Exploring the Implementation of Reading to Learn Strategy for Teaching Reading Comprehension to EFL Learners: A Case Study

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Abstract

This study aims to explore the implementation of the Reading to Learn (R2L) strategy in teaching reading comprehension to English as a Foreign Language (EFL) learners at a vocational high school in Riau. By utilizing the six stages of the R2L strategy, the research systematically delves into how this method was applied to enhance reading comprehension among EFL learners through a thorough and in-depth qualitative approach. The study employed a qualitative case study research design, selecting an English teacher and three EFL learners as participants using a purposive sampling technique. Data were gathered through interviews and observations, and the subsequent analysis revealed that the implementation of the R2L strategy was less than satisfactory. Furthermore, the study found significant variability in participants' responses regarding the execution of each stage of the R2L strategy. This inconsistency underscores the need for improvements in the implementation process to fully capitalize on the potential benefits of the R2L strategy for teaching reading comprehension to young and adolescent EFL learners. The findings suggest that refining the application of the R2L strategy could lead to more effective teaching outcomes and better reading comprehension skills among EFL learners.

Keywords: Reading to Learn strategy, reading comprehension, English as a Foreign Language

Introduction

Reading comprehension is often the language skill that is prioritized in the context of teaching English as a Foreign Language (EFL). Dubin and Bycina (1991, p. 195) state that "reading is often the chief goal of learners in countries where English is taught as a foreign language". In Indonesian EFL context, Hadi (2006) suggests that such greater attention to development of EFL learners' reading skill is due to the fact that the EFL learners are generally more exposed to written English than spoken English in EFL environment where exposure to spoken English is a rarity. The importance of reading comprehension in EFL context is also evident due to the fact that reading comprehension can become the entry point to development of, not only reading comprehension itself, but also other language skills, namely listening, speaking, and writing skills (Hadi, 2006).

Thus, due to its significance in EFL context, reading comprehension has become a dominant language skill in the curriculum of English education in Indonesian secondary schools. Consequently, the teaching of reading comprehension has been allotted significantly more time than the teaching of other language skills in different education curriculums in Indonesia since the past few decades. Therefore, the teaching of reading comprehension is ideally implemented using relevant and effective strategies in order that the learning outcome expected in the curriculum can be achieved and also provide the foundation for the development of other language skills.

According to Brown (2003), reading comprehension is a multifaceted process that involves the integration of various intricate cognitive activities, such as word recognition, the application of prior knowledge about words and the world, and the development of reading fluency. Essentially, EFL learners' reading comprehension abilities can vary significantly from one individual to another; however, it is crucial for EFL learners to cultivate reading skills as these are instrumental in achieving higher levels of reading proficiency and overall academic success. Reading comprehension can also be defined as the process through which readers acquire knowledge from the texts they engage with and integrate this knowledge into an academic context as part of their education (Grabe, 2009). Within the realm of learning, reading plays a pivotal role as it necessitates that readers actively endeavor to comprehend the material by interpreting the content, synthesizing various pieces of information, evaluating the significance of the data presented, and selecting the most pertinent information. This multifaceted process ensures that readers not only absorb new knowledge but also critically engage with the text, thereby enhancing their cognitive abilities and academic proficiency. By involving these higher-order thinking skills, reading transcends mere word recognition and becomes a dynamic educational tool that contributes to a deeper and more meaningful learning experience.

Reading comprehension is a collaborative cognitive activity involving a reader's linguistic knowledge and familiarity with a specific subject. It is an interactive process where readers engage with the text by activating their background knowledge (Ahmadi & Pourhosein, 2012). While Rahmani and Sadeghi (2011) defined reading comprehension as the extent to which one can recognize and understand a text or message. This recognition arises from the interaction between the written words and the external knowledge they evoke. The ability to rapidly understand words is crucial for reading comprehension. When word comprehension is difficult, learners expend excessive cognitive resources on reading individual words, which hinders their overall comprehension. Rahmani and Sadeghi (2011) further noted that learners need to learn to analyze a text for comprehension even before they can read it independently and receive comprehension instruction. According to Ahmadi and Pourhosein (2012) and Rahmani and Sadeghi (2011), comprehension instruction involves learners answering instructors' questions and writing their own responses to questions, or both.

Due to the significance of reading comprehension in teaching English in foreign language context, assessment of this language skill needs to be conducted with proper consideration of the purposes of conducting it. Klinger, Vaughn, and Boardman (2007) identified three primary purposes of reading comprehension assessment: comparing learners' comprehension levels to those in a norming sample, determining if learners meet pre-established grade-level criteria, and informing instruction by assessing learners' understanding and use of comprehension strategies. They also outlined various types of comprehension assessments. Norm-referenced tests, administered under standardized

conditions, compare students' scores to a normative sample. Criterion-referenced tests, such as internal reading inventories, compare students' scores to predetermined mastery levels. Curriculum-based assessments are aligned with classroom curricula, allowing for regular progress monitoring. Additionally, interviews and questionnaires assess students' understanding and strategy knowledge through oral or written responses. Observations involve examiners using checklists, anecdotal records, or ethnographic note-taking to assess behavior. Retelling requires students to reconstruct what they have read, while think-aloud protocols prompt students to verbalize their thoughts before, during, and after reading. Understanding these assessment types enables teachers to effectively evaluate reading comprehension and select the most suitable methods, particularly for beginning-level students.

In the context of Indonesia, prior to the implementation of the current curriculum—known as *Kurikulum Merdeka*, the educational system employed the 2013 Curriculum (*Kurikulum 2013* or *K13*), which served as the operational curriculum designed to be implemented across all educational institutions. One major aim of this curriculum is to enhance EFL learners' reading comprehension by providing a structured and comprehensive framework that supports the development of critical reading skills and promotes better educational outcomes. The 2013 curriculum is an educational curriculum that emphasizes the development of learners' competencies and character building, as mandated by the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan*) (Ekawati, 2017). This curriculum outlines four key competencies that learners are expected to achieve: spiritual development, positive attitudes, knowledge acquisition, and practical skills, which are collectively articulated in the core competencies (*Kompetensi Inti/KI*). One school that has adopted the K13 curriculum is a private vocational high school in Pekanbaru, where the teaching and learning processes of English is implemented. Specifically, in the English subject, students are required to develop proficiency in four essential skills: listening, reading, speaking, and writing. Among these, reading is particularly emphasized as it plays a crucial role in enhancing students' overall English proficiency, from elementary through senior high school.

There are numerous techniques and strategies available for teaching reading comprehension to EFL learners, with one of the most effective being the Reading to Learn (R2L) strategy. According to Rose (2005), the R2L strategy is heralded as one of the world's most powerful literacy programs, meticulously designed to empower learners across all educational levels to read and write proficiently, tailored to their age, grade, and subject area. The R2L strategy is particularly advantageous in the learning process, especially for teaching reading, as it significantly enhances students' reading skills and fosters greater classroom engagement by actively involving all students. One primary benefit of the R2L strategy is the direct involvement of both students and teachers in the learning process, which facilitates a more interactive and collaborative educational environment. Additionally, the strategy leverages students' existing background knowledge, enabling them to grasp and comprehend new material more effectively. Furthermore, R2L encourages active classroom participation, as students become more confident in their ability to understand and interpret texts, subsequently expressing their comprehension through well-formed arguments during discussions. This dynamic approach not only improves reading proficiency but also boosts students' confidence and critical thinking skills (Rose, 2005).

Reading to Learn (R2L) is an approach developed by David Rose, the Director of Reading to Learn, an international literacy program initially designed from a pilot project aimed at accelerating literacy development for Indigenous or Aboriginal students through the implementation of the NSW 7-10 English syllabus (Rose et al., 2008). This initiative was also an action research project previously known as LRRL or Learning to Read; Reading to Learn (Rose, 2005). The R2L pedagogy is informed by Halliday's systemic functional linguistics (Halliday & Matthiessen, 2014) and genre theory (Rose & Martin, 2012). In this context, language is viewed as a resource for creating meaning that evolves to meet human needs depending on the context in which it is used. The evolution of language to fulfill social purposes is realized through genres. Martin (2009, p. 13) defines genre as "staged, goal-oriented, social processes". This approach allows teachers to explicitly instruct students on how language resources are utilized in a mentor text of a particular genre. A mentor text is one that is conventionally appropriate and successful in achieving its social purposes. By deconstructing these mentor texts, teachers scaffold their students to understand the texts and recognize the patterns of academic language resources used. These patterns, in turn, help students to write similar texts independently. According to Ehri (2005), "during learning to read, children first acquire elementary decoding skills and then gradually apply these skills with greater accuracy and speed, leading to an increasingly automated process that recognizes multi-letter units (consonant clusters, syllables, and morphemes) and whole words" (p. 128). In the early stages of reading, the use of visual aids such as pictures helps children to better understand the reading material. Some books combine pictures and verbal texts, which aids in enhancing students' imagination and creativity as they interact with their teacher and peers. The fundamental principle of Reading to Learn is to enable children to learn a specific topic, with learning centered on reading and writing. The idea is that children engage in reading and writing simultaneously while learning any specific topic, thereby developing their reading and writing skills. There is a reciprocal relationship between the use of spoken language and reading; the interaction with the text and teacher guidance helps children learn to read. Once they are ready to read, they can participate successfully.

The Reading to Learn strategy is structured around a six-stage teaching cycle designed to enhance learners' reading and writing skills progressively. The first stage, preparing before reading, involves the teacher modeling the reading process and connecting the story to learners' prior knowledge, ensuring they understand the sequence and context of the text. In the second stage, detailed reading, the teacher supports learners through short passages, modeling the text's structure and deconstructing its language features and patterns. The third stage, joint construction, allows learners to read a passage and then collaboratively write a new text, guided by the teacher's notes and modeled language patterns. This leads to the fourth stage, joint rewriting, where the teacher's notes support learners in writing a new text together. In the fifth stage, individual rewriting, learners practice writing using both the initial text and the jointly constructed text as models. Finally, in the sixth stage, independent rewriting, learners apply what they have learned in previous stages to write their own texts independently, following the same patterns and genres. This structured approach empowers learners to build their reading and writing skills systematically, ensuring a deep understanding and ability to produce coherent texts.

Based on a preliminary study conducted at a selected private vocational high school in Pekanbaru, it was found that the Reading to Learn (R2L) strategy has been implemented to teach reading comprehension to EFL learners at the school. However, it remains unclear how effectively this strategy has been applied in accordance with the literature reviewed.

Consequently, this study seeks to address the following research question: How is the R2L strategy being implemented for teaching reading comprehension to EFL learners at the selected private vocational high school in Pekanbaru? By exploring answers to this research question, the study aims to provide a comprehensive understanding of the effectiveness of the implementation of the R2L strategy in this particular educational setting.

Methodology

In this study, the investigators employ a descriptive qualitative case study method, which is particularly well-suited for exploring complex research problems where variables are not clearly defined, as emphasized by Creswell (2012). Qualitative research, and specifically case study research, delves into human behavior and perceptions, making it an ideal approach for examining intricate social phenomena involving individuals, groups, agencies, and communities (Polit & Beck, 2004). The focus of this case study is on contemporary events surrounding one specific case, meticulously analyzed within its real-life context. Creswell (2012) elaborates that such a qualitative approach involves the investigator engaging deeply with one or more cases over an extended period, utilizing a rich, in-depth data collection process that incorporates multiple sources of information. These sources encompass textual, visual, and audio data, all of which contribute to a comprehensive understanding of the case. The primary goal is to achieve a profound, nuanced understanding through rigorous data analysis, identifying themes or issues that emerge from the case (Creswell, 2012). This particular research is centered on the qualitative examination of the implementation of the Reading to Learn (R2L) strategy for teaching reading comprehension to EFL learners at a private vocational high school in Pekanbaru. The qualitative nature of this study is underscored by its reliance on descriptive data in the form of words, aiming to provide a detailed account on the implementation of the R2L strategy for teaching reading comprehension and to explore specifically the extent to which each stage of the strategy has been implemented.

Data for this study were gathered from 1 English teacher and 3 EFL learners through classroom observation of the implementation of the R2L strategy for teaching reading comprehension and interviews with the English teacher and the three EFL learners. The data were analyzed qualitatively following the procedures outlined by Creswell (2012), which include:
(1) prepare and organize the data for analysis;
(2) explore and code the data;
(3) code to build description and themes;
(4) represent and report qualitative findings;
(5) interpret the findings; and
(6) validate the accuracy of the findings.

The study was conducted at a private vocational high school where English is taught as a foreign language and as a required school subject. In Indonesia, vocational high school is different from general (senior) high school in that it offers more specific technical majors of study such as electricity, machinery, finance and accounting, or culinary art. Students in vocational high schools normally study English once to twice weekly.

Findings and Discussion

In this section, findings are first presented and then followed by a discussion of the findings based on relevant literature about the implementation of Reading to Learn strategy for teaching reading comprehension to EFL learners.

Findings

In accordance with the research question of this study, findings on how the implementation of R2L strategy was for teaching reading comprehension to EFL learners is presented in detail below.

The implementation of R2L strategy for teaching reading comprehension to EFL learners

This sub-section addresses the research question of this study: How is the implementation of the Reading to Learn (R2L) strategy for teaching reading comprehension to EFL students? As shown in Table 1 below, result of data analyses indicates that, generally, implementation of R2L strategy for teaching reading comprehension to the selected EFL learners in the private vocational high school in this study was less than satisfactory. Summary of result of data analyses presented in Table 1 supports this finding showing that only about one third (nine +) of the qualitative data indicate positive responses to the implementation of the R2L strategy for teaching reading comprehension to EFL learners. Table 1 also shows that less than one third (eight -) of the qualitative data indicate negative responses to the implementation of the strategy. More than one third (13 x) of the qualitative data expected to emerge for the purposes of this study is unfortunately not present to provide richer description of the implementation of R2l strategy for teaching reading comprehension to EFL learners.

Table 1.

Summary of results of data analyses indicating insufficiently satisfactory implementation of R2L strategy for teaching reading comprehension to EFL leaners

Stages in implementing R2L Strategy	Interview with English Teacher	Classroom Observation	Interviews with EFL Learners		
			EFL Learner 1	EFL Learner 2	EFL Learner 3
Preparation before reading	+	+	+	x	X
Detailed reading	+	+	x	x	X
Preparation before writing	x	+	x	x	X
Joint construction	-	+	-	-	-
Individual construction	+	+	-	-	-
Independent writing	x	-	x	x	X

Note: *+: Positive response*   *-: Negative response*   *x: No response*

The initial stage shown in Table 1 above, *Preparation before reading*, is critical and discussion-oriented, as the teacher introduces the learners to the genre and field of the text prior to commencing the read-aloud session (Rose, 2005). This stage aims to ensure EFL learners master and comprehend the text, with the teacher explaining the contextual meaning and summarizing the text into smaller, comprehensible units. Table 1 reveals that this preparatory stage is quite well-implemented, as evidenced by positive responses in the qualitative data obtained from classroom observation and interviews with the English teacher and one of the three EFL learners. Data from the classroom observation, for example, reveals that "the teacher provided a paper containing the reading text, which was then

discussed collectively to understand its content and subsequently followed the steps of the Reading to Learn strategy" (Classroom observation, November 7, 2022). This is further supported by data from interview with one of the EFL learners. The EFL learner expressed enthusiasm during the interview, stating, "the teacher told us to do several steps, and I was excited because we could discuss with other friends" (Interview, December 7, 2022). These data collectively demonstrate that implementation of the preparatory stage of the R2L strategy was moderately satisfactory, potentially fostering an engaging and collaborative learning environment.

In the second stage, *the Detailed reading* phase, the teacher was supposed to employ the reading aloud method, guiding EFL learners through each paragraph. This method allows both in-class and online learners to participate, ensuring active engagement and maximizing two-way interaction, thereby preventing them from zoning out during the lesson. Learners took turns reading specific paragraphs, which they would later scaffold in detail. During this process, important keywords were identified and highlighted for use in subsequent steps. This approach was justified by Table 1 shows positive response from analyses of data obtained from interview with the English teacher, who outlined the procedure: "the steps are, of course, preparing the reading or text, then forming several groups to read the text. If there are any difficult questions, leaners are welcome to ask about the given text" (Interview, December 9, 2022). Positive response from classroom observation data supports this, noting that "learners read in groups, each taking one paragraph, and marked parts of the general structure of the text" (Classroom observation, November 7, 2022). The collaborative group setting encouraged learners to engage deeply with the material, ask questions, and clarify their understanding, thus quite effectively implementing the R2L strategy and fostering a supportive learning environment. Unfortunately, there were no data from interviews with all the three EFL learners to confirm what was found from analyses of classroom observation and interview data with the English teacher.

In this third stage—*Preparation before writing*, learners engage in the process of searching for synonyms of several words from the given text, a step designed to facilitate their progress in the subsequent R2L (Reading to Learn) activities. This exercise not only enhances their vocabulary but also deepens their comprehension of the text. Data from classroom observation revealed that EFL learners in this study participated in group discussions, collaboratively seeking out synonyms under the guidance of their teacher. This collaborative effort was documented in the observation field note, which noted that the learners were actively involved in "understanding the content of the text and deciphering difficult words from the text" (Classroom observation, November 7, 2022). By working together in groups, students were able to support each other's learning, ask questions, and clarify their understanding, which contributed to a more thorough grasp of the material and prepared them for the next steps in their learning journey. Unfortunately, no data was generated from interviews with the English teacher and EFL learners to confirm what was found from the classroom observation data.

In the fourth stage—*Joint construction* phase, learners are supposedly tasked with creating entirely new paragraphs. The topic that they had previously explored in detailed reading is revisited during this stage to ensure that they have sufficient information to construct complete and coherent paragraphs without facing information deficits. This method aims to provide continuity and support, allowing learners to build upon their prior knowledge. To foster inclusive participation, the teacher is expected to encourage learners to take turns,

ensuring that everyone in the classroom has an opportunity to contribute. However, as indicated in Table 1, interviews with all the three EFL learners revealed a general dislike (negative responses) for writing texts, highlighting a significant challenge in the implementation of the R2L (Reading to Learn) strategy. One student remarked, "What is more difficult in my opinion is writing, because I lack vocabulary" (Interview, December 7, 2022). This sentiment was echoed by the English teacher, who noted that the EFL learners frequently struggled with vocabulary and the process of rearranging words into coherent texts. The teacher explained, "another difficulty is in writing; it is undeniable that learners, especially those with below-average abilities, are very lazy and find it difficult to find a few words to make into text" (Interview, December 9, 2022). These insights from both the learners and teacher indicate that the joint construction phase and the broader R2L strategy are not being effectively implemented although data from classroom observation indicate a rather positive response, noting that "students were learning or attempting to create texts similar to the ones previously provided" (Classroom observation, November 7, 2022). This suggests a need for additional support and strategies to enhance students' writing skills and vocabulary development.

In the fifth stage—*Individual construction* phase, learners are normally tasked with writing their own news report texts, which are later marked individually as their post-test. Data from classroom observations indicated that most learners enjoyed the strategy and found it to be well-implemented, a sentiment echoed by the English teacher during interviews. However, interviews with the EFL learners revealed a different perspective. One student expressed dissatisfaction (negative response) with the strategy, noting that it was not well-implemented due to the numerous steps involved and the extensive time required, which made a single meeting insufficient. One of the EFL learner stated, "...it's hard to just rewrite, sis, lack of time too" (Interview, December 7, 2022). Another EFL learner highlighted the time-consuming nature of the task, explaining, "...rewriting takes a long time, sis, because we first translate into English what we want to write, so it takes a bit of time" (Interview, December 7, 2022). Furthermore, the learners expressed a preference for group work over individual tasks. One EFL learner remarked, "I prefer to do it in groups, so I can share assignments to find points and write back even more ideas, you can also share assignments if you want to find vocabulary" (Interview, December 7, 2022). These insights suggest that while the strategy may be well-received and effectively implemented from a teacher's perspective, it may not fully meet students' needs and preferences, particularly regarding the time allocated and the collaborative opportunities available.

This is the final stage—*Independent writing*, during which learners are assigned an individual task to be assessed and collected at the next meeting. According to the classroom observation data, it was noted that the learners were unable to complete their tasks within the class period due to time constraints. The observation data specifically recorded, "students were unable to complete the task in class because the lesson time had run out" (Classroom observation, November 7, 2022). As shown in Table 1 above, no data were generated for this stage from interviews with the English teacher and the EFL learners. This highlights a significant issue in the implementation of the task, as the allocated time was insufficient for learners to finish their work, thereby necessitating further adjustment to the schedule or task complexity.

Discussion

This section delves into the findings from the study, referencing both previous and current research on the implementation of the Reading to Learn (R2L) strategy for teaching reading comprehension to EFL students. The discussion focuses on how the R2L strategy was applied for teaching reading comprehnsion to tenth-grade EFL learners at a private vocational high school in Pekanbaru. This study aims to understand how the R2L strategy, as outlined by Rose (2005), operates in this context. Additionally, the study aligns with previous research by Mataka, Mukurunge, and Bhila (2021), who highlighted the six-stage R2L cycle proposed by Rose (2005). By examining these stages, the study provides insights into how the R2L strategy facilitates language proficiency and reading comprehension. This comprehensive approach underscores the potential of the R2L strategy to address EFL learners' reading challenges and enhance their comprehension skills, contributing valuable insights to the field of English language teaching.

Due to the insufficiently satisfactory implementation of the R2L strategy in the current study, English teachers and other parties involved in English language teaching in the private vocational high school may learn from a study conducted by Damayanti (2016) to improve future implementation of the strategy. In Damayanti's study, a comprehensive intervention was implemented to enhance students' narrative writing skills. The intervention followed a structured four-stage process: (1) preparing before reading stories, (2) engaging in detailed reading, (3) participating in joint rewriting, and (4) conducting individual rewriting exercises. Prior to and following the intervention, students' narrative texts were collected and meticulously analyzed. The analysis focused on several critical aspects, including the achievement of the text's purpose, the progression through various stages and phases of meaning, the control of the subject matter (field), the relationship with the reader, and the overall coherence of the narrative. Preliminary findings from the study revealed a significant improvement in students' writing abilities, transitioning from fragmented and speech-like language to more cohesive and literate written narratives. This study, which applied the Reading to Learn (R2L) pedagogy within the Indonesian educational context, is anticipated to offer valuable contributions to the field of English language teaching, particularly in English as a Foreign Language (EFL) settings.

Though conducted in college level setting, another study that can offer insights on how to improve implementation of R2L strategy in the current setting of the study is Listyani's (2017). Listyani presents an alternative approach aimed at effectively engaging students in Academic Writing courses. She introduces a method that encourages students to engage in a preparatory phase before reading, followed by careful or detailed reading, preparation for writing, collaborative writing, individual reconstruction, and ultimately, the production of individual essays. These stages are seamlessly integrated into a continuous cycle known as the Reading to Learn (R2L) cycle. The Academic Writing course, a four-credit offering for fifth-semester students at the Faculty of Language and Literature (FLL) at Satya Wacana Christian University in Salatiga, can often be perceived as tiring, stressful, and monotonous if not managed well. Effective class management and a compelling syllabus were paramount to maintaining student interest and engagement in her study.

Finally, a study conducted by Wydyastuti, Awaliah, and Hardini (2020) can also be analyzed to help improve the implementation of R2L strategy in the school selected in this study. Their study was conducted to ascertain the effectiveness of the Reading to Learn (R2L) strategy in enhancing the writing skills of students enrolled in Sundanese Language

Education at Universitas Pendidikan Indonesia (UPI). This study utilized action research methodologies, incorporating data recording techniques and documentation to gather comprehensive insights. The findings highlighted significant challenges faced by students in mastering Sundanese language writing, primarily due to misconceptions and incorrect understandings of fundamental concepts acquired during their primary, secondary, and high school education. However, the implementation of the R2L strategy yielded notable improvements in students' writing abilities, as evidenced by progressive enhancements observed in each cycle of the study. Consequently, the researchers concluded that the R2L strategy is highly beneficial not only in refining students' writing skills in the Sundanese language but also in fostering a deeper reading comprehension of texts. This study underscores the potential of the R2L strategy to bridge educational gaps and elevate the academic performance of students in language education programs.

Conclusion

This study's findings underscore the necessity for enhancing the implementation of the Reading to Learn (R2L) strategy to effectively teach reading comprehension to English as a Foreign Language (EFL) learners at a private vocational high school in Pekanbaru. To maximize the strategy's impact on improving learners' comprehension of English texts, it is imperative that English teachers deepen their familiarity with exemplary practices of the R2L strategy. This involves engaging with a broad spectrum of references and studies, as highlighted in the discussion section, which provide valuable insights and lessons. By doing so, educators can not only improve their capacity to implement the R2L strategy but also refine their ability to tailor the strategy to their specific local contexts. This adaptive approach ensures that the R2L strategy is effectively integrated into the unique dynamics of English language teaching environments, ultimately leading to enhanced educational outcomes for EFL learners.

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