

Integrating Collaborative Strategic Reading (CSR) in ESL Instruction: Effects on Reading Comprehension, Content Mastery, and Language Acquisition

Julanie L. Abella

Teacher III, Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0000-1640-7196> | julanieabellalife@gmail.com

Jenevie T. De Gracia

Teacher III, Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0008-1732-0760> | jendegracia2023@gmail.com

Sweeney Ann D. Maningo

Teacher III, Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0003-1223-9625> | degraciasweeneyann@gmail.com

Melodie Rose T. Paculanang

Teacher I, Department of Education, Schools Division of Toledo City, Philippines
<https://orcid.org/0009-0007-2192-2783> | melodierosepaculanang30@gmail.com.ph

Osias Kit T. Kilag

School Principal, PAU Excellencia Global Academy Foundation, Inc., Toledo City, Cebu, Philippines / Vice-President for Academic Affairs and Research, ECT Excellencia Global Academy Foundation, Inc., Buanoy, Balamban, Cebu, Philippines
<https://orcid.org/0000-0003-0845-3373> | okkilag12@gmail.com

Abstract:

This study examines the effects of integrating Collaborative Strategic Reading (CSR) in English as a Second Language (ESL) instruction, focusing on its impact on reading comprehension, content mastery, language acquisition, and collaborative learning experiences among ESL learners. Through an integrative literature review methodology, this research synthesizes and analyzes existing literature, highlighting the multifaceted benefits of CSR integration in ESL instructional settings. The findings underscore the positive influence of CSR on ESL learners'

reading comprehension, demonstrated through improved critical reading skills and deeper understanding of complex texts. Moreover, the study emphasizes the role of CSR in enhancing content mastery, facilitating a deeper conceptual understanding of academic content, and improving retention of subject-specific knowledge. The research also highlights the significance of CSR in promoting language acquisition, as evidenced by ESL learners' expanded language proficiency, improved syntactic awareness, and enhanced communicative competence. Additionally, the study emphasizes CSR's role in fostering a collaborative learning environment, fostering peer collaboration, and enhancing interpersonal skills critical for ESL learners' holistic educational development. Overall, this study provides valuable insights for educators and policymakers seeking to optimize ESL instructional practices and promote the academic success of ESL learners.

Keywords: Collaborative Strategic Reading, ESL instruction, reading comprehension, content mastery, language acquisition

Introduction:

English as a Second Language (ESL) learners face considerable challenges in mastering the intricacies of the English language, particularly in terms of reading comprehension, content understanding, and language acquisition. In the context of language acquisition, the significance of effective reading strategies cannot be overstated, as they serve as a gateway to comprehending complex texts and acquiring a deeper understanding of the language. However, research suggests that many ESL learners often struggle to develop these essential reading skills, which can impede their overall academic performance and hinder their progress in language proficiency (Fletcher, et al., 2009).

One promising approach that has gained significant attention in recent years is the implementation of Collaborative Strategic Reading (CSR) within ESL instructional settings. CSR is a well-structured, cooperative learning strategy that emphasizes the use of specific techniques to enhance reading comprehension, encourage active participation, and foster meaningful interactions among students (Zenati & Zekraoui, 2023). By integrating CSR into ESL instruction, educators aim to not only improve students' reading abilities but also promote content mastery and facilitate the acquisition of the English language through collaborative engagement and strategic comprehension techniques.

This research aims to investigate the potential effects of incorporating CSR in ESL instruction on three key aspects: reading comprehension, content mastery, and language acquisition. By analyzing the impact of CSR implementation on ESL learners, this study seeks to contribute to the existing body of literature on effective language instruction strategies and provide valuable insights into the practical application of CSR in ESL contexts. Furthermore, this research endeavors to shed light on the potential benefits of collaborative learning in fostering a conducive environment for ESL students to develop their language skills and enhance their overall academic performance.

Through a comprehensive analysis of existing literature and empirical data, this study aims to provide a holistic understanding of the implications of implementing CSR in ESL instruction and

its influence on the multifaceted development of ESL learners. By examining the relationship between CSR and the enhancement of reading comprehension, content mastery, and language acquisition, this research endeavors to offer practical recommendations for educators and policymakers seeking to optimize ESL instructional approaches and promote the academic success of ESL learners in diverse educational settings.

Literature Review:

English as a Second Language (ESL) instruction has long been a critical area of focus within the educational landscape, particularly with regards to enhancing reading comprehension, content mastery, and language acquisition among ESL learners. A substantial body of research has highlighted the challenges faced by ESL students in developing proficiency in the English language, often stemming from difficulties in comprehending complex texts, mastering subject-specific content, and grasping nuanced linguistic nuances (Kilag, et al., 2023). Consequently, educators and researchers have been exploring various instructional strategies aimed at improving ESL students' reading skills and facilitating their overall language acquisition process.

Among the strategies gaining traction, Collaborative Strategic Reading (CSR) has emerged as a promising approach in recent years. CSR is an instructional framework that emphasizes cooperative learning, active engagement, and the application of specific reading strategies to enhance comprehension and promote critical thinking among students (Ujun, 2023). Scholars have recognized CSR's potential to foster meaningful interactions among ESL learners, encourage peer collaboration, and develop essential reading skills, thereby enhancing not only reading comprehension but also facilitating content mastery and language acquisition in ESL contexts.

Studies have indicated the multifaceted benefits of CSR implementation within ESL instruction. For instance, Topalov (2023) underscored the positive impact of CSR on ESL students' reading comprehension abilities, emphasizing how the collaborative nature of CSR fosters discussions and promotes deeper understanding of complex texts. Additionally, Hinduja, et al. (2023) highlighted the role of CSR in improving content-specific knowledge retention among ESL learners, illustrating how the collaborative nature of CSR facilitates peer support and discussion, leading to enhanced content mastery and retention.

Furthermore, CSR has been observed to significantly contribute to language acquisition among ESL students. By fostering active engagement and peer interaction, CSR facilitates the development of language skills, including vocabulary expansion, syntactic awareness, and comprehension of linguistic nuances (Kilag, et al., 2023). This collaborative approach to language learning has been found to create a conducive environment for ESL learners to practice and refine their language skills through meaningful interactions with peers, ultimately contributing to improved language acquisition and overall academic performance.

While the existing literature provides valuable insights into the potential benefits of integrating CSR in ESL instruction, further research is needed to comprehensively evaluate the long-term effects of CSR implementation on reading comprehension, content mastery, and language

acquisition. Moreover, exploring the nuances of CSR implementation across different ESL instructional contexts can offer a deeper understanding of its efficacy and practical implications for educators and policymakers aiming to enhance ESL learning outcomes.

The literature review underscores the significance of addressing the challenges faced by ESL learners in the domains of reading comprehension, content mastery, and language acquisition. It highlights the potential of CSR as an effective instructional strategy in promoting collaborative learning, facilitating deeper comprehension, and fostering language acquisition among ESL students. However, it also emphasizes the need for comprehensive research to assess the holistic impact of CSR on ESL instructional practices and student outcomes. This study aims to contribute to this evolving discourse by providing a comprehensive analysis of the effects of CSR integration in ESL instruction, thereby offering valuable insights for educators, researchers, and policymakers seeking to optimize ESL learning environments and promote the academic success of ESL learners.

Methodology:

This study employed an integrative literature review approach to examine the effects of integrating Collaborative Strategic Reading (CSR) in English as a Second Language (ESL) instruction on reading comprehension, content mastery, and language acquisition. The integrative literature review methodology was chosen to synthesize and analyze existing research findings on the topic comprehensively. By employing this approach, the study aimed to provide a comprehensive understanding of the collective body of literature and identify patterns, trends, and insights regarding the impact of CSR integration in ESL instructional settings.

The process began with the identification of relevant peer-reviewed articles, scholarly publications, and academic sources from reputable databases, including but not limited to, JSTOR, ERIC, and Google Scholar. The search strategy involved the use of various keywords and combinations, such as "Collaborative Strategic Reading," "ESL instruction," "reading comprehension," "content mastery," and "language acquisition," to ensure the inclusion of studies directly related to the research focus. Additionally, the inclusion criteria encompassed studies published in the last decade to ensure the integration of contemporary perspectives and approaches in ESL instruction.

Following the comprehensive literature search, the retrieved articles underwent a systematic screening process to select relevant studies aligned with the research objectives. The inclusion criteria prioritized studies that specifically investigated the effects of CSR integration in ESL instruction on reading comprehension, content mastery, and language acquisition. Studies focusing on diverse ESL learner populations and instructional settings were considered to ensure the inclusivity and diversity of the literature review.

Subsequently, the selected articles underwent a rigorous data extraction process, wherein key information, methodologies, findings, and implications were systematically documented and organized. The extracted data were synthesized and analyzed thematically, allowing for the identification of common themes, patterns, and variations across the literature. The thematic

analysis facilitated the exploration of the effectiveness of CSR integration in improving ESL learners' reading abilities, enhancing content understanding, and promoting language acquisition.

Moreover, the integrative literature review involved a critical appraisal of the methodological rigor and quality of the selected studies to ensure the credibility and reliability of the synthesized findings. By critically evaluating the methodologies, sample sizes, data collection procedures, and analytical approaches employed in the selected studies, the review aimed to provide a comprehensive assessment of the robustness and generalizability of the reported results.

The integrative literature review methodology facilitated a comprehensive synthesis of the existing research on the effects of CSR integration in ESL instruction, enabling a nuanced understanding of the implications for ESL learners' reading comprehension, content mastery, and language acquisition. By synthesizing and analyzing the collective body of literature, this study sought to provide valuable insights for educators, researchers, and policymakers seeking to enhance ESL instructional practices and optimize learning outcomes for ESL learners.

Findings and Discussion:

The integrative literature review revealed several key themes related to the effects of integrating Collaborative Strategic Reading (CSR) in English as a Second Language (ESL) instruction. These themes shed light on the multifaceted impact of CSR on ESL learners' reading comprehension, content mastery, and language acquisition. The following themes emerged from the comprehensive analysis of the selected studies:

Theme 1: Enhanced Reading Comprehension

The integration of Collaborative Strategic Reading (CSR) in English as a Second Language (ESL) instruction has been consistently associated with notable improvements in reading comprehension among ESL learners. These advancements were underscored by the implementation of various collaborative reading activities, including reciprocal teaching, questioning the author, and summarizing, which collectively fostered an environment conducive to active engagement and deeper comprehension of complex texts (Solomons, 2023). By actively participating in these collaborative reading activities, ESL students were able to cultivate critical reading skills and strategies necessary for navigating and understanding intricate academic texts.

Empirical evidence from various studies has highlighted the efficacy of reciprocal teaching, a key component of CSR, in enhancing reading comprehension among ESL learners (Putra, 2023). Reciprocal teaching, which involves the systematic instruction of four comprehension strategies - predicting, questioning, clarifying, and summarizing - has been found to facilitate interactive discussions and peer-supported learning environments. These discussions, in turn, enable ESL learners to construct a deeper understanding of the text by actively engaging in the collaborative process of generating questions, sharing insights, and summarizing key points (Kilag, et al., 2023).

Furthermore, the incorporation of questioning the author and summarizing activities within the CSR framework has been instrumental in encouraging critical thinking and deeper analysis of

textual content among ESL learners. Through the process of questioning the author, students are encouraged to critically evaluate the author's intentions, arguments, and overall message, thereby fostering a more comprehensive understanding of the text's underlying themes and implications. Similarly, engaging in collaborative summarization tasks has allowed ESL learners to synthesize information, identify key concepts, and extract the main ideas from complex texts, thus enhancing their overall reading comprehension abilities (Sun & Hwang, 2023).

The integration of CSR within ESL instruction has demonstrated a clear positive impact on enhancing ESL learners' reading comprehension capabilities. By fostering collaborative engagement and incorporating specific strategies such as reciprocal teaching, questioning the author, and summarizing, CSR has effectively facilitated a supportive and interactive learning environment conducive to the development of critical reading skills and comprehensive understanding of challenging academic texts.

Theme 2: Facilitated Content Mastery

The integration of Collaborative Strategic Reading (CSR) in English as a Second Language (ESL) instruction has proven to be instrumental in facilitating content mastery among ESL learners. This finding aligns with research that emphasizes the positive impact of collaborative reading activities, such as group summarization and prediction, on enhancing students' retention of subject-specific knowledge and fostering a deeper understanding of academic content (Al Sultan, 2023). By actively participating in these collaborative reading activities, ESL students have been able to engage with academic content more effectively, leading to a heightened capacity for conceptual understanding and knowledge retention.

The implementation of group summarization tasks within the CSR framework has enabled ESL learners to collectively synthesize information and distill key concepts from complex texts, thereby promoting a deeper conceptual understanding of the subject matter (Kilag, et al., 2023). Through this collaborative learning process, students engage in discussions, negotiate differing perspectives, and arrive at a shared understanding of the material, ultimately enhancing their grasp of the underlying concepts and principles. This collaborative approach to summarization fosters a sense of collective sense-making, allowing ESL learners to construct a cohesive and comprehensive understanding of the academic content through shared interpretation and analysis (Alimohammadi, 2023).

Furthermore, the incorporation of prediction activities within the CSR framework has contributed to ESL learners' improved content mastery by encouraging proactive engagement with the text and the development of anticipatory strategies (Malkawi, et al., 2023). Engaging in predictive exercises has enabled ESL students to make informed hypotheses, anticipate forthcoming information, and establish connections between prior knowledge and new concepts. This proactive approach to reading not only fosters a deeper understanding of the subject matter but also encourages active participation and critical thinking, thereby enhancing ESL learners' overall content mastery within diverse academic contexts (Hidayah, et al., 2023).

The integration of CSR within ESL instruction has demonstrated a positive influence on ESL learners' content mastery, as evidenced by the heightened retention of subject-specific knowledge

and the cultivation of a deeper conceptual understanding of academic content. Through collaborative activities such as group summarization and prediction, CSR has fostered a collaborative learning environment that encourages peer interaction, collective sense-making, and proactive engagement with academic content, ultimately enhancing ESL learners' mastery of subject-specific material.

Theme 3: Promoted Language Acquisition

The role of Collaborative Strategic Reading (CSR) in promoting language acquisition among English as a Second Language (ESL) learners was a prominent finding within the literature review. This research highlights the pivotal role of CSR activities in fostering language development through meaningful peer interactions, vocabulary discussions, and language-focused tasks (Grøver, et al., 2023). Active engagement in collaborative activities, such as group discussions and reciprocal teaching, has provided ESL students with valuable opportunities to practice and refine their language skills within an immersive and supportive learning environment.

The collaborative nature of CSR activities has been instrumental in facilitating language acquisition among ESL learners by encouraging active participation in discussions, negotiations, and explanations (Kilag, et al., 2023). Through these collaborative interactions, ESL students have not only expanded their vocabulary but also developed a heightened awareness of syntactic structures and language nuances. The emphasis on cooperative learning and interactive dialogue within the CSR framework has created an enriching language-rich environment that fosters the development of essential language skills crucial for achieving academic success in ESL contexts.

Moreover, the literature review highlighted the significant impact of CSR on ESL learners' language proficiency and communicative competence. By actively engaging in vocabulary discussions and language-focused tasks, ESL students have been able to strengthen their language abilities and effectively communicate ideas and concepts (Salamanti, et al., 2023). The collaborative learning approach embedded in CSR has provided ESL learners with the necessary scaffolding and support to express themselves confidently and articulate their thoughts coherently, thereby enhancing their overall language acquisition and communicative effectiveness.

The findings emphasized the crucial role of CSR in promoting language acquisition among ESL learners, emphasizing the benefits of meaningful peer interactions, vocabulary discussions, and language-focused tasks in fostering language development. The collaborative nature of CSR activities has created an immersive language-rich environment that not only expands ESL learners' vocabulary but also enhances their syntactic awareness and communicative competence, thereby facilitating their overall language acquisition and academic success in diverse ESL learning environments.

Theme 4: Fostering Collaborative Learning

The literature review highlighted the substantial role of Collaborative Strategic Reading (CSR) in fostering a collaborative learning environment within English as a Second Language (ESL)

instructional settings. This approach was found to promote peer collaboration, reciprocal teaching, and shared reading experiences, contributing to the development of essential interpersonal skills, teamwork, and communication among ESL learners (Aktaş, 2023). The collaborative learning approach embedded in CSR not only enhanced students' academic skills but also fostered the cultivation of critical interpersonal competencies crucial for their holistic educational development.

By actively promoting peer collaboration and shared reading experiences, CSR created an inclusive and supportive learning community that encouraged ESL learners to engage in group discussions, share diverse perspectives, and provide constructive peer feedback (Kilag, et al., 2023). This collaborative learning environment not only facilitated a deeper understanding of the academic content but also encouraged the development of effective communication and teamwork skills essential for successful collaboration in both academic and professional settings.

Furthermore, the literature emphasized the role of reciprocal teaching within the CSR framework in nurturing a collaborative learning culture among ESL learners. Reciprocal teaching, as an integral component of CSR, encouraged students to take on the roles of teacher and learner, fostering a dynamic learning environment that promoted active participation and shared responsibility (Könings, et al., 2021). By engaging in reciprocal teaching activities, ESL learners developed a deeper sense of empathy and understanding, thereby enhancing their ability to communicate, collaborate, and work effectively with their peers.

The literature underscored the pivotal role of CSR in fostering a collaborative learning environment within ESL instructional settings. By promoting peer collaboration, shared reading experiences, and reciprocal teaching, CSR not only enhanced students' academic competencies but also facilitated the development of critical interpersonal skills necessary for their holistic educational and personal growth. Through the collaborative engagement encouraged by CSR, ESL learners were able to cultivate effective communication, teamwork, and interpersonal competencies essential for their success in diverse academic and professional contexts.

The findings highlighted the multifaceted benefits of integrating CSR in ESL instruction, emphasizing its positive impact on ESL learners' reading comprehension, content mastery, language acquisition, and collaborative learning experiences. These findings contribute to the existing literature on effective instructional strategies for ESL learners, providing valuable insights for educators, researchers, and policymakers aiming to enhance ESL instructional practices and optimize learning outcomes for diverse student populations.

Conclusion:

The comprehensive analysis of the literature on the integration of Collaborative Strategic Reading (CSR) in English as a Second Language (ESL) instruction has highlighted its significant and multifaceted impact on ESL learners' reading comprehension, content mastery, language acquisition, and collaborative learning experiences. The findings underscore the effectiveness of CSR in promoting a collaborative and interactive learning environment that fosters academic growth and holistic development among ESL learners.

The study revealed that the incorporation of CSR within ESL instruction significantly enhanced students' reading comprehension abilities through the facilitation of collaborative reading activities, such as reciprocal teaching, questioning the author, and summarizing. These activities not only improved students' critical reading skills but also fostered a deeper understanding of complex academic texts. Moreover, the literature review emphasized the positive influence of CSR integration on ESL learners' content mastery, as evidenced by their enhanced retention of subject-specific knowledge and the development of a deeper conceptual understanding of academic content through group summarization and prediction activities.

Furthermore, the findings highlighted the pivotal role of CSR in promoting language acquisition among ESL learners, as the collaborative nature of CSR activities facilitated meaningful peer interactions, vocabulary discussions, and language-focused tasks. Through these collaborative engagements, ESL learners not only expanded their language proficiency but also improved their syntactic awareness and communicative competence. Additionally, the study emphasized the significant contribution of CSR in fostering a collaborative learning environment, promoting peer collaboration, reciprocal teaching, and shared reading experiences that facilitated the development of interpersonal skills and effective communication among ESL learners.

The research findings provide valuable insights into the practical implications of integrating CSR in ESL instruction, underscoring its potential to enhance ESL learners' academic performance and contribute to their overall educational development. By fostering a collaborative and interactive learning environment that promotes active engagement, critical thinking, and effective communication, CSR serves as a valuable instructional strategy for educators and policymakers seeking to optimize ESL learning outcomes and cultivate a supportive and inclusive learning community for ESL learners. The study's comprehensive analysis of the multifaceted benefits of CSR integration in ESL instruction contributes to the ongoing discourse on effective instructional approaches for diverse student populations, offering practical recommendations for educators and policymakers aiming to enhance ESL instructional practices and promote the academic success of ESL learners.

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