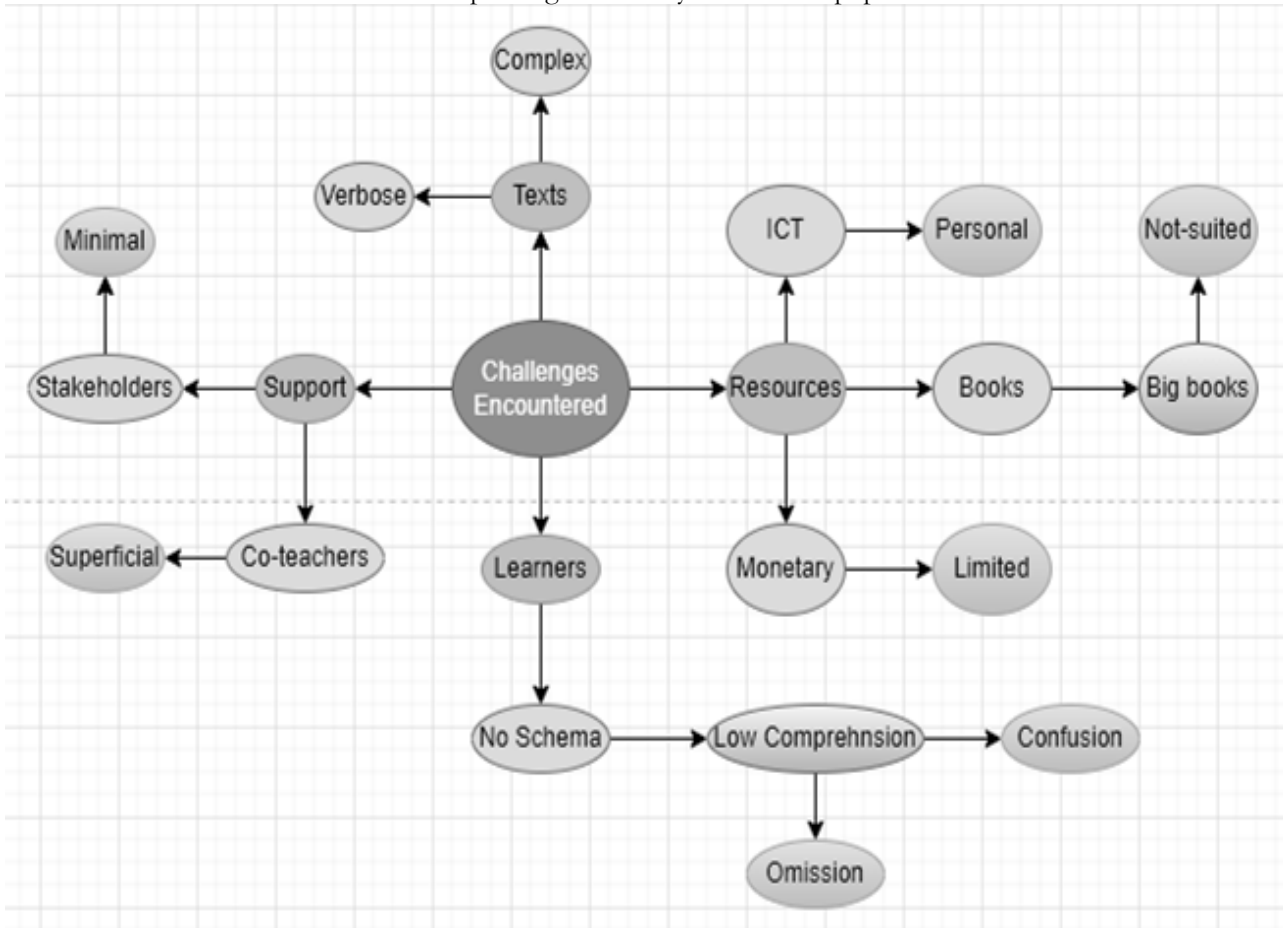


Figure 7. Challenges and hindering factors encountered by teachers in implementing reading remediation

The above figure captures the challenges encountered by the teacher implementers of REP categorized into four major issues mainly. These have to do with texts, support, learners, and resources. Interlinked challenges are also given for each major issue. As for the resources, teachers claimed that they lack books, ICT equipment, and monetary concern. In fact, as to learner-related challenges, no-schema, low comprehension, and confusion are but some of the interconnected challenges pertaining to the learners. The support of both and internal and external stakeholders likewise emerged as just among the many challenges faced by the REP implementers.

Extract 3

Personally, po mam, a successful reading program needs the collective involvement of all concerned, be it internal or stakeholders. [Personally, a successful reading program needs the collective involvement of all concerned, be it internal or stakeholders]

Another challenge I encountered is the participation and support of my co-teachers since we devote an additional for remediation activities of my pupils. At times, some of my functions are not realized anymore due to time constraint and hectic schedule.

Extract 3, therefore, opens another challenge on support of both internal and stakeholders as revealed by teacher participants. The first transcribed response confirms the fact that any program launched in schools necessitates the participation of external stakeholders in form probably of attendance of meeting, orientation, culminating activity and the like. Additionally, the second response emphasizes the challenge on internal arrangement between and among teachers in the school implementing reading remediation activities.

4. Discussion

4.1 Features of CoP in Reading Remediation Program

The concept of CoP as accentuated by Heikkinen et al. (2022), Nagao (2018), and E. Wenger-Trayner & B. Wenger-Trayner (2015) has gone a long way in terms of improving the overall literacy of learners considering the lens of the present study. It also acquiesces to the fact that reading enhancement activities is a multi-faceted concern. It necessitates the involvement of parents and external stakeholders for possible support (Estremera & Estremera, 2018). Moreover, the present study confirms that external stakeholders specifically parents play a vital role in developing the reading skills of the learners (Iroegbu & Igweike, 2020). This is satiated by the second feature of the remediation which is a meeting conducted with parents of the identified learners under instructional, frustration and non-reader categories. The results of PHIL-IRI have been communicated to the parents for them to be informed of the reading performance thereby offer support both for their learners themselves and the reading enhancement activities as well. This may come in form of reading materials, moral support, and other resources that may contribute to improve the reading skills of the learners. Empirically, parents and external stakeholders pledged support to the school-level initiative as manifested by their constant visits and monitoring. This is underpinned by Mayhall-Andrews (2018) who accentuated that by offering parents opportunities that motivate their interests to be actively involved in school for the sake of their children specifically those who are lagging behind in terms of reading performance, it can foster affirmative learning atmosphere and build a sound school, family, and community ties leading to lofty academic achievements. By the same token, as to linguistic feature, phonological development has great impact on the reading prowess of learners. In fact, affirmative atmosphere seems to stimulate reading skills leading to fluency and successful reading of texts (Estremera, 2023a; 2023b; 2023c). The cooperative work cultivated between and among teachers in the school itself was accentuated as very essential to optimize the stimulation of phonological cognizance to learners (Veríssimo et al., 2021).

4.2 Pragmatic Impact of the CoP on the Reading Skills of L2 Learners

The pragmatic impact on psychomotor skills to the pupils under CoP to language learning falls on moderately improved level as compared to the PHIL-IRI pre-assessment. This result may indicate that pupils have developed generally their self-image and has realized the importance of successful reading for their own sake. The pragmatic use of the target language allowed them to discover the structures of the language. This is linked to the idea of Donnelly et al. (2016) who conjectures that successful experiences influence the effectiveness of doing things, so self-confidence will prepare students to tackle new challenges. It is therefore necessary to consider how psychomotor development and the acquisition of academic skills together influence the integral development of the child. In the same vein, Supartini et al. (2020) underscore that cognitive and psychomotor are two aspects that play an important role in children's development, especially at the preschool age. As to the cognitive impact, notably, none of the sub-indicators falls under fully developed skills insofar as cognitive domain is concerned. This calls for a more effective strategy of implementing remediation in schools in order achieve its chief purpose of execution. This idea is parallel to the vista of Daniel et al. (2021) who accentuate that reading interventions can still be effective methods to improve reading outcomes for struggling readers in middle and high school. Essentially, the impact on affective skills could be associated to the fact that teacher implementers utilized effective reading strategies and instructional materials which contributed to the affective skill development of the pupil informants. This result is confirmed by Almutairi (2018) who emphasizes that there are numerous reading comprehension strategies found to be effective to improve comprehension of third graders with learning disabilities. These include graphic organizers, questioning, story mapping, peer-assisted strategy, think aloud, discussing the text with students, and different grouping. The special education teachers informally assess their students' reading comprehension through retelling, questioning, having students fill in graphic organizers, and writing activity. Furthermore, the studies of Cruz et al. (2022) found that there are benefits of using strategies such as model reading, immediate feedback, recording and listening to own reading, performing complementary training at home, and using non-repetitive approaches in which the students are exposed to a wide range of texts. It was also revealed that results indicate gains in word reading accuracy for both groups in follow-up, but a stabilization in text reading accuracy. However, the finding may reflect the need for continuous practice and pondered

intervention so that students can generalize the gains obtained in word reading accuracy to text reading accuracy.

4.3 Hindering Factors Encountered Adopting CoP Theory

As captured from the results, teacher participants find it difficult to let pupils understand the text being read due to lexical difficulty and limited vocabulary range leading to low reading rate and poor decoding skills. As accentuated by Brooks et al. (2021), Rashid et al. (2022), and Pellicer-Sánchez (2020) that vocabulary knowledge appears so important for L2 learners; hence, it is essential for teachers to provide vocabulary support for all learners in the classroom. Likewise, the apparent importance of vocabulary for reading comprehension indicates that teachers should focus on improving the learners' vocabulary stockpile. However, it is important to stress that vocabulary must be looked at in the context of the other factors that have been shown to influence reading comprehension, such as reading fluency and general language ability (Estremera & Estremera, 2018; Estremera, 2023a; 2023b; 2023c). As such, it would be prudent for teachers, even in the EFL context where there is often a greater focus on having students learn the content of the course rather than the language itself, to incorporate tasks that help students to improve their overall English language abilities as well as their reading fluency. In the same way, Lawrence et al. (2021) accentuated that strong relation between vocabulary and reading at the individual level is essential. In fact, strong readers were more likely to know the meanings of words than struggling readers were, regardless of the features of the academic words tested. Words with more meanings were easier for all students, on average. The relation between word frequency and item difficulty was stronger among better readers, whereas the relation between word complexity and item difficulty was stronger among less proficient readers. Our examination of academic words' characteristics and how these characteristics relate to word difficulty across reading performance has implications for instruction. Another issue that surfaced is associated to scarcity of resources. As conjectured also by Biancarosa, & Griffiths (2012) that e-reading technology tools can help to improve literacy outcomes for all children and youth. In creating policies and investing in e-reading technology, policy makers, administrators, and educators must ensure the technology's adherence to the Universal Design for learning concept, attend carefully to the technology's evidence base, provide the infra-structure the technology requires, and take maximum advantage of the increased efficiency and volume of information that technology provides. Stakeholders' support is the last challenge that emerged out of the verbatim responses. As postulated by Yusof & Mohamad who (2020), classroom-based reading assessment was often overlooked by the teachers as learning has always been autonomous by the educators, where they would be the ones controlling the figure of educational process. As the stakeholder directly involved in the classroom-based assessment, their perceptions had great influence in gauging the motivation, interest and usefulness of introducing a full formative assessment practice in schools. To supplement, Tehmina et al. (2022) also hypothesize that the role of parents can create an open learning environment at home. This learning context does not depend on the material learning sources but it comprises parental involvement and discussion with their children about their academic needs and achievements. In addition to this, students (children) can be engaged and if their parents encourage them by following different actions, such as cross-questioning for idea clarification and identification of ideological differences, active listening of their academic as well as personal problems, and a healthy discussion on children's academic performance and progress.

5. Conclusions and Recommendations

The reliability of data on CoP as correlated to the reading enhancement program (REP) from the results and discussion has led to the acceptance of 1st assumption that there are features of CoP which contributed to the successful implementation of RRP in the research site. Principles of pragmatism to language development has been found effective in exploring the rules and components of the target language. It serves a reinforcement to let students realize the pragmatic of L2. Features such as consultation conferences, orientation to the internal and external stakeholders and commitment to the school-based intervention are the key features of CoP and RRP. As to influence of CoP in the reading skills and performance of L2 learners, the 2nd assumption is hereby accepted likewise. It was verified empirically that psychomotor, cognitive and affective skills of 105 L2 learners who are recipients of RRP with the principles of CoP have risen. Factors such as presence of parents, donation of

instructional materials, reading follow-up home, financial support of LGU & NGO as well as close monitoring of school administrator paved the way for the increase in the academic performances of 105 L2 recipients. Along the way, there are challenges that have also transpired. These are along lexical and vocabulary stockpile of learners, stakeholders' support, and resources while implementing the RRP confirmatory of the 3rd assumption. In view of the foregoing, researchers therefore conclude that CoP must have been incorporated with RRP to optimize its execution process and bring forth literacy progress to the future beneficiaries. RRP must have been initiated to schools with majority of learners is finding difficulty comprehending texts. It is also recommended that CoP key features be cultivated locally and internationally as literacy and reading comprehension, for this matter, are a multifaceted and a village concern. It necessitates a village to educate a child after all.

Limitations and Direction

This paper limits on providing philosophical answers related to CoP and RRP key features and their interconnectedness, impact of CoP to the reading skills and performance, and ensuing challenges to RRP execution. Further, there are limited research participants involved. To cover up these gaps, researchers suggest to explore wider participants to uncover some key features of CoP as it relates to REP which could redound to a more successful implementation of REP.

Funding: Author did not apply to any research grant.

Institutional Review Board Statement: The conduct of this study has gone through research panel review as an academic requirement.

Informed Consent Statement: This is explained in the ethical considerations part of the study.

Acknowledgments: Author is grateful to the panel members and research participants.

Conflicts of Interest: Author declares no conflict of interest to any entity

References

- Abdulrahman, M. D., Faruk, N., Oloyede, A. A., Surajudeen-Bakinde, N. T., Olawoyin, L. A., Mejabi, O. V., Imam-Fulani, Y. O., Fahm, A. O., & Azeez, A. L. (2020). Multimedia tools in the teaching and learning processes: A systematic re-view. *Heliyon*, 6(11), e05312. <https://doi.org/10.1016/j.heliyon.2020.e05312>
- Adapon, M. T., & Mangila, B. B. (2020). Helping Struggling Readers to Read: The Impact of the CARE for Non-Readers (CRN) Program on Filipino Pupils' Reading Proficiency. *ETERNAL: English Teaching Learning and Research Journal*, 6(2), 195-218. <https://doi.org/10.24252/Eternal.V62.2020.A2>
- Ali, Z., Palpanadan, S.T., Asad, M.M., Churi, P., & Namaziandost, E (2022). Reading approaches practiced in EFL classrooms: a narrative review and research agenda. *Asian-Pacific Journal of Second Foreign Language Education*, 7(28), 1-25. <https://doi.org/10.1186/s40862-022-00155-4>
- Al-Mansour, N. S., & Al-Shorman, R. A. (2011). The effect of teacher's storytelling aloud on the reading comprehension of Saudi elementary stage students. *Journal of King Saud University-Languages and Translation*, 23(2), 69-76. <https://doi.org/10.1016/j.jksult.2011.04.001>
- Almutairi, N. R. (2018). Effective Reading Strategies for Increasing the Reading Comprehension Level of Third-Grade Students with Learning Disabilities. Dissertations. 3247. <https://scholarworks.wmich.edu/dissertations/3247>
- alowalid, abdulhakim, Mujiyanto, J., & Anggani Linggar Bharati, D. (2018). The Linguistic Factors That Affect Poor Reading Comprehension Among Libyan Students. *English Education Journal*, 8(2), 229-240. <https://doi.org/10.15294/eej.v8i3.22466>
- Akyol, H., & Boyaci-Altınay, Y. (2019). Reading difficulty and its remediation: a case study. *European Journal of Educational Research*, 8(4), 1269-1286. <https://doi.org/10.12973/eu-jer.8.4.1269>
- Akyol, H., & Çiğdemir, S. (2022). The Relationship Between Environmental Factors and Reading Comprehension. *International Journal of Progressive Education*, 18(3), 150-164. <https://files.eric.ed.gov/fulltext/EJ1351925.pdf>
- Amorati, R. (2023). Accessing a global community through L2 learning: A comparative study on the relevance of international posture to EFL and LOTE students. *Journal of Multilingual and Multicultural Development*, 44(10), 981-996. <https://doi.org/10.1080/01434632.2020.1850746>
- Basantes-Andrade, A., López-Gutiérrez, J. C., Mora, G. M., & Ricardo, Y. (2023). Validity and reliability of the questionnaire of academic knowledge of teachers of basic general. *F1000Research*, 12(642). <https://doi.org/10.12688/f1000research.134261.1>
- Begum, R. A., Mokhtar, A. M., Pereira, J. J., & Rashidi, M. N. (2014). The Conduct of Structured Interviews as Research Implementation Method. *Journal of Advanced Research Design*, 1(1), 28-34. <https://rb.gy/7b9el8>
- Bell, N., & Wheldall, K. (2022). Factors contributing to reading comprehension in children with varying degrees of word-level proficiency. *Australian Journal of Education*, 66(1), 73-91. <https://doi.org/10.1177/00049441211062941>
- Bogaert, R., Merchie, E., Van Ammel, K., & Van Keer, H. (2023). The Impact of a Tier 1 Intervention on Fifth and Sixth Graders' Reading Comprehension, Reading Strategy Use, and Reading Motivation. *Learning Disability Quarterly*, (in press). <https://doi.org/10.1177/07319487221145691>

- Brooks, G., Clenton, J., & Fraser, S. (2021). Exploring the importance of vocabulary for English as an additional language learners' reading comprehension. *Studies in Second Language Learning and Teaching*, 11(3), 351–376. <https://doi.org/10.14746/ssllt.2021.11.3.3>
- Cancino, M., & Gonzalez, N. (2023). Exploring Reading Attitudes, Reading Self-Efficacy, and Reading Proficiency in a Blended Learning Context Among EFL Learners. *Journal of Language and Education*, 9(4), 31–45. <https://doi.org/10.17323/jle.2023.16303>
- Cayabyab, E. A., Abulaban, D. T., & Soriano L. B. (2023). Reading Remediation Program for Struggling Readers: An Impact Study. *Journal for Educators, Teachers and Trainers*, 14(3) 245-252. <https://jett.labosfor.com/>
- Chatman, T. L. (2019). A Study of Teacher and Administrator Perceptions of the Impact of Feedback on Teacher Instructional Practices in Reading. Dissertations, Theses, and Masters Projects. William & Mary. Paper 1563898758. <http://dx.doi.org/10.25774/w4-f1v0-ak29>
- Cooper, C., Booth, A., & Britten, N. (2017). A comparison of results of empirical studies of supplementary search techniques and recommendations in review methodology handbooks: a methodological review. *Systematic Reviews*, 6, 234. <https://doi.org/10.1186/s13643-017-0625-1>
- Creswell J., & Poth C. (2018). *Qualitative inquiry and research design: Choosing among five approaches (4th ed)*. Sage Publications Inc. <https://shorturl.at/vLQTV>
- Cruz, L., Mendes, S. A., Marques, S., Alves, D., & Cadime, I. (2022). Face-to-Face Versus Remote: Effects of an Intervention in Reading Fluency During COVID-19 Pandemic. *Frontiers in Education*, 6. <https://doi.org/10.3389/educ.2021.817711>
- Daniel, J., Capin, P., & Steinle, P. (2021). A Synthesis of the Sustainability of Remedial Reading Intervention Effects for Struggling Adolescent Readers. *Journal of learning disabilities*, 54(3), 170–186. <https://doi.org/10.1177/0022219420972184>
- Dones, M. Jr., D., Estremera, M. L., & Deuda, M. J. D. (2023). School-based management perspectives: Exploring top-down policy execution at the grassroots level. *European Journal of Educational Management*, 6(2), 101-118. <https://doi.org/10.12973/eujem.6.2.101>
- Donnelly J. E., Hillman C. H., Castelli D., Etnier J. L., Lee S., Tomporowski P., Lambourne K., & Szabo-Reed A. N. (2016). Physical Activity, Fitness, Cognitive Function, and Academic Achievement in Children: A Systematic Review. *Medical Science Sports Exercise*, 48, 1197–1222. <https://doi.org/10.1249/MSS.000000000000090>
- de Carvalho-Filho, M. A., Tio, R. A., & Steinert, Y. (2020). Twelve tips for implementing a community of practice for faculty development. *Medical Teacher*, 42(2), 143-149. <https://doi.org/10.1080/0142159X.2018.1552782>
- Elleman, A. M., & Oslund, E. L. (2019). Reading Comprehension Research: Implications for Practice and Policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3-11. <https://doi.org/10.1177/2372732218816339>
- Elst-Koeiman, M., Segers, E., Severing, R. & Verhoeven, L. (2022). Learning to read in mother tongue or foreign language: Comparing Papiamentu-Dutch reading skills in the post-colonial Dutch Caribbean. *Learning and Individual Differences*, 95, 102138. <https://doi.org/10.1016/j.lindif.2022.102138>
- Estremera, M. L. (2023a). Information communication and technology (ICT) literacy index of ESL teachers: expectation vs. reality of department of education (DepEd) computerization programme in pedagogy. *Asia Pacific Journal of Educators and Education*, 38(1), 19–31. <https://doi.org/10.21315/apjee2023.38.1.2>
- Estremera, M. L. (2023b). Input Hypothesis (Ih) Behind Morphosyntax Adeptness Index: Case of L2 Learners From Applied Linguistics View. *Journal of Language and Linguistic Studies*, 19(1), 21-42. <https://www.jlls.org/index.php/jlls/article/view/5250/1848>
- Estremera, M. L. (2023c). Features of Behaviorism in Second Language Acquisition (SLA): An Empirical Excerpt from Applied Linguistics View. *International Journal of Social Sciences and Humanities Invention*, 10(03), 7756–7777. <https://doi.org/10.18535/ijsshi/v10i03.02>
- Estremera, M. L., & Estremera, G. L. (2018). Factors Affecting the Reading Comprehension of Grade Six Pupils in the City Division of Sorsogon, Philippines as Basis for the Development of Instructional Material. *Asia Pacific Journal of Education, Arts and Sciences*, 5(3), 72-28. <https://rb.gy/8itkrz>
- Flood, A. (2010). Understanding phenomenology. *Nurse researcher*, 17(2), 7–15. <https://doi.org/10.7748/nr2010.01.17.2.7.c7457>
- Gatcho, A. R. J., & Bautista, J. C. (2019). A literature review on remedial reading teachers: The gaps in the Philippine context. *Journal of English Teaching*, 5(2), 91-103. <https://files.eric.ed.gov/fulltext/EJ1266182.pdf>
- Giorgi, A., & Giorgi, B. (2003). Phenomenology. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (pp. 25-50). Sage Publications, Inc. <https://psycnet.apa.org/record/2003-06442-002>
- Gizaw, Z., Yalew, A. W., Bitew, B. D., Lee, J., & Bisesi, M. (2022). Development and validation of questionnaire to assess exposure of children to enteric infections in the rural northwest Ethiopia. *Science Reports*, 12, 6740. <https://doi.org/10.1038/s41598-022-10811-x>
- Haider, S., & Shakir, A. (2023). A Review of Factors Affecting the Acquisition of Second Language Reading Skills. *Linguistics and Literature Review*, 9(1), 88-111. <https://doi.org/10.32350/llr.91/05>
- Heikkinen, K.-M., Ahtiainen, R., & Fonsén, E. (2022). Perspectives on Leadership in Early Childhood Education and Care Centers Through Community of Practice. *SAGE Open*, 12(2). <https://doi.org/10.1177/21582440221091260>
- Hjetland, H. N., Hofslundsengen, H., Klem, M., Karlsen, J., Hagen, Å. M., Engevik, L. I., Geva, E., Norbury, C., Monsrud, M. B., & Bottegaard Næss, K. A. (2021). Vocabulary interventions for second language (L2) learners up to six years. *The Cochrane Database of Systematic Reviews*, 9, CD014890. <https://doi.org/10.1002/14651858.CD014890>
- Huebner, M., Vach, W., & Cessie, S. (2016). A systematic approach to initial data analysis is good research practice. *The Journal of Thoracic and Cardiovascular Surgery*, 151(1), 25-27. <https://doi.org/10.1016/j.jtcvs.2015.09.085>
- Iqbal, M., Noor, M., Muhabat, F., & Kazemian, B. (2015). Factors Responsible for Poor English Reading Comprehension at Secondary Level. *Communication and Linguistics Studies*, 1(1), 1-6. <http://dx.doi.org/10.2139/ssrn.2602630>
- Iroegbu, V. I., & Igweike, O. M. (2020). Effect of Parental Involvement on the Reading Skills of Pupils in Lower Primary School in Ondo State, Nigeria. *Journal of Education & Social Policy*, 7(4). <https://doi.org/10.30845/jesp.v7n4p10>
- Johnston-Josey, L. K. (2017). The Influence of Administrators on Literacy Instruction Through the Promotion and Selection of Professional Development. Dissertations, 1384. <https://aquila.usm.edu/dissertations/1384>
- Khellab, F., Demirel, Ö., & Mohammadzadeh, B. (2022). Effect of Teaching Metacognitive Reading Strategies on Reading Comprehension of Engineering Students. *SAGE Open*, 12(4). <https://doi.org/10.1177/21582440221138069>

- Kiew, S., & Shah, P. (2020). Factors Affecting Reading Comprehension among Malaysian ESL Elementary Learners. *Creative Education*, 11, 2639-2659. <https://doi.org/10.4236/ce.2020.1112196>
- King, B. (2019). *Communities of Practice in Language Research: A Critical Introduction* (1st ed.). Routledge. <https://doi.org/10.4324/9780429283499>
- Lawrence, J. F., Knoph, R., McIlraith, A., Paulina A. Kulesz, P. A., & Francis, D. J. (2021). Reading Comprehension and Academic Vocabulary: Exploring Relations of Item Features and Reading Proficiency. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.434>
- Lesaux, N.K., Lipka, O., & Siegel, L.S. (2006). Investigating Cognitive and Linguistic Abilities that Influence the Reading Comprehension Skills of Children from Diverse Linguistic Backgrounds. *Reading and Writing*, 19, 99–131. <https://doi.org/10.1007/s11145-005-4713-6>
- Liu, H., Chen, X., & Liu, X. (2022). Factors influencing secondary school students' reading literacy: An analysis based on XGBoost and SHAP methods. *Frontiers in Psychology*, 13, 948612. <https://doi.org/10.3389/fpsyg.2022.948612>
- Mayhall-Andrews, F. (2018). The Relationship of Parental Involvement and Reading Achievement of Ninth-Grade Students. Walden Dissertations and Doctoral Studies. 5222. <https://scholarworks.waldenu.edu/dissertations/5222>
- Nagao, A. (2018). Can the EFL Classroom Be Considered a Community of Practice?. *LAFOR Journal of Language Learning*, 4(1) 93-108. <https://files.eric.ed.gov/fulltext/EJ1215671.pdf>
- Nguyen, T. L. P. (2022). Teachers' Strategies in Teaching Reading Comprehension. *International Journal of Language Instruction*, 1(1), 19–28. <https://doi.org/10.54855/ijli.22113>
- Norman, A. (2023). Educational technology for reading instruction in developing countries: A systematic literature review. *Review of Education*, 11, e3423. <https://doi.org/10.1002/rev3.3423>
- Pellicer-Sánchez, A. (2020). Expanding English Vocabulary Knowledge through Reading: Insights from Eye-tracking Studies. *RELC Journal*, 51(1), 134-146. <https://doi.org/10.1177/0033688220906904>
- Pocan, J., Bailon, L., & Pocan, J. (2022). Strategic Reading Intervention for Left-behind Learners in the Philippines. *LLT Journal: A Journal on Language and Language Teaching*, 25(2), 367-378. <https://doi.org/10.24071/llt.v25i2.5087>
- Rashid, M. H., Lan, Y., & Hui, W. (2022). The importance of vocabulary in teaching and learning in applied linguistics. *Linguistics and Culture Review*, 6(S2), 541-550. <https://doi.org/10.21744/lingcure.v6nS2.2177>
- Sahin, I. (2020). Case of Obtaining Permission for Data Collection in Turkey Within the Context of Academic Freedom and Ethics. *New Waves Educational Research & Development*, 23, 64–83. <https://rb.gy/7g6p48>
- Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M., & Cheraghi, M. A. (2014). Ethical challenges of researchers in qualitative studies: the necessity to develop a specific guideline. *Journal of Medical Ethics and History of Medicine*, 7, 14. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4263394/>
- Santi, E., Kholipa, R., Putri, M. G., & Mujiono. (2021). Reading interest strength and vocabulary acquisition of EFL learners: A meta-analysis. *Journal of Language and Linguistic Studies*, 17(3), 1225-1242. <https://doi.org/10.52462/jlls.87>
- Sirris, S., Lindheim, T., Askeland, H. (2022). Observation and Shadowing: Two Methods to Research Values and Values Work in Organisations and Leadership. In: Espedal, G., Jelstad Løvaas, B., Sirris, S., Wæraas, A. (eds) *Researching Values*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-90769-3_8
- Supartini, T., Weismann, I., Wijaya, H., & Helaluddin. (2020). Development of learning methods through songs and movements to improve children's cognitive and psychomotor aspects. *European Journal of Educational Research*, 9(4), 1615- 1633. <https://doi.org/10.12973/eu-jer.9.4.1615>
- Taherdoost, H. (2022). Designing a Questionnaire for a Research Paper: A Comprehensive Guide to Design and Develop an Effective Questionnaire. *Asian Journal of Managerial Science*, 11, 8-16. <https://doi.org/10.51983/ajms-2022.11.1.3087>
- Tarchi, C. (2015). Fostering reading comprehension of expository texts through the activation of readers' prior knowledge and inference-making skills. *International Journal of Educational Research*, 72, 80-88. <https://doi.org/10.1016/j.ijer.2015.04.013>
- Tehmina, S., Imdad, U. M., & Bashir, A. (2022). The Role of Stakeholders Participation, Goal Directness and Learning Context in Determining Student Academic Performance: Student Engagement as a Mediator. *Frontiers in Psychology*, 13. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.875174>
- Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning Qualitative Research: Design and Decision Making for New Researchers. *International Journal of Qualitative Methods*, 19. <https://doi.org/10.1177/160940620967174>
- Veríssimo L., Costa, M., Miranda, F., Pontes, C., & Castro I. (2021). The Importance of Phonological Awareness in Learning Disabilities' Prevention: Perspectives of Pre-School and Primary Teachers. *Frontiers in Education*, 6. <https://www.frontiersin.org/articles/10.3389/educ.2021.750328>
- Wang, L., Chen, H. C., & Tian, J. X. (2023). An action research on the establishment of a Community of Practice on technology-enhanced language learning and teaching at tertiary level. *SN Social Sciences*, 3(6), 93. <https://doi.org/10.1007/s43545-023-00679-7>
- Wang L., & Ma, Q. (2017). Community of practice: building a mobile learning community in a higher education institution to promote effective teaching and learning. In: Kong S. C., Wong T. L., Yang M., Chow C. F., Tse K. H. (eds.). *Emerging practices in scholarship of learning and teaching in a digital era* (pp. 19-38). Singapore: Springer. <https://repository.eduhk.hk/en/publications>
- Wenger-Trayner, E., & Wenger-Trayner, B. (2015). An introduction to communities of practice: a brief overview of the concept and its uses. <https://www.wenger-trayner.com/introduction-to-communities-of-practice>
- Xue, S., Hu, X., Chi, X., & Zhang J. (2021). Building an online community of practice through WeChat for teacher professional learning. *Professional Development in Education*, 47(4) 613-637. <https://doi.org/10.1080/19415257.2019.1647273>
- Youssef, N., Saleeb, M., Gebreal, A., & Ghazy, R. M. (2023). The Internal Reliability and Construct Validity of the Evidence-Based Practice Questionnaire (EBPQ): Evidence from Healthcare Professionals in the Eastern Mediterranean Region. *Healthcare Basel, Switzerland*, 11(15),2168. <https://doi.org/10.3390/healthcare11152168>
- Yusof, N., & Mohamad, M. (2020). Stakeholders' Perceptions and Implications of Classroom-Based Reading Assessment: A Literature Review. *Creative Education*, 11, 1324-1335. <https://doi.org/10.4236/ce.2020.118097>



Zou, L., Huang, A., Wu, K., Zhang, X., Zhang, K., Wen, W., Guan, L., and Huang, Y. (2023). Home reading environment, sociometric and demographic factors associated with dyslexia in primary school students in China: A case-control study. *Heliyon*, 9(11) 1-12. <https://doi.org/10.1016/j.heliyon.2023.e22100>