FROM GLOBALIZATION TO LOCALIZATION: PROMOTING EFL STUDENTS' READING COMPREHENSION SKILLS USING GFOS MODEL BASED ON COLLABORATIVE LEARNING APPROACH

ANUSIT PANKLAM

A Dissertation Submitted to University of Phayao

in Partial Fulfillment of the Requirements

for the Doctor of Philosophy Degree in English

December 2024

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จากสากลสู่ท้องถิ่น:การพัฒนาทักษะการอ่านเพื่อความเข้าใจของผู้เรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศโดยใช้ GFOS โมเดลร่วมกับทฤษฎีการเรียนรู้แบบร่วมมือเป็นฐาน

อนุสิษฐ์ พันธ์กล่ำ

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Title: FROM GLOBALIZATION TO LOCALIZATION: PROMOTING EFL STUDENTS' READING COMPREHENSION SKILLS USING GFOS MODEL BASED ON COLLABORATIVE LEARNING APPROACH

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Keywords: GFOS Model, Reading Comprehension Skill, Collaborative Learning

ABSTRACT

The purposes of the study were: 1) to investigate the effects of using GFOS model to promote EFL students' reading comprehension skills, and 2) to investigate the attitudes of EFL students toward using GFOS model in promoting reading comprehension skills. The study's sample consisted of 24 mixed-ability students majoring in English for their Bachelor's degree at the Faculty of Education, Kamphaeng Phet Rajabhat University, Kamphaeng Phet province, selected through purposive sampling during the 1st semester of the academic year 2023. The research instruments included an achievement test and semi-structured interviews. Quantitative data were analyzed using mean and standard deviation, while qualitative data were analyzed through content analysis. The findings of this study are as follows. First, the investigation into the effects of using the GFOS model to promote EFL students' reading comprehension skills revealed that the reading comprehension achievement, as measured by the t-test mean scores, showed that post-test scores were significantly higher than pre-test scores (pretest: $M = 15.75$, $SD = 1.92$; posttest: $M = 23.38$, $SD = 3.46$). A paired-samples t-test was conducted to compare students' learning outcomes before and after the intervention. There was a significant increase in post-test scores ($M = 3.00$, $SD = 0.00$) compared to pre-test scores ($M = 1.67$, $SD = 0.52$), $t(5) = 6.32$, $p < .001$. This indicates that the intervention had a statistically significant effect on improving students' learning outcomes. Second, the investigation into EFL students' attitudes toward using the GFOS model in promoting reading comprehension skills revealed that students held the GFOS model in high regard. They found that it enhanced collaborative learning by accommodating diverse proficiency levels and facilitating efficient comprehension through role-based tasks in the Grouping, Foreseeing, Obtaining, and Summarizing stages. This structured teamwork, combined with the use of reading materials relevant to students' contexts, provides an excellent framework for developing reading skills, overcoming cultural challenges, and connecting new information to prior knowledge.

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my advisor, Asst. Prof. Dr.Sukanya Kaowiwattanakul, for her unwavering guidance, support, and invaluable insights throughout the duration of this research. Her expertise and dedication have been instrumental in shaping my work, and I am deeply grateful for her constructive feedback, which has helped refine and strengthen this thesis.

I am equally grateful to my co-advisors, Dr.Rattana Yawiloeng and Asst. Prof. Dr.Khomkrit Tachom, for their constant advice and assistance. Their expertise in English language teaching and research methodology has greatly contributed to the development of this project. I deeply appreciate their time, encouragement, and detailed suggestions, which have significantly enhanced the quality of this research.

I would also like to thank the chairman, Asst. Prof. Dr.Wannaprapha Suksawas, and the research committee member, Dr.Singkham Rakpa for their insightful feedback and helpful comments.

Finally, I extend my heartfelt thanks to all the participants in my study, including my colleagues and students, for their cooperation and support. I am forever grateful to my family and friends for their encouragement throughout this journey.

Anusit Panklam

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CHAPTER I

INTRODUCTION

Rationale and Background of the Study

1. Essentials of English Language

English is being utilized more frequently as a tool for communication between people who do not speak it as their native language. It is the most widely spoken international language and the most popular language used online, according to Internet World Statistics (Internet World Users by Language, 2023). In many countries, English plays a crucial role in academic contexts, business, technology, and numerous research fields (Irawan, et al., 2022). For instance, Thailand regards English proficiency as prestigious and uses English as the medium of instruction in both public and private universities (Boonsuk, et al., 2023). People all across the world are picking up English classes because they believe it will help them better communicate with others who speak other languages. It is crucial for anyone who wants to reach numerous fields from business to academia. English is the official language of 53 countries and is spoken as a primary language by about 400 million people, while 1 billion people use English regularly. Moreover, it is the dominant international language of the 21st century, spoken by about 1.75 billion people–1/4 of the world's population (Mehrajuddin, 2020), indicating that the use of the English language is increasing rapidly around the world; consequently, English may be considered a worldwide language.

As the English language rapidly develops more complex relationships within and between speaker communities worldwide, dialogue about its role as a world language must still expand. Kachru (1985) suggested dividing the English–speaking world into three circles. Kachru concentrated his attention on the historical setting of the English language, the status of the language, and the functioning of the language in various places. Kachru believes that countries traditionally use English as their primary languages, such as the United States, Canada, and England, which comprise the Inner Circle. The Outer Circle is made up of the former colonies, including Nigeria, Africa, and India. On the other hand, the Expanding Circle comprises countries such as China, Japan, and Turkey that are influenced by the West and where English has become an essential language in commerce, science,

technology, and education. According to Nakornsut (2023), an increase in the number of persons using English as an International Language (EIL) has changed the requirements and goals of students learning the language. The majority of students now view acquiring an expression that is similar to that of a native speaker as no longer being their ultimate objective, nor is conversing with native speakers their primary purpose for studying English. Instead, they are primarily concerned with their level of English proficiency in relation to that of other non-native speakers of the language who come from a variety of native language (L1) backgrounds.

Although most people are aware of its significance in the globalized world of today, the importance of English cannot be dismissed or disregarded because it is the most significant language spoken in the world. Furthermore, speakers of English do not need to have a native-like command of the language to succeed. Additionally, people are free to utilize the language in their day-to-day lives, despite rigorous standards being maintained.

Furthermore, English is the primary language of science, medicine, and financial transactions and, most importantly, the language of international communication. Therefore, English is equally if not more urgently essential in education. This acquired significance of English has made it an essential language for all non-English speakers to learn, regardless of their field of endeavor. In order to increase their chances for a better life in today's extremely competitive world, an increasing number of individuals are learning English, sometimes in conjunction with other languages. At the official level, governments around the world have included English as a foreign language in their school and university curricula. However, mastery of the English language requires mastery of its four essential skills: reading, writing, speaking, and listening. These abilities are essential and the key to English language mastery (Ali, et, al., 2022).

Considering the increasing importance of English and the essential skills required for its mastery, there are growing expectations placed on students to develop a comprehensive set of language abilities to succeed academically and professionally.

2. Expectation on Students' Abilities of English

In the field of English learning, there are high expectations placed on students to develop comprehensive language skills. Language proficiency entails more than just

memorizing vocabulary and grammar rules; it involves the ability to effectively communicate and understand the nuances of the English language(Le & Pham, 2023). Students are expected to demonstrate strong listening skills, enabling them to comprehend spoken English in various contexts, such as lectures, conversations, and audio materials. Moreover, students are expected to develop speaking skills that enable them to express their ideas fluently, accurately, and confidently, using appropriate vocabulary and grammar. Reading skills are also crucial, as students are expected to comprehend and analyze different types of texts, ranging from academic articles to literary works, and extract relevant information. Lastly, students are expected to master writing skills, which involve structuring coherent arguments, employing appropriate language conventions, and expressing themselves effectively in written form. These expectations reflect the need for students to develop well-rounded English language abilities that will serve them in various academic and professional contexts. Thus, English learning expects students to develop comprehensive language skills, encompassing listening, speaking, reading, and writing.

In most cases, students' success depends on their English proficiency. Therefore, many consider one's competence and performance in English as an indicator of readiness and flexibility to varsity work ŽĪgure and Usca (2023). On the opposite hand, college students are expected to own advanced English skills considering the length of their time they need to be exposed to spoken and written English to fulfill the stress of today's world (Zang & Liying, 2021)

According to a study investigating the competencies of Thai graduates in order to fulfill the requirements of ASEAN, it was discovered that among the essential skills for bachelor's degree holders, and English fluency were identified as two crucial skills. These skills were considered alongside professional ethics and the ability to make critical judgments based on professional values. Additionally, graduates should cultivate their capacity for creative thinking and effective problem communication, encompassing fields such as mathematics and information technology (Piip, 2021)

Higher educational institutions in Thailand are aware of students' role in producing quality graduates who can employ 21st-century skills and English to keep pace with advances in technology, communications, industry, medicine, and various sciences. Therefore,

the Ministry of Education and the Office of the Higher Education Commission have clearly defined the English language requirements of students, teachers, and education staff. In addition, on 18 November 2023, the Ministry of Education, in collaboration with the Ministry of Higher Education, Science, Research, and Innovation (MHESI), announced the Higher Education Standards Committee's policy for raising English language standards in higher education institutions (Higher Education Standards Committee, 2023). This policy requires undergraduate students to have English language proficiency at level B2 (Independent User) according to the international standards of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (Tayaborworn & Suksakulchai, 2023).

3. Common European Framework of Reference for Languages (CEFR)

English holds significant importance in Thailand due to its role as a global language of communication, economic opportunities, education and research, and the thriving tourism industry (Schneider, 2020) Proficiency in English enables effective engagement with people from diverse backgrounds, access to international job markets, participation in global academic networks, and enhanced tourism experiences. Recognizing the need to compete globally, Thailand emphasizes the development of English language skills to facilitate economic growth, academic excellence, and successful international interactions (Rajprasit, 2022).

To develop English ability of Thai students, Thailand continues to face challenges in developing English proficiency among its students, as reflected in its placement within the "Low Proficiency" category. According to the EF English Proficiency Index (EF EPI) for the years 2019, 2020, and 2021, which evaluates English proficiency levels globally, Thailand consistently ranks in the "Low Proficiency" category. In the EF EPI 2021, Thailand ranked 89th out of 100 countries, indicating a comparatively low level of English proficiency. Similarly, in the EF EPI 2020, Thailand ranked 74th out of 100 countries, and in the EF EPI 2019, Thailand ranked 64th out of 100 countries (Tipprachaban, 2022). Efforts to address this proficiency gap and improve English language skills among Thai students remain imperative. However, the Thai government is striving to develop students' English proficiency with reference to the Common European Framework of Reference for Languages (CEFR)

due to its established framework for language learning, assessment, and international comparability. The CEFR provides a standardized scale for evaluating language proficiency, allowing students' English skills to be measured and compared to international standards (Adiyeva & Mahmudova, 2023).

According to the CEFR, the Global Scale is split into three categories, namely 1) Basic User (A1 and A2), 2) Independent User (B1 and B2), and 3) Proficient User (C1 and C2). To be precise, the CEFR clearly defines the kinds of functions users "can" perform at each of the six levels. These include the competence to speak effectively, the abilities and knowledge required for the acquisition, and the communicative situations and context during which the language is employed (Council of Europe, 2001; Savski & Prabjandee, 2022). Accordingly, the announcement from the Ministry of Education regarding the results of the English language proficiency examination based on the Common European Framework of Reference for Languages (CEFR), the undergraduate level is set at B1(registration, 2020).

In reference to the CEFR, all 38 Rajabhat Universities (RU) within the country are directly chargeable for teacher training. One of the tasks is to coach pre-service teachers and future teachers in training to be able to impart knowledge of English to their students. Therefore, the CEFR policy introduced in 2016 inevitably has a bearing on educational management policies in universities, curriculum design, and teaching practice(Charttrakul & Damnet, 2021). Thus, English Education Programme seems to own two primary goals for student teachers altogether. One is to push their students to achieve the expected English competence of the CEFR of the Ministry of Education (MOE). The other is to supply English language proficiency and pedagogical skills supported by the CEFR descriptors. This might be a challenge in implementing the CEFR policy of MOE for RUs teachers, although some language organizations and practitioners advocate the beneficial use of the CEFR in teaching.

Despite the introduction of the CEFR framework to guide English language education, Thai students still face significant challenges in achieving the expected level of proficiency. In Thailand, the expectations for English language proficiency, particularly in reading comprehension, have become a pressing issue that requires urgent attention. Reading comprehension is a key area where students struggle, as many are unable to

critically engage with or fully understand academic texts in English. Pholphirul and Rojanapanich (2021), has highlighted the persistent gap between students' reading skills and the demands of academic and professional environments. These studies emphasize the need for targeted interventions and reforms in English education, especially in enhancing reading comprehension skills, which are critical for academic success and global competitiveness. Addressing these challenges is essential for aligning Thailand's educational outcomes with international standards as outlined by the CEFR, and for preparing students to meet the demands of the modern world.

4. The Importance of Reading Comprehension Skills

Reading is an essential academic language skill that has been perpetuated by humanity. Reading is an effort toward conscious knowledge. In other words, it is an activity frequently performed concurrently with the learning process to comprehend the essence of a reading passage. Reading is a reasoning process that requires a response from the reader, such as generalizations, new inferences, or the planning of subsequent actions based on what was read. Reading involves steps to accomplish and reinforce comprehension: word perception, comprehension, reaction, and integration(Grabe & Yamashita, 2022).

Reading comprehension involves acts of thinking and constructing meanings during pre-reading, while-reading, and post-reading stages (OSTOJIĆ, 2023). It is an essential language skill for making inferences and comprehending written materials, which students are expected to acquire. Positioned at the center of many school subjects, reading comprehension plays a crucial role in the cognitive development process (CIOCOI-POP, 2020). Its importance is underscored by its ability to facilitate effective communication and nuanced understanding of the English language. As an essential life skill, reading should be prioritized while developing language skills because of its central role in everyday life. Furthermore, reading in English is crucial for success in any English-speaking country, and English proficiency alone does not guarantee literacy. For those wishing to pursue education or a career in English-speaking countries or in today's world, learning to read the language is imperative, as many sources will demand it.

The importance of reading in the process of acquiring language skills cannot be emphasized enough(Laličić & Dubravac, 2021). Over the last decade, the role of reading

in second and foreign language acquisition has significantly grown(Samaraweera, 2023). Reading holds a central position in the academic and higher education of English as a Foreign Language (EFL) students. It equips them with skills such as comprehension, inference, synthesis, and interpretation, enabling their progress in their respective fields of study (Mahmood, 2022) Moreover, reading is considered the most critical among the four essential language skills for English language acquisition. It should be acknowledged that EFL students' primary objective is to understand their surroundings, community, and themselves, and reading comprehension facilitates their engagement and interaction with the material they read(ERTÜRK & Özdemir, 2022). In the realm of EFL, reading has expanded to encompass not only traditional print-based materials but also the mental and visual skills necessary for extracting information from digital displays, computers, mobile devices, and other technological learning environments. Presently, the concept of reading entails acquiring a diverse and complex set of skills and knowledge that enable EFL readers to comprehend both textual and visual information and stay abreast of the rapidly evolving information-driven world (Mahmood , 2022). Additionally, students now have easy access to this information through the internet and a wide range of printed materials. However, the level of students' comprehension remains a subject of debate (Sari, et al., 2020).

According to getting college students to be efficient in English, all Rajabhat universities are responsible for helping communities produce college students as pre-service teachers for local schools. They are having difficulty preparing pre-service to accept various approaches in teaching, mainly English skills, and be ready to apply those approaches in their classrooms (Charttrakul & Damnet, 2021).

For college students, learning all four fundamental skills are used: listening, speaking, reading, and writing. All are important, especially the ability to read. Reading is essential for a variety of reasons (Chen & Wang, 2021). For example, it is an essential skill for finding a good job; it enriches the mind, broadens the vision, and improves knowledge. Reading is a process of increasing a sense of written ideas through consequential interpretation and interactivity with language (Johnson & Evans, 2023). It clearly shows that comprehension is a vital component of skill acquisition in any reading activity. The scholar must be ready to read a text that consists of many sentences and

determine the most ideal to which all the sentences refer (Martinez & Nguyen, 2022). After the readers are ready to grasp the most idea, they must identify the small print that supports the most idea. Finally, they must give some thought to what they is reading to interpret the meaning and find factual information(Oleshko & Oleshko, 2020).

Maktiar (2023) mentioned that the understanding of reading has changed and moved from a receptive process to a lively process. To read with understanding is to grasp what has been read. Comprehension means understanding vocabulary, recognizing the link between words and ideas, organizing ideas, discerning the author's intent, forming judgments, and evaluating.

As the understanding of reading continues to evolve from a passive to an active process, it becomes increasingly important to address the challenges learners face, particularly in the context of English as a Foreign Language (EFL), where reading comprehension difficulties are widespread.

5. Reading Skills Problem in English as a Foreign Language (EFL) Context

In the context of English as a Foreign Language (EFL), developing proficient reading skills has emerged as a significant challenge for many learners. Reading comprehension is a crucial academic language skill that enhances language proficiency and plays a central role in cognitive development. However, ESL/EFL learners often encounter difficulties in effectively reading and comprehending texts, which can lead to resistance and a negative attitude towards reading in English (Maktiar, et al., 2023). This issue poses a significant concern for educators and calls for a deeper understanding of the factors influencing reading difficulties in the EFL context and the implementation of effective strategies to address and improve learners' reading abilities (Hamid & Yulianto, 2022).

EFL students often face challenges that hinder their understanding of assigned reading materials, impeding their progress in developing reading comprehension skills (Fahmy Hashem, 2022). Prior knowledge, or schema, plays a crucial role in reading comprehension (Ren, 2023), and familiarity with the topic enhances comprehension. Culturally familiar texts positively impact reading performance, speed, and understanding (Toti & Hamid, 2022). Conversely, unfamiliar texts can act as barriers to comprehension,

highlighting the importance of connecting new information to students' prior knowledge based on schema theory (Daulay & Ramadhan, 2023).

Challenges faced by foreign students include paraphrasing, note-taking, supporting ideas, time management during reading tests, and a lack of vocabulary (Halali, et al., 2022). Difficulties in identifying difficult words, grasping topics, and main ideas, and dealing with a lack of vocabulary are significant issues (Hezam, et al., 2022). These problems highlight the need for targeted interventions and instructional approaches to improve reading abilities in EFL undergraduates.

Reading comprehension is crucial for EFL undergraduates, but they often struggle with complex sentence structures and vocabulary limitations, which hinder their ability to grasp main ideas and infer meaning (Sofa, 2023; Hiebert, 2020). Cultural differences also pose obstacles, as students may have difficulty relating to culturally specific content (Brown & Lee, 2020). Addressing these issues requires understanding students' background knowledge, motivation, and reading strategies.

Language knowledge is essential for reading comprehension, as unfamiliar terms can impair comprehension (Alderson, 2000). Background knowledge helps readers connect new information with what they already understand, and motivation is crucial for engagement and reading success (Kalita, 2023; Troia & Wallace, 2023). Lack of reading strategies and understanding the reading process also contribute to difficulties in reading comprehension.

In summary, EFL learners face significant challenges in reading comprehension, impacting language proficiency and cognitive development. Factors influencing reading difficulties include prior knowledge, cultural familiarity, vocabulary limitations, motivation, and reading strategies. Effective teaching strategies that activate prior knowledge and address these challenges are essential for improving reading abilities in EFL students. Understanding these factors and implementing targeted interventions can help overcome barriers to reading comprehension and enhance language learning. Additionally, understanding reading has shifted from a passive to an active process, focusing on grasping and comprehending the material read. Many EFL learners face challenges in improving their reading abilities, which can further impact their attitude towards reading in English.

These reading comprehension challenges are not only theoretical but are also reflected in real-world academic settings, such as Kamphaeng Phet Rajabhat University, where the performance of second-year English students on the TOEIC test reveals significant deficiencies in reading skills.

6. Reading Skills Problem Found at Kamphaeng Phet Rajabhat University

The problem identified among the second-year English students at Kamphaeng Phet Rajabhat University (KPRU) was their performance on the TOEIC test in comparison to the CEFR during the 2022 academic year. A total of 93% of their English language proficiency levels were categorized as Basic Users (A1-A2), while 7% were classified as Independent Users (B1). Closer examination revealed that the reading section caused the lowest scores. The university mandates students to take TOEIC tests as part of the Special English 1-4 courses, with TOEIC mock tests required for Special English 1-3 and the actual TOEIC test for Special English 4. Prior to graduation, students must attain a passing score on the TOEIC or CUTEP test at the B1 level according to the CEFR standards (The Office of Academic Promotion and Registration, 2022). Additionally, the university enforces regulations requiring students to demonstrate proficiency in both computer skills and English. Despite the university's policy requiring students to take English proficiency tests, significant skill deficiencies, particularly in reading, remain prevalent. This ongoing issue highlights the need for further targeted interventions to enhance students' reading abilities.

Similarly, 24 second-year English students in the Faculty of Education responded to a researcher-created questionnaire. This questionnaire aimed to gather insights into their reading skills, challenges, and preferences to improve teaching methods. Students rated their reading abilities, identified challenges, and expressed views on improvement. The questionnaire also explored how often they encountered unfamiliar texts and the strategies they used. Additionally, students provided feedback on current teaching methods and suggested preferred instructional strategies.

The questionnaire data reveals that most students (70.8%) rate their reading skills as very poor and see improvement as crucial, with 70.8% finding it very important. They face challenges like comprehending the main idea (33.3%) and summarizing content (45.8%), often encountering unfamiliar texts, significant academic articles (45.8%),

and news articles (41.7%). Students prefer group discussions (41.7%) but are dissatisfied with current teaching methods (29.2% dissatisfied, 62.5% neutral). Confidence in applying reading strategies is low, with 45.8% slightly confident and 37.5% not confident. Enhancing teaching methods, using interactive and group activities, could improve their skills and comprehension.

Based on the questionnaire, data analysis revealed that most students frequently encounter unfamiliar texts, particularly academic and news articles. Their primary strategy is using dictionaries or online resources, though some resort to less effective methods such as skipping or guessing the meaning. This indicates a need for improved support and strategies to help students better navigate and comprehend challenging texts. Providing targeted instruction on effectively approaching and understanding unfamiliar materials could significantly enhance their reading skills and overall comprehension.

Considering the problems of KPRU students and the expectations of KPRU's graduation policy, numerous studies have demonstrated that familiarity with contexts can significantly impact students' reading comprehension. Familiarity refers to students' prior knowledge and experiences related to the subject matter or cultural references present in the text. Thus, integrating contextually familiar materials into instruction could further support and enhance their reading proficiency.

Makhroji and Isda (2023) examined reading theory as a guide for developing students' reading skills and found that reading comprehension through instructional materials that contain content or contexts related to students' familiarity, such as places, lifestyles, and students' local culture, helps students to be motivated to learn English. Biboussi (2022) suggests that when students are familiar with the context, topic, or cultural references in the text, they can activate relevant schemas, making it easier to understand the content. Baleghizadeh and Zarei (2020) mention that familiarity with the context enhances students' vocabulary and conceptual understanding of the topic. When students are familiar with the subject matter, they are more likely to recognize and comprehend domain-specific vocabulary and complex ideas. Moreover, familiarity with cultural references and background knowledge related to the text allows students to grasp the nuances, infer meaning, and make connections. Lack of familiarity can hinder comprehension as cultural references

may be unfamiliar or require additional explanation (Toti & Hamid, 2022). Barcu (2021) claims that familiarity with the context can increase students' motivation and engagement with the text. When students can relate to the content, they are more likely to be interested, actively engage with the material, and invest effort in comprehending it. Furthermore, Keshavarz and Guneyli (2021) suggest that familiarity with the context enables students to better monitor their comprehension. When students are familiar with the topic, they can identify gaps in their understanding, ask relevant questions, and employ effective reading strategies to fill those gaps. Ali, et al. (2022) highlighted that these materials may not align with the specific conditions or context of the school or university, further hindering students' progress in English language learning. Therefore, addressing the issue of inadequate and unsuitable learning materials is crucial to enhance the effectiveness of English language instruction.

In conclusion, familiarity with the context, topic, and cultural references in reading materials plays a significant role in enhancing students' reading comprehension. When students are familiar with the context, they can activate relevant schemas, leading to improved understanding of the content. Familiarity with the subject matter enhances vocabulary and conceptual understanding, enabling students to recognize and comprehend complex ideas. Additionally, familiarity with cultural references allows students to grasp nuances, make connections, and infer meaning. This familiarity also increases motivation, engagement, and active involvement with the text. Furthermore, familiarity with the context helps students monitor their comprehension, identify gaps in understanding, and employ effective reading strategies. It is essential for educators to provide appropriate and adaptive learning materials that align with students' specific conditions and context to enhance the effectiveness of English language instruction and promote successful reading comprehension.

Building on the importance of contextual familiarity in reading comprehension, incorporating instructional materials related to local contexts can further enhance students' ability to engage with and understand texts.

7. Developing Reading Skill through Instructional Materials Related to Local Contexts

The use of instructional materials related to local contexts has been found to be beneficial for developing students' reading skills. Makhroji and Isda (2023) states that when students encounter their own local culture in reading materials, they feel more connected to the content, leading to better understanding and retention. Additionally, Rasmayanti, et al. (2022) suggest that incorporating cultural knowledge in reading materials adds an element of fun to the learning process and improves reading comprehension. It is important for teachers to carefully select and develop English reading materials that are relevant to the local context (Aljanabi, et al., 2022) This ensures that the materials resonate with the students and cater to their specific needs and interests.

Authentic materials, which are not specifically created for educational purposes but reflect real-life language usage, have been advocated by various researchers for language teaching and learning (Molina, 2023; Haryati, et al., 2023). These materials enhance communication, expose learners to genuine language use, and promote a creative and engaging approach to language instruction. Considering students' prior knowledge and experiences when designing or selecting instructional materials can enhance comprehension and create a positive learning environment. Numerous studies have demonstrated the effectiveness of developing reading lessons based on local contexts, such as using local cultural contexts or specific regional themes (Kurniawan, 2020; Katili, 2023) in improving reading comprehension and student motivation. While authentic materials are valuable, it is essential to adapt them to the local context when necessary. Authentic reading materials provide a break from traditional textbooks and allow learners to experience language in real-life situations. However, it is important to modify authentic texts to accommodate students' proficiency levels and ensure their relevance to the local context. The characteristics of effective instructional materials, as described by Tomlinson (2012) and Howard and Major (2004), include achieving impact, fostering learner confidence and investment, addressing different learning styles and affective attitudes, and providing opportunities for language use and feedback. Adapting authentic materials and incorporating culturally relevant resources

can create an effective language learning environment and enhance student motivation (Tomlinson, 2008).

In conclusion, the use of instructional materials related to local contexts is beneficial for developing students' reading skills. When students encounter their own local culture in reading materials, it enhances their understanding and retention. Incorporating cultural knowledge adds fun to the learning process and improves reading comprehension. Authentic materials, which reflect real-life language usage, have been advocated for language teaching and learning, as they promote communication and engage learners. Considering students' prior knowledge and experiences when designing or selecting instructional materials enhances comprehension and creates a positive learning environment. Adapting authentic materials to the local context, while ensuring their relevance and modifying them to accommodate students' proficiency levels, is crucial. Overall, utilizing culturally relevant resources and authentic materials contributes to an effective language learning environment and enhances student motivation.

Building on the importance of utilizing authentic materials and local contexts in enhancing reading skills, another significant approach in language learning is collaborative learning.

8. Collaborative and English Language Learning and Teaching

Collaborative learning (CL) has gained recognition in English language learning and teaching. Through CL, students work together in small teams to solve problems or complete tasks, enabling them to engage in meaningful discussions and learn from each other (Shaikh, 2023). This approach allows for greater student participation and communication, breaking away from the traditional teacher-centered classroom where the teacher is the sole authority (Ho, 2023). According to Wang (2022), collaborative learning is a system of instructional strategies that encourages students to work in heterogeneous teams towards a common goal, fostering a sense of accomplishment and creating a conducive learning environment.

Incorporating collaborative learning activities into the language classroom has demonstrated positive outcomes in terms of students' reading ability and academic performance. (Oliveira, 2023)emphasize that collaborative learning enables teachers to

address students' needs through real-world content and ongoing assessment. By observing students' classroom performances and facilitating reflection, teachers can provide targeted support and tailor instruction accordingly. Furthermore, collaborative learning enhances student engagement and motivation, as it offers opportunities for problem-solving, receiving valuable feedback, and building confidence (Gono & Moraes, 2023). Students derive practical benefits from the development of new knowledge when instructors have the autonomy to implement collaborative learning strategies and utilize appropriate language classroom materials and activities(Khonamri, et al., 2020).

Implementing collaborative learning requires effective classroom management and instructional design to maximize its impact. Jupri (2023) highlight the importance of providing clear instructions and guidance to foster the development of students' collaboration skills. Teachers can utilize various collaborative learning strategies, such as role play, jigsaw, and think pair share, to encourage active student participation(Besa, 2023).

Group activities provide opportunities for students to improve their communication and language skills through interactions with peers, leading to increased engagement and a positive learning environment (Potane, 2023) In addition, group work allows students to express their thoughts, share perspectives, and practice their social skills, facilitating a deeper understanding of concepts and fostering a sense of accomplishment (Utha, 2023) Overall, collaborative learning in the language classroom plays a significant role in promoting language acquisition, facilitating students' active participation in learning activities, and fostering social interactions. By engaging in collaborative tasks, students can enhance their reading comprehension, develop their language abilities, and benefit from the support and knowledge exchange within their learning teams. The implementation of collaborative learning strategies empowers students to take ownership of their learning, while teachers play a vital role in creating an effective learning environment that supports collaborative interactions and meaningful engagement (Wahyuningrum, 2022).

Expanding on the benefits of collaborative learning in enhancing student engagement and language skills, it also plays a crucial role in developing reading comprehension abilities through interactive group activities.

9. Collaborative Learning and Reading Comprehension Skills

Collaborative learning (CL) can be highly beneficial in promoting reading comprehension skills for students. CL has been recognized as a valuable teaching technique where students work together in small groups, engaging in conversation and sharing knowledge, responsibility, and authority (Gillies, et al., 2023). Collaborative learning not only enhances reading comprehension skills but also fosters cognitive, linguistic, and social abilities through increased peer discourse, interactive processes, and corrective feedback (Klang, et al., 2023). Students benefit from opportunities for active engagement, problem-solving, and knowledge exchange within their learning teams, contributing to a deeper understanding of concepts and increased motivation (Moraes & Gono, 2023).

Furthermore, collaborative learning in the EFL context has shown promising results in improving reading comprehension skills. Research conducted in different settings and with various target cultures has consistently demonstrated the positive impact of collaborative learning on students' reading achievement, learning attitudes, and habits (Shaikh, 2023). By engaging in collaborative reading activities, students have the chance to interact, discuss, and assist one another, resulting in higher scores and better performance compared to traditional teacher-centered approaches (Topalov, 2023). Collaborative learning provides an opportunity for students to develop their reading comprehension skills in an environment that supports their cultural backgrounds and interests, enabling them to connect with their communities and cultures (Galappaththy & Karunarathne, 2022).

In conclusion, collaborative learning has proven to be an effective approach for enhancing reading comprehension skills in the context of English as a foreign language (EFL) education. Studies have consistently shown the benefits of collaborative learning, including improved language proficiency, social development, and motivation. The approach is particularly relevant in cultural contexts influenced by values such as cooperation and face-saving. Collaborative learning activities supported by technology have addressed previous limitations, providing students with increased access to assistance and dynamic peer interactions. By promoting active engagement, peer discourse, and interactive processes, collaborative learning fosters cognitive, linguistic, and social abilities. Furthermore, collaborative reading activities have been found to significantly enhance reading achievement, learning

attitudes, and habits. The incorporation of collaborative learning strategies in EFL classrooms holds great potential for improving students' reading comprehension skills and cultivating a positive and engaging learning environment.

Extending the principles of collaborative learning into specific methods, Literature Circles provide an effective way to further enhance reading comprehension by fostering deep discussions and cooperative analysis of texts.

10. Literature Circles (LC) in Reading Comprehension

One effective method of collaborative learning in reading comprehension is the use of Literature Circles. Literature Circles embody the principles of collaborative learning by engaging students in small, cooperative groups where they can discuss and analyze texts together. According to Daniels (2002), Literature Circles involve students working collaboratively to support each other's learning achievements. This method aligns seamlessly with the collaborative learning model, as it encourages students to engage in meaningful discussions, share diverse perspectives, and support one another in the learning process. Students engage in discussions, respectfully listen to one another, and sometimes disagree but return to the text to resolve disputes or validate different interpretations. Ma, et al. (2023) highlight that Literature Circles provide students with opportunities to participate at various levels, examining literal aspects of the book, making personal connections, and seeking out essential story elements. These discussions foster a cooperative environment, allowing students to develop their critical thinking and reading skills while gaining a deeper understanding of their own perspectives through exposure to diverse interpretations. The collaborative nature of Literature Circles helps students build social skills and confidence as they learn to articulate their thoughts and listen to others, fulfilling the goals of collaborative learning.

Literature Circles are small, student-directed reading groups that focus on discussing texts in the classroom, creating an enjoyable and self-improving reading experience (Ma, et al., 2023). These groups help students develop their ideas, thoughts, and analytical skills, enhancing reading comprehension and fostering critical thinking, meaningful discussions, and a love for reading (Daniels, 2002). Literature Circles offer an interactive, student-centered approach where students collaboratively explore texts, share insights, and build critical

thinking skills (Ma, et al., 2023). Incorporating literature in English language classrooms has gained attention for its benefits, including exposing students to authentic language, enriching cultural understanding, and expanding vocabulary (Varita, 2017). Literature Circles, involving rotating roles such as questioner and summarizer (Daniels, 2002; Furr, 2004; Maher, 2013), are effective in implementing literature in language teaching, enhancing critical thinking and literacy skills (Ma, et al., 2023). Teachers facilitate discussions, helping students comprehend texts and relate discussions to real-life experiences (Stein & Beed, 2004). Effective implementation involves selecting relevant reading materials (Farinacci, 1998; Nash & Dutch, 2000), building a collaborative environment (Farinacci, 1998), and preparing students for discussions (Novitasari, et al., 2021; Suci, et al., 2022). Literature Circles enhance language skills, cultural understanding, vocabulary, and critical thinking, creating a supportive community and improving reading comprehension (Ma, et al., 2023). Building on the interactive and student-centered approach of Literature Circles, collaborative learning further enhances reading comprehension by fostering a supportive environment where students take on specific roles to deepen their understanding of texts.

11. Collaborative Learning and Literature Circle

Collaborative Learning, as a pedagogical approach, facilitates cooperative problem-solving and shared learning experiences. In reading comprehension, collaborative learning involves grouping students with varied abilities and assigning specific roles within Literature Circles, such as Discussion Director, Word Wizard, Connector, and Summarizer. Through these roles, students actively participate in discussions, ask and answer questions, and support one another's comprehension efforts. Collaborative learning encourages a positive and supportive learning environment, where students can clarify their doubts, elaborate on ideas, and challenge their understanding collaboratively (Johnson & Johnson, 1999).

Literature Circles, a specific practice within collaborative learning, involve small groups of students reading and discussing the same text. Each student takes on a unique role in the group, contributing to different aspects of the reading comprehension process. For example, the Discussion Director leads the group's discussions, the Word Wizard focuses on vocabulary, the Connector relates the text to real-life experiences, and

the Summarizer synthesizes the key ideas. Literature Circles promote active engagement with the text and encourage students to take ownership of their learning, as they share their insights and explore various aspects of the reading materials (Kaowiwattanakul, 2020; Daniels, 2002).

In conclusion, the combination of SCT, CL, and LC creates a powerful pedagogical approach to promote students' reading comprehension skills. This integrated approach emphasizes social interactions, cooperative learning, and meaningful discussions, enabling students to construct knowledge collectively, develop critical thinking abilities, and foster a love for reading. By incorporating these strategies, the researcher can create a dynamic and engaging learning model (GFOS) and environment that supports students' reading comprehension and overall learning outcomes.

12. GFOS Model to Promote Students' Reading Comprehension

According to the previous background mentioned above, the researcher has created the model to promote students' reading comprehension called GFOS. With the employment of students' familiarity context, Collaborative Learning and Literature Circle, the GFOS model stages are referred to the four acronyms GFOS (Grouping, Foreseeing, Obtaining and Summarizing) with collaborative reading activities. The processes of implementing in each acronym of GFOS are as the following. The GFOS model enhances reading comprehension through four key steps. **G–Grouping** involves organizing students into small groups with mixed English proficiency levels to collaboratively accomplish tasks. **F–Foreseeing** activates students' prior knowledge and generates interest by brainstorming and skimming the text for headings, pictures, and key words to predict what they know and will learn. **O–Obtaining** has students identify the main idea of the text by asking "who" or "what" questions, with specific roles assigned: the Discussion Director guides the discussion, the Word Wizard notes and defines unfamiliar words, the Connector relates the text to real–life experiences, and the Summarizer creates and shares concise summaries. **S–Summarizing** teaches students to summarize key ideas by generating questions and reviewing content, imagining themselves as teachers to create test questions and writing down crucial ideas from the reading. By incorporating GFOS, students actively engage with the text, exchange ideas, and construct meaning collectively, enhancing reading

comprehension, critical thinking, communication, and cooperation skills. GFOS fosters a supportive learning environment and a love for learning.

The concepts presented in sections 1.1.1 to 1.1.12 that the researcher mentioned directly relate to the development of the GFOS model for enhancing reading comprehension through collaborative learning. Each section outlines the fundamental challenges and expectations in English language learning, particularly in reading comprehension, which forms the basis for the GFOS model. Collaborative learning, as discussed in the various sections, emphasizes active student engagement, shared responsibility, and peer support, which are integral to the GFOS model's stages (Grouping, Foreseeing, Obtaining, Summarizing). The literature highlights the importance of integrating familiar contexts and collaborative techniques to address difficulties in reading comprehension, reinforcing the need for strategies like those in GFOS. The model's structure allows students to predict, discuss, and summarize collaboratively, fostering not only comprehension but also critical thinking and communication skills. By incorporating elements from collaborative learning and literature circles, the GFOS model aligns theoretical concepts with practical applications, ensuring a structured approach to improve reading comprehension in EFL students.

Building on the collaborative strategies outlined in the GFOS model for enhancing reading comprehension, previous studies have demonstrated the effectiveness of collaborative learning in promoting other skills such as writing, critical thinking, and speaking.

Previous studies have explored the use of collaborative approaches to promote various skills beyond reading comprehension, such as writing, critical thinking, and speaking. For instance, collaborative learning has been shown to enhance students' writing abilities by encouraging peer feedback and group problem-solving (Johnson & Zhang, 2021). Similarly, research by Nguyen and Lee (2020) highlighted the positive impact of collaborative discussions on developing critical thinking skills, as students engage in deeper analysis and synthesis of ideas. Collaborative approaches have also been effective in improving students' speaking skills through group interactions and role-playing activities (Patel & Wang, 2023). While these studies focused on skills other than reading, the trend in reading comprehension research emphasizes integrating collaboration to enhance understanding

through shared knowledge and diverse perspectives (Smith, et al., 2022). Findings from these studies consistently show that collaborative learning fosters a supportive environment where students can actively engage with content, leading to improved performance across various skill sets (Garcia, 2019).

While collaborative approaches have been effective in promoting various skills, there remains a noticeable gap in research specifically focusing on how these methods can enhance reading comprehension.

The gap identified from the previous studies is that, while collaborative learning has been extensively researched for promoting skills such as writing, critical thinking, and speaking, there is a lack of focused research on using collaborative learning specifically to enhance reading comprehension. Although collaboration has proven effective in developing various skills, the application of these collaborative methods to improve students' ability to comprehend and engage with texts in reading contexts has not been sufficiently explored. Therefore, my research aims to fill this gap by promoting reading comprehension through a collaborative approach, ensuring that students benefit from group interactions and shared insights to improve their reading skills, as has been demonstrated for other skill areas.

Thus, the incorporation of Collaborative Learning within the GFOS model is expected to promote reading comprehension through active discussions and diverse perspectives. It is hoped that the GFOS model will help EFL students improve both academic reading and future career readiness. By working in small groups and applying the four key strategies of the model, students can overcome reading challenges. Ultimately, the GFOS model seeks to enhance comprehension and success in academic and professional contexts.

Research Objectives

1. To investigate the effects of using GFOS model to promote EFL students' reading comprehension skills.

2. To investigate the attitudes of EFL students toward using GFOS model in promoting reading comprehension skills.

Research Questions

1. What are the effects of the GFOS Model to promote EFL students' reading comprehension skill?

2. What are the attitudes of EFL students toward using the GFOS model on reading comprehension skill?

Research Methodology

1. Scope of the Study

1.1 Scope of Sample Group and Population

1.1.1 Populations

The populations included 383 second year students of the Faculty of Education, Kamphaeng Phet Rajabhat University.

1.1.2 Sample

Purposive sampling technique was used to obtain a sample for this research Tashakkori and Teddlie (2003). The study was conducted on 24 (6 males and 18 females) mixed ability students majoring in English at the Faculty of Education, Kamphaeng Phet Rajabhat University, enrolled in the Reading and Summarizing course in the 1st semester of the academic year 2023 and are aged between 19–21.

The sample was selected by purposive sampling because they qualified to meet the qualification of the researcher. Moreover, they also had to enroll to study a course in Reading and Summarizing Course of the first semester in academic year of 2023. These students had also studied three English language courses focusing on speaking, namely Oral Communication 1, 2, and 3. Moreover, they were able to hold discussions using English and showed their feelings and personal experiences related to the literary texts they read with peers effectively. Therefore, they could use their skills of English to react, express, and create an emotional relationship between the texts and their own personal experiences.

2. Scope of Contents

The topics used in this research were categorized as "News" from Bangkok Post because they focused on providing current, engaging, and relevant information that appealed to a broad audience (Johnson, 2020). News content was designed to be topical and timely, reflecting recent events or emerging trends, such as Thai Goes Global or Art Against Authority,

which highlight cultural shifts or specific moments in time (Smith & Lee, 2021). Additionally, news was aimed at the general public, offering easily accessible and digestible information, as seen in topics like Talking about Thai Food or Superstition of Thais, which present cultural snapshots rather than in-depth academic analysis (Walker, 2022). Lifestyle news, such as Where the Wild Beasts Roam or Kicked Out, was often created to entertain or provoke thought without requiring deep academic exploration (Garcia & Patel, 2023). Finally, the limited analysis or depth typical of news was evident in topics like Visiting the Sukhothai Historical Park, which offered travel insights or general historical context but not comprehensive academic investigation (Brown, 2019). The lists of reading topics are as follows:

Table 1 Lists of Reading Topics

Topic	No.	Unit	Number of vocabularies
Lifestyle	1	Thai Goes Global	12
	2	Art Against Authority	12
	3	Where the Wild Beasts Roam	12
	4	Kicked Out	12
Local culture	5	Talking about Thai Food	12
	6	Superstition of Thais	12
Place	7	Visiting the Sukhothai Historical Park: History of Sukhothai	12

The imbalance in the number of units across topics such as *Lifestyle, Local Culture,* and *Place,* as identified by the researcher, can be attributed to academic considerations. One reason is the focus on student engagement and the relevance of the content to their daily lives. *Lifestyle* topics are emphasized because they tend to be more relatable to students, helping to build connections between their learning and real-world experiences, aligning with constructivist learning theories (Vygotsky, 1978). Moreover, *Lifestyle* topics incorporate a broader range of themes and interdisciplinary connections, allowing for the

development of multiple language skills such as communication, critical thinking, and cultural awareness, which may be less emphasized in more narrowly focused topics like *Place* or *Local Culture* (Dewey, 1938). Additionally, the selection and distribution of units reflect the course learning outcomes of the *Reading and Summarizing* course, which include the use of reading materials from both Thai and global contexts to improve communicative competence. Lifestyle-related content offers more opportunities for interaction and discussion, leading to a disproportionate number of units compared to other topics (Savignon, 2002). On the other hand, *Local Culture* and *Place* are considered more context-specific or supplementary and, therefore, are allocated fewer units.

While the emphasis on Lifestyle topics aims to enhance student engagement and communicative competence, attention must also be paid to the number of new vocabulary words introduced in each lesson to ensure students are not overwhelmed.

According to Nation (2006), the number of new vocabulary words introduced in a single lesson should be limited to avoid overwhelming students. For intermediate learners, 8–12 new words per reading passage are often considered appropriate.

3. Scope of Setting

The study is conducted in the Faculty of Education, Kamphaeng Phet Rajabhat University.

4. Scope of Timing

The duration of the experiment is 9 weeks, 3 hours per week, with 27 hours in total during the first semester of the academic year 2023.

Variables of the Study

The independent variable

- The use of GFOS (Grouping, Foreseeing, Obtaining, Summarizing)

The dependent variable

- Reading comprehension skills and attitudes

Definitions of Terms

GFOS is an English instructional model specifically designed to improve the English reading comprehension and collaborative skills of EFL learners. The model was developed based on instructional theory principles and consists of four steps for teaching and learning activities including Grouping, Foreseeing, Obtaining, and Summarizing.

1. Grouping

Grouping is a preliminary step employed before reading text, which involves organizing students into small groups with a mix of low, fair, and high English proficiency levels to work together collaboratively to accomplish their designated tasks.

2. Foreseeing

Foreseeing is a step to activate students' prior knowledge, to facilitate their foreseeing about what they will read, and to generate interest. Foreseeing consists of two activities: brainstorming and foreseeing.

3. Obtaining

Obtaining is a step where students within the group work together to identify and obtain the main idea of the text. They achieve this by asking questions such as "who" or "what" to recognize the most important person, place, or thing in the text. Then, they elaborate on what makes that person, place, or thing significant. Each member in the group has specific duties in this process according to the LC:

3.1 Discussion Director: The Discussion Director guides the group's discussion about the given article, ensures that each member fulfills their role responsibilities, and encourages participation by calling on members to share their ideas and readings.

3.2 Word Wizard: The Word Wizard takes note of any unfamiliar words while reading and looks up their definitions in a dictionary or online resource. This helps the group when they encounter unfamiliar terms in the text.

3.3 Connector: The Connector establishes connections between the text and real-life experiences, adding valuable insights to the group's discussion by relating the material to their own experiences.

3.4 Summarizer: The Summarizer is responsible for creating a concise summary of the assigned reading, which they share with the other group members and prepares a summary of the reading for the post-reading activity.

4. Summarizing

Summarizing is the step designed to teach students how to summarize the key ideas from the text they have just read. This step encompasses two main activities: (1) generating questions and (2) reviewing the content. The teacher initiates the summarizing process by instructing students to imagine themselves as teachers and come up with questions they would ask on a test. The teacher provides helpful question starters like who, what, when, where, why, and how. The teacher asks the summarizers present their group's summaries to the class. Finally, the teacher prompts students to write down the most crucial ideas they've learned from that day's reading assignment.

Reading Comprehension Skills mean the readers' ability of literal, interpretative, critical, and creative (Sari, 2015).

1. Literal

The abilities associated with the literal level encompass various abilities, including understanding the meanings of words, recalling ideas directly or in one's own words, comprehending grammatical clues such as subjects, verbs, pronouns, conjunctions, and so on, recalling explicitly stated main ideas, and recognizing the sequence of information presented in the text.

2. Interpretative

The abilities corresponding to the interpretive level involve using the information provided to reason and comprehend the writer's tone, purpose, and attitude. Additionally, these abilities include making inferences about factual information, identifying main ideas, recognizing comparisons, and understanding cause-effect relationships that are not explicitly stated in the text.

3. Critical Level

The abilities associated with the critical level involve the reader's reaction to the information presented in a text, indicating its significance or meaning to the reader.

Additionally, these skills include analyzing and evaluating the quality of written information based on certain standards.

4. Creative

The skills pertaining to the creative level include understanding the emotional response to literary techniques and being knowledgeable about the response related to forms, style, and structures.

English as a Foreign Language (EFL) learners refers to 24 mixed ability undergraduate students majoring in English at the Faculty of Education, Kamphaeng Phet Rajabhat University, Thailand, enrolled in the Reading and Summarizing course in the 1st semester of the academic year 2023 and are aged between 19–21.

Collaborative Learning Approach enhances reading comprehension by encouraging students to work together in small groups, fostering active participation, critical thinking, and improved academic performance. Literature Circles, a key component of collaborative learning, are student-led groups that deepen text analysis. This research integrates Literature Circles into the GFOS (Grouping, Foreseeing, Obtaining, and Summarizing) model, particularly in the while-reading "Obtaining" step. In this step, students collaborate to identify the main idea by asking questions like "who" or "what". Each member has a specific role: the Discussion Director leads discussions, the Word Wizard defines unfamiliar terms, the Connector links the text to real-life experiences, and the Summarizer provides a concise summary. These roles enable students to collaboratively analyze and comprehend key elements of the text.

Conceptual Framework

The conceptual framework for development of the GFOS model to promote EFL students' reading comprehension is illustrated in figure 1 as follows:

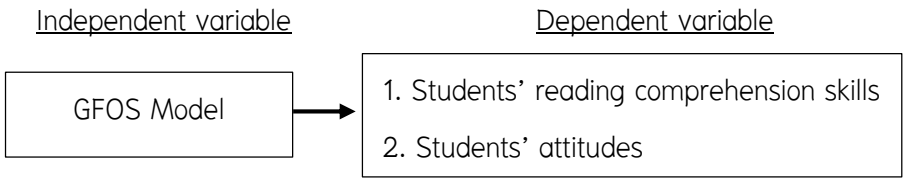

Figure 1 The Conceptual Framework for Development of The GFOS Model to Promote EFL Students' Reading Comprehension Skills

Expected Benefits/Outcomes

The findings of this study have the potential to benefit teachers who are involved in instructing reading to students at the university level or other educational levels. The study offers a comprehensive description of tactics and procedures utilized by experienced teachers to enhance students' reading comprehension. By understanding and implementing these strategies, teachers can effectively improve their students' reading skills. Furthermore, the outcomes of this research can have a positive impact on education teachers, administrators, students, and parents alike. The study's findings can foster the development and promotion of professional relationships among education instructors, enabling them to collaborate and share effective teaching practices for reading comprehension. Additionally, the findings can provide administrators with valuable information to make informed decisions regarding curriculum development and improvement. Overall, this study holds potential for enhancing reading instruction and benefiting various stakeholders in the education system.

Thesis Structures

Chapter I introduces the stage for a comprehensive study aimed at promoting reading comprehension. It underscores the global significance of English proficiency, particularly in Thailand, and the necessity for students to overcome substantial reading challenges. The GFOS model, centering on Grouping, Foreseeing, Obtaining, and Summarizing, is introduced as an instrument for addressing these issues by weaving together familiar cultural contexts, collaborative learning strategies, and Literature Circles. Definitions of key terms including the GFOS model, reading comprehension levels, EFL learners, Literature Circles, and Collaborative Learning are provided to ground the study.

Anticipated benefits include enhanced teaching approaches, enriched curriculum development, and overall positive educational impacts, potentially aiding teachers, administrators, students, and the wider academic community.

Chapter II is structured to examine how EFL students' reading comprehension and collaborative skills develop, incorporating a detailed literature review on several facets related to the field. It explores EFL teaching and learning within the Thai context, reading and its comprehension, and the importance of using reading materials that are localized to the EFL context. Such localization includes discussions on the role of culture in language pedagogy and the utilization of authentic materials. Constructivist theory, particularly its principles and its application in sociocultural settings, is discussed with a focus on the Zone of Proximal Development and scaffolding, emphasizing peer scaffolding. The literature review also covers the role and integration of collaborative learning in language teaching, the concept of Literature Circles, their benefits, and the roles of students within these groups. Moreover, the study introduces the GFOS model, linking it to collaborative learning, and reviews previous studies on reading comprehension, especially at the university level and within the Thai EFL context. The study aims to identify and address gaps in these areas, synthesizing the existing literature to support the GFOS model's development and application.

Chapter III presents the research methodology for a study investigating EFL students' reading comprehension and collaborative skills through a mixed-methods, quasi-experimental design.

In Chapter IV, the study presents its findings on the effectiveness of the GFOS (Grouping, Foreseeing, Obtaining, Summarizing) Model in promoting EFL students' reading comprehension in line with the two research questions.

In Chapter V, the study concludes on the use of the GFOS (Grouping, Foreseeing, Obtaining, Summarizing) Model in promoting EFL students' reading comprehension skills across literal, interpretative, critical, and creative levels after the GFOS intervention in line with the objectives of the research. The chapter also presents the discussion of the study, recommendations for implication and further study, as well as its limitations.

CHAPTER II

LITERATURE REVIEW

This study is designed to investigate the effects of using GFOS model to promote EFL students' reading comprehension skills and to investigate the attitudes of EFL students toward using GFOS model in promoting reading comprehension skills. In this chapter, the literature review to this study includes:

1. Constructivism Theory

1.1 Principles of Constructivism

1.2 Constructivism's Implications for Teaching and Learning

1.3 The Sociocultural Theory

1.4 Zone of Proximal Development (ZPD)

1.5 Scaffolding

1.6 Peer Scaffolding

1.7 Sociocultural Perspectives of Reading Comprehension

1.8 Scaffolding and the Zone of Proximal Development

2.Collaborative Learning

2.1 The Role of Collaborative Learning

2.2 Collaborative in Language Teaching and Learning

2.3 Peer Coaching

2.4 Integrating Collaborative Learning in Reading Comprehension

3. Literature Circle and Students` Reading Comprehension

3.1 Definition of Literature Circle

3.2 Procedure of Teaching Reading by Using Literature Circle

3.3 Benefit of Literature Circles

3.4 The Role Students` in Literature Circle Group

4. English as a Foreign Language (EFL)

4.1 English as a Foreign Language teaching and learning in Thailand

5. Reading

5.1 Purposes of reading

6. Reading Comprehension

6.1 Kind of Reading Comprehension Skills

6.2 Reading Comprehension Levels

6.3 The Important of The Understanding Levels of Comprehension Skills

6.4 Reading Comprehension Assessment

6.5 Challenges of Reading Comprehension Assessments

6.6 Methods and Measures of Reading Comprehension

6.6.1 Informal Reading Comprehension Measures

6.6.2 Formal Reading Comprehension Measures

7. Reading in Thai EFL Context

7.1 Vocabulary Difficulties

7.2 Complex Sentence Structures

7.3 Cultural References

7.4 Lack of Background Knowledge

7.5 Reading Speed

7.6 Limited Reading Strategies

7.7 Lack of Reading Motivation

7.8 Anxiety and Fear of Making Mistakes

7.9 Limited Exposure to Authentic Materials

7.10 Lack of Reading Practice

8. Localized Reading Materials for EFL Context

8.1 Culture in Language Pedagogy

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9. Model of Reading Comprehension

9.1 Theoretical Background of Reading Comprehension Models

9.1.1 Top–down, bottom–up, and interactive approaches

9.1.2 Lexical Quality Hypothesis (LQH) and Reading System Framework (RSF)

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9.1.4 Higher-level Processing Models

10. Development of GFOS Model

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10.2 The Link between Collaborative Learning and GFOS Model

11. Development of Lesson Plans

11.1 The Definition of Pre-Reading, During-Reading, and Post-Reading Activities

11.2 The Procedure of Pre-Reading, During Reading, and Post Reading Activities

12. Previous Studies

12.1 Previous Studies on Reading Collaborative Learning

13. Summary and Gaps

Constructivism Theory

Constructivism is an educational approach that asserts that individuals actively construct their own knowledge and that their understanding of reality is shaped by their experiences (Mijanović, 2023). Educators utilize this influential learning theory to facilitate student learning. Constructivism is rooted in the belief that people actively create knowledge and that their perception of reality is influenced by their learning experiences. Learners use their existing knowledge as a foundation and build upon it as they acquire new information. Consequently, each person's learning journey is unique due to their individual experiences. Teachers cannot simply transmit knowledge to students; instead, students must actively construct knowledge within their own minds. This characteristic represents a significant limitation of traditional education methods. Students engage in processes such as discovery, transformation, comparison of new and old information, and revision of mental frameworks when existing ones no longer align. This constructivist perspective considers the learner as an active participant in the knowledge acquisition process. Constructivist learning theories trace their origins back to the works of Dewey (1929); Bruner (1961); Vygotsky (1978); and Piaget (1964). Bednar, et al. (1992) proposed various implications of

constructivist theory for instructional designers, emphasizing the importance of focusing on the process of knowledge construction and setting learning goals based on authentic tasks with specific objectives. Similarly, Masaki (2023) asserts that learning is a self-regulated process that involves the development of conceptual structures through reflection and abstraction, as opposed to being a simple stimulus-response phenomenon. It is worth noting that constructivism manifests in various ways, and while different perspectives may have significant overlaps, they also retain distinct differences.

Constructivism is an educational philosophy that posits cognition (learning) as the outcome of mental construction. In other words, students learn by integrating new information with their existing knowledge. Constructivists believe that the learning context, along with students' beliefs and attitudes, influence the learning process. This psychological theory of learning, known as constructivism, directly applies to education. According to this theory, individuals actively construct knowledge and derive meaning from their experiences. It is crucial to emphasize that constructivism is not limited to a particular instructional method or approach. Piaget's Constructivist Learning Theory has significantly influenced learning theories and teaching methodologies in education, and it serves as a foundational concept for many educational reform initiatives. The effectiveness of constructivist teaching techniques has yielded mixed research findings, with some studies supporting their effectiveness while others contradicting their outcomes.

According to Wojda (2023), the constructivist theory asserts that knowledge is exclusively situated within the human mind, and it does not have to align with external reality. According to this perspective, learners continuously strive to construct their own mental representation of the real world based on their perceptions of it. As they encounter new experiences, learners continually update their mental models to incorporate new information, thus constructing their individual interpretations of reality. Shah (2019) points out that constructivism is often misconstrued as a learning theory that requires students to "reinvent the wheel." However, in reality, constructivism nurtures students' innate curiosity about the world and its workings. Rather than reinventing the wheel, students aim to comprehend how it turns and functions. They actively engage with their prior knowledge and real-world experiences, formulating hypotheses, testing their ideas, and drawing

conclusions based on their findings. Constructivism is a theory rooted in observation and scientific research, explaining how people learn. It proposes that individuals develop their own understanding and knowledge of the world by actively engaging in activities and reflecting upon them (Koch, 2023). When encountering something new, learners must reconcile it with our existing ideas and experiences, which may lead to belief adjustments or the dismissal of new information as irrelevant. Ultimately, learners are active creators of our own knowledge. To accomplish this, learners must question, investigate, and evaluate what learners already know. In the context of the classroom, the application of constructivist learning can manifest through various teaching practices. Broadly speaking, it involves encouraging students to employ active techniques like experiments and real-world problem-solving to acquire knowledge while also fostering reflection and discussion on their actions and evolving understanding. The teacher plays a crucial role in understanding students' preexisting notions and guiding activities to address and build upon them (Dogani, 2023). Constructivism encompasses philosophical, psychological, sociological, and educational aspects. While understanding constructivism is essential for educators, it is equally important to grasp its implications for the teaching and professional development of teachers (Koch, 2023). The fundamental idea of constructivism is that human learning is constructed, meaning learners build new knowledge on top of their existing knowledge base. This stands in contrast to the passive transmission of information from one individual to another, where reception takes precedence over construction. Two key concepts are intertwined with the notion of constructed knowledge. Firstly, learners build new understandings by building upon what they already know; there is no blank slate upon which new knowledge is written. Instead, learners bring prior knowledge into learning situations, which influences the construction of new or modified knowledge from new learning experiences.

The second concept emphasizes that learning is an active process rather than a passive one. Learners need to confront their existing understanding in light of new learning situations. If what they encounter contradicts their current understanding, they may adjust their understanding to accommodate the new information. Throughout this process, learners remain engaged and active, applying their current knowledge, identifying relevant

elements in new experiences, evaluating the consistency between prior and emerging knowledge, and modifying their knowledge based on this evaluation.

According to Sumarna and Gunawan (2022), constructivist learning theory is a philosophical approach that promotes the logical and conceptual development of students. The core idea of constructivist learning theory is the significance of experiences and connections to the surrounding environment in students' education. According to this theory, individuals construct knowledge and create meaning based on their experiences. Two key concepts, accommodation, and assimilation, contribute to the construction of new knowledge in constructivist learning theory. Assimilation involves integrating new experiences into existing ones, leading individuals to develop new perspectives, reassess previous misconceptions, and determine what is important, thereby influencing their perceptions. On the other hand, accommodation involves reframing the world and new experiences within the existing mental framework. Individuals have preconceived notions about how the world functions, and when new information does not fit within that framework, they need to accommodate and adjust their expectations. Constructivism is often compared to objectivism, which is considered its counterpart or direct opposite. Objectivism, rooted in the work of behaviorists like Skinner (1953), posits that information exists independently of any individual's mind, and interpretations of knowledge can be deemed correct or incorrect. Objectivists view individual pieces of information as symbols or currency that can be acquired and transferred between individuals under the appropriate learning conditions (Burm, et al., 2022).

According to Zajda (2021), modern academics have a growing acceptance that learning environments aligned with constructivist principles may be more effective, despite objectivist theory having influenced early work in formal instructional design. Constructivist learning is believed to be particularly beneficial for teaching complex problem-solving and critical-thinking skills. Therefore, let's consider constructivist theory as the most appropriate way to define learning. It follows that to facilitate student learning, learning environments should directly expose learners to the subject matter. This is because meaningful understanding can only be derived through direct engagement with the world. Therefore,

constructivist learning requires an appropriate constructivist learning environment, as one of its central tenets is the active involvement of learners.

Tam (2000) identifies four essential characteristics of constructivist learning environments to consider when implementing constructivist instructional strategies: 1) teachers and students share their knowledge, 2) authority is shared between teachers and students, 3) teachers act as facilitators or guides, 4) Learning groups consist of diverse students.

Additionally, et al. (2020) summarizes seven pedagogical goals of constructivist learning environments, including providing experiences of the knowledge construction process, promoting appreciation for various perspectives, embedding learning in realistic contexts, fostering ownership and participation in the learning process, incorporating social experiences, encouraging the use of various modes of representation, and developing awareness of the process of knowledge construction through reflection and metacognition.

The researcher concludes that the qualities of the learning environment greatly influence constructivist learning. Constructivist settings also nurture social skills, critical thinking, and meaningful learning. Therefore, there are several benefits of constructivism: 1) Active student involvement leads to increased learning and enjoyment compared to passive listening, 2) Education is most effective when it focuses on thinking and understanding rather than memorization, 3) Constructivist learning is transferable, as students develop organizing principles that can be applied in other contexts, 4) Constructivism promotes students' ownership of their learning, with assessments designed by students themselves, fostering creativity and knowledge expression, 5) Constructivism engages students by grounding learning in real-world contexts, stimulating curiosity and questioning, and 6) Constructivism fosters social and communication skills through collaborative and idea-sharing environments, preparing students for real-world collaboration and negotiation.

In contrast to a traditional classroom, which emphasizes direct instruction and teacher-centered learning, a constructivist classroom is learner-centered, with students actively engaged in their learning while the instructor facilitates and guides the process. The table below highlights the significant differences in assumptions about knowledge, students, and learning between traditional and constructivist classrooms (Brooks & Brooks, 1993 as cited in Pham & Nguyen, 2022).

Table 2 Comparison of the Traditional and the Constructivist Classroom

Traditional classroom	Constructivist classroom
Curriculum starts with the components of the whole. Basic skill is emphasized. (Stenhouse, 1975, pp. 6–19)	The curriculum emphasizes big concepts, starting with the whole and working its way down to the parts. (Smith, 2021)
Strict adherence to the repair curriculum is highly regarded. (Stenhouse, 1975, pp. 3–5)	It is important to pursue student questions and interests. (Biggs, 2012, pp. 39–55)
Most of the materials are textbooks and workbooks. (Stenhouse, 1975, pp. 62–69)	Materials include both primary and manipulative sources of material. (University at Buffalo, 2021)
Learning is based on repetition. (Land-Grant Press, 2021, pp. 2–5)	Learning is interactive, with the student building on what they already know.
Teachers disseminate knowledge to students; students receive knowledge. (University at Buffalo, 2021)	Teachers engage in dialogue with students, assisting them in developing their own knowledge. (Kim & Wilkinson, 2019, pp. 70–86)
The teacher's role is authoritative and directive.	The teacher's role is interactive and based on negotiation. (Steve, 2020, pp. 66–70)

According to Table 2, the traditional perspective on knowledge is founded on the conventional belief in the existence of an objective reality, regardless of our awareness of it. In traditional teaching methods, classes are predominantly characterized by lectures or direct instruction. The underlying notion is that there exists a fixed body of knowledge that students must acquire. Students are expected to accept the information given to them without questioning the instructor. The teacher's role is to transfer thoughts and meanings to passive students, leaving little room for student-initiated inquiries, independent thinking, or peer interactions. This teacher-centered approach to teaching also assumes that all students possess the same level of prior knowledge in the subject and can absorb

the material at an identical pace. Conversely, in the constructivist model, teachers are not required to simply convey information to students; instead, they should encourage students to engage their own thought processes to construct knowledge and solve problems.

1. Principles of Constructivism

Constructivism encompasses various principles and aspects that shape its operation and application in teaching and learning. Additionally, it is informed by current brain research and our comprehension of how learning takes place. According to Caine and Caine (1991), brain–compatible teaching is guided by 12 principles:

1.1 The brain functions as a parallel processor, handling multiple types of information simultaneously, including thoughts, emotions, and cultural knowledge. Effective teaching employs a range of learning strategies.

1.2 Learning affects the entire physiology of an individual. Teachers must address not only intellectual aspects but also consider the holistic nature of learning.

1.3 In individuals, the quest for significance is innate. Proficient teaching acknowledges that meaning is subjective and distinct, stemming from the personal experiences of students.

1.4 Meaning is established through "patterning." Effective teaching connects isolated ideas and information to broader concepts and themes.

1.5 Emotions have a notable impact on the process of organizing information and acquiring knowledge. Learning outcomes are influenced by the feelings and attitudes experienced during the learning process.

1.6 The brain processes both parts and wholes simultaneously. Neglecting either parts or wholes hinders effective learning.

1.7 Learning requires focused attention as well as peripheral perception. The learning environment, culture, and climate all influence learning outcomes.

1.8 Learning involves conscious and unconscious processes. Students need time to process both the "how" and the "what" of what they have learned.

1.9 Learners possess multiple memory systems, including spatial memory and rote learning systems. Rote learning–focused teaching neglects spatial and experiential learning, hindering understanding.

1.10 Integrating facts and skills into our natural spatial memory enhances understanding and retention. Experiential learning proves to be a highly effective method in this regard.

1.11 Learning is enhanced by challenges and impeded by threats. The classroom environment should provide challenges without being threatening to students.

1.12 Each individual's brain is unique. Teaching should be multifaceted, allowing students to express their preferences and individuality.

In conclusion, educators must grasp the principles of constructivism as they determine how students learn. Educators who understand constructivist learning principles recognize that learners bring their own unique experiences, prior knowledge, and understanding to the classroom. Therefore, educators can apply constructivist learning principles to facilitate students' comprehension and engagement with the subject matter they are learning.

2. Constructivism's Implications for Teaching and Learning

The core principle of constructivism is that learning is an active process, and understanding cannot be imposed but must originate from within. In this approach, teachers play the role of facilitators, assisting students in becoming active participants in their own learning and establishing meaningful connections between prior knowledge, new information, and the learning process.

Brooks and Brooks (1993) provide a summary of the characteristics of a constructivist educator who:

2.1 Encourages and values student initiative and autonomy.

2.2 Utilizes a variety of materials, such as raw data, primary sources, and interactive resources, and encourages students to do the same.

2.3 Seeks to understand students' own concepts and understanding of the subject before sharing their own.

2.4 Promotes student interaction with peers and the teacher.

2.5 Stimulates student inquiry through thoughtful, open-ended questions and encourages students to ask questions of one another and seek further explanation.

2.6 Engages students in experiences that challenge their initial assumptions and encourages subsequent discussions.

2.7 Allows students sufficient time to establish relationships and create metaphors.

2.8 Assesses student understanding through open-ended tasks and real-world applications.

From a constructivist perspective, the primary responsibility of the teacher is to establish and maintain a collaborative problem-solving environment, enabling students to construct their own knowledge while the teacher acts as a facilitator and guide. The principles of constructivism have significant implications for teaching and learning practices. Emphasizing student-centered learning is considered one of the most significant contributions of constructivism in education. These principles, though they conflict with traditional practices, are increasingly influential in classroom organization and curriculum development. Teachers need to critically reflect on their practices to effectively implement these ideas. Constructivist teachers encourage students to continuously assess how their activities contribute to their understanding, encouraging them to become "expert learners" who possess a diverse set of strategies for ongoing learning. By creating a well-planned classroom environment, teachers can help students develop effective learning skills and leverage their social and cultural backgrounds to scaffold their learning journey.

In summary, to foster student's ability to construct knowledge, teachers should create opportunities for social interaction among peers, enabling them to collaboratively achieve their learning goals.

3. The Sociocultural Theory

Vygotsky's (1978) sociocultural theory presents an understanding of human cognitive development in relation to social and cultural factors. According to this theory, cognitive development is intertwined with culture and society. Learners construct new knowledge through social interaction and collaboration with others. They rely on the support of fellow students, the learning context, and the environment to build their understanding. Consequently, the cognitive development of learners is shaped by the tools and resources provided by society. Vygotsky views show cognitive development as a process in which

learners acquire more systematic, logical, and rational concepts through their social interactions with a more knowledgeable teacher or peer. Through these interactions, learners not only gain new knowledge about the world and culture but also acquire learning strategies.

To provide further clarification of this theory, Vygotsky (1978) introduced the concept of the zone of proximal development (ZPD) within the framework of learning. The ZPD encompasses two distinct levels of learning. The first level corresponds to the learner's current stage of development, where they possess the ability to solve problems independently. The second level is the zone of potential development (ZPD), representing what the learner has yet to achieve. The ZPD can be reached with the assistance of a teacher or a more capable peer. Hence, the ZPD refers to a set of tasks that a learner cannot master on their own but can accomplish with guidance and support. Teachers or peers provide this assistance to help students enter their ZPD for learning.

Wood, et al. (1976) introduced the concept of scaffolding, which is closely related to the ZPD, as a means to facilitate learning and reach the zone of proximal development. Scaffolding, as defined by Wood (1988), is a "tutorial behavior that is contingent, collaborative, and interactive." It is contingent because the actions of both learners and teachers mutually influence and are influenced by each other during the learning process. It is collaborative as students work together towards achieving the desired outcome. Lastly, it is interactive because multiple individuals engage with one another during the learning activities. In essence, scaffolding refers to the support provided by a teacher or peers to a learner during the learning process to help them reach their ZPD.

In the final analysis, Vygotsky's sociocultural theory highlights the role of social and cultural factors in cognitive development. Learners construct knowledge through social interactions and collaboration. The zone of proximal development (ZPD) represents the gap between a learner's current abilities and their potential development with assistance. Scaffolding, introduced by Wood, Bruner, and Ross, is a form of support provided by teachers or peers to help learners reach their ZPD. It involves contingent, collaborative, and interactive tutorial behavior to facilitate learning. Scaffolding enhances learning by providing the necessary support and guidance for learners to acquire new knowledge and skills.

4. Zone of Proximal Development (ZPD)

Vygotsky's zone of proximal development (ZPD) provides an explanation of how children's cognitive development unfolds. Instead of relying on a static measure like an IQ score to assess a child's educational potential, Vygotsky advocated for a developmental measure. The ZPD offers a conceptual framework for understanding developmental potential. According to Vygotsky (1978), the ZPD represents the gap between a child's actual developmental level, determined through independent problem-solving, and their potential developmental level, achieved through problem-solving under adult guidance or collaboration with more capable peers.

This definition incorporates the notion of "adult guidance" as Vygotsky primarily focused on child development. He recognized that more capable peers could also provide supportive assistance within the ZPD, revealing a child's potential.

The ZPD is a theoretical concept grounded in sociocultural theory, which views learning as a complex social process embedded within a specific cultural context. This perspective highlights the importance of learning occurring in the presence of a novice learner being supported by a more knowledgeable peer who possesses specialized training or advanced skills in the subject matter. Soozandehfar & Souzandehfar (2022) argue that intellectual growth necessitates a level of social interaction and collaboration within the novice learner's ZPD. This interaction is facilitated through scaffolded assistance, with language serving as the primary tool for mediation (Ponmani & Geetha, 2022). In the context of second language writing classrooms, peer-editing followed by feedback sessions focusing on writing improvement can effectively create this collaborative environment. These sessions play a crucial role in guiding novice students through their ZPD stages, with the potential for long-term writing development as students build upon what they have learned in previous sessions to enhance subsequent tasks.

To fully grasp Vygotsky's conception of the ZPD, it is necessary to explore its historical origins beyond its standard definition. Vygotsky's ideas about the ZPD seem to have crystallized as he grappled with the controversies surrounding IQ and IQ testing, which were prevalent then and continue to be debated today. The prevailing belief among educators at the time was that children needed to reach a certain developmental

level, determined by observing their independent performance in specific tasks, for effective teaching to occur. However, Vygotsky's contemporaries noted that children with initially high IQ scores often experienced a decline in their scores after entering school, while those with low initial scores frequently demonstrated improvements (Alkhudiry, 2022).

Vygotsky (1978) argued that understanding children's developmental levels required considering the upper limit of their development, determined by the tasks they could perform with assistance. In other words, two children with the same IQ score, indicating they had reached the same developmental level and were ready for instruction, might differ in their ability to tackle complex tasks with support. This discrepancy between actual and potential IQ was termed the Zone of Proximal Development by Vygotsky. He proposed that some children might have a high IQ but a limited ZPD, while others might have a high IQ but a broader ZPD.

Conversely, certain children might possess a high IQ and an expansive ZPD, while others might have a low IQ and a narrower ZPD. Vygotsky's key insight regarding the ZPD was that instruction and learning do not merely follow development but rather pave the way for its future progression.

By introducing the concept of the ZPD, Vygotsky aimed to criticize the reliance on psychometric–based testing in Russian schools. Traditional testing predominantly reflected learners' current level of achievement, overlooking their potential for future development. The zone of actual development (ZAD) only captured what had already been accomplished or developed. By emphasizing the level of assisted performance within the ZPD, Vygotsky underscored the potential for emerging behaviors.

5. Scaffolding

Vygotsky's contributions to the sociocultural theory of learning revolve around two key metaphors: scaffolding and the Zone of Proximal Development (ZPD). The ZPD is a central concept within the scaffolding framework and an essential component of the sociocultural theory, highlighting the crucial role of teachers as mediators (Eun, 2019; Infante & Poehner, 2019; Margolis, 2020; Wang, 2022; Soozandehfar & Souzandehfar, 2022; Muntasir & Akbar, 2023). The ZPD can be understood as the difference between what

an individual can achieve when working collaboratively with others versus what they can achieve independently (Ponmani & Geetha, 2022).

The ZPD represents a critical point in students' performance where they are not yet able to work without guidance or assistance from others. It implies that students demonstrate improved performance when they receive limited support or guidance from their tutors or teachers compared to their peers who lack any form of assistance or advice.

The second metaphor, as highlighted by Codeluppi & Ksenofontov (2023) in their study of parent–child communication during early years, focuses on the notion of assistance, direction, and monitoring. This metaphor effectively illustrates the concept of scaffolding, which involves providing support and direction to students in developing higher–order thinking skills. Just as construction workers use temporary scaffolds to perform specific tasks and reach elevated areas, educational scaffolds serve as temporary supports to assist and guide students in learning and practicing various skills, including language skills. These scaffolds are gradually removed as students gain independence and can learn on their own.

Scaffolding can be provided by experts and more experienced individuals such as teachers, parents, and classmates. Teachers often employ instructional scaffolds that have been carefully designed (Lu, 2022). Well–designed scaffolds enhance student learning, create a supportive environment, and foster student independence. The term "scaffolding strategy" refers to the practice of offering students limited assistance until they can independently acquire new skills (Boştină–Bratu, et al., 2022). Once students are capable of performing tasks beyond their current abilities, scaffolding is gradually removed. Teachers' feedback and guidance inspire students to take responsibility for their own education and develop independence from constant supervision. Scaffolding strategies serve as a bridge, enabling individuals to move from a secure starting point to a secure destination while navigating through challenging areas. They serve as a tool to achieve a goal rather than being the goal itself.

Moreover, scaffolding provides students with opportunities to learn problem–solving, task performance, and knowledge transformation rather than simply memorizing specific scenarios to perform predefined actions (Poorahmadi, 2009). As students' skills

develop and they become more independent, scaffolding is gradually reduced and eventually eliminated, closing the gap between their current abilities and the desired outcomes (Tabak & Reiser, 2022).

In conclusion, Vygotsky's sociocultural theory introduces two key metaphors: scaffolding and the Zone of Proximal Development (ZPD). The ZPD represents the gap between what students can achieve independently and what they can accomplish with guidance. Scaffolding, similar to temporary support structures, involves providing assistance and direction to students as they develop higher-order thinking skills. Scaffolding can be offered by teachers, parents, or classmates and gradually removed as students gain independence. It serves as a bridge to help students navigate challenges and learn problem-solving and knowledge transformation. As students' skills develop, scaffolding is reduced and eliminated to close the gap between their current abilities and desired outcomes.

6. Peer Scaffolding

Peer scaffolding in the context of learning refers to the support provided by peers, guided by a scaffolding framework, which enables students to meaningfully participate in and acquire skills in tasks they would struggle to complete independently (Gostine, et al., 2023). Peer scaffolding, as a form of collaborative learning, offers several advantages within a learning environment, particularly in terms of exchanging explanations that aid learners in deeper cognitive processing. This includes activities such as clarifying thoughts, reorganizing information, correcting misconceptions, and developing new understanding (Chairinkam, 2021). In learning tasks, students of different abilities can assist each other in engaging in higher-order thinking, making peer scaffolding essential in collaborative group work. It is noteworthy that peer scaffolding can be as beneficial as the support provided by teachers (Kim, 2022). By creating opportunities for peer tutoring and offering scaffolding guidance, peer scaffolding can be enhanced prior to engaging in learning activities.

Therefore, peer scaffolding refers to the support provided by peers in a collaborative learning setting, enabling students to participate in tasks that would be challenging to complete independently. Peer scaffolding offers advantages such as exchanging explanations, clarifying thoughts, reorganizing information, and correcting

misconceptions, leading to deeper cognitive processing. It is particularly valuable in collaborative group work, allowing students of different abilities to engage in higher-order thinking. Peer scaffolding can be as beneficial as teacher support, and it can be further enhanced through peer tutoring and guidance before engaging in learning activities.

Different forms of peer scaffolding play crucial roles in helping learners solve problems and engage in learning activities. These patterns can be categorized into three main types: strategy-related patterns (such as maintaining direction, assigning roles, and engaging in dialogue), content-related patterns (including providing cues, opinions, explanations, and feedback), and affective patterns (such as offering praise and encouraging participation) (Kim, 2022). In technology-enhanced classrooms, peer scaffolding also involves patterns like a demonstration, procedural assistance, validation, and exchanging perspectives to address learning challenges (Kim, 2022). Additionally, Svihla, (2023) conducted a comprehensive review of scaffolding literature and identified six peer scaffolding methods that support the completion of learning activities: feedback, hints, instruction, explanation, modeling, and questioning.

In summary, peer scaffolding encompasses various patterns and methods that assist learners in problem-solving and engaging in learning activities. The different forms of peer scaffolding discussed in the text highlight the importance of peer interactions in supporting and enhancing learning experiences. Strategy-related patterns, such as maintaining direction and engaging in dialogue, allow peers to collaboratively plan and execute learning tasks. Content-related patterns, such as providing cues, explanations, and feedback, contribute to deeper understanding and knowledge acquisition. Affective patterns, including praise and encouragement, foster a positive and supportive learning environment. In technology-enhanced classrooms, peer scaffolding expands to include activities like demonstration, procedural assistance, and the exchange of perspectives. These patterns leverage the potential of technology tools to facilitate collaborative learning and address learning challenges more effectively. The identification of six peer scaffolding methods by Van de Pol, et al. (2010) further highlights specific strategies that peers can employ to support one another in completing learning activities. Feedback, hints, instruction, explanation, modeling, and questioning offer a range of approaches for peer scaffolding, each with its

own unique benefits and contributions to the learning process. Overall, peer scaffolding plays a crucial role in promoting peer interaction, knowledge construction, and problem-solving skills. By actively involving peers in the learning process, students can benefit from multiple perspectives, shared expertise, and social support, ultimately enhancing their overall learning outcomes.

7. Sociocultural Perspectives of Reading Comprehension

From a sociocultural perspective, reading comprehension is defined as the sociocultural process of extracting and constructing meaning through active interaction and engagement with written language (Zhang, 2022). According to (Säljö, 2023), reading comprehension involves the reader's ability to make meaning by integrating their prior knowledge and experiences, the information presented in the text, and their own perspectives. Throughout the reading process, readers continuously assess the text's relevance to their personal interests and goals, navigating through the text until they find a location that aligns with their chosen focus.

Snow (2002) identifies several factors within the sociocultural context that influence students' reading comprehension. These factors include the characteristics of the text, the nature of the reading activity, and the reader's individual traits. These elements interact dynamically and revolve around the purpose of reading. Figure 3 illustrates Snow's (2002) model depicting these interrelationships. While these factors significantly impact reading comprehension, it is important to note that teachers' instructional practices also play a crucial role in guiding and supporting students in their reading journey.

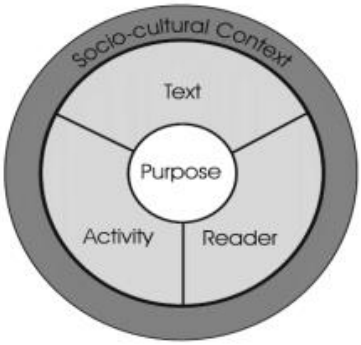

Figure 2 Variables That Affect Reading Comprehension

Note: Snow, 2002

Snow's model proposes that reading comprehension is a complex outcome influenced by various interacting factors, which should be considered individually or in combination when designing reading instruction (Ostojić, 2023). The following section provides a detailed exploration of each of these variables. The first factor identified in the model is the socio-cultural context, encompassing the cultural practices within the learning environment, including the learners, classroom dynamics, and learning objectives. It is within this socio-cultural context that meaning is constructed. According to the model, readers themselves play a crucial role in achieving effective reading comprehension.

The socio-cultural context encompasses personal experiences, prior knowledge, and social/cultural identities, all of which shape learners' understanding of a text (Alshumaimeri, 2023). Researchers argue that cultural beliefs and values held by readers can influence their comprehension of a text (Thirunavukarasu & Raja Harun, 2021). Factors such as readers' socio-linguistic group, religious or political affiliations, and other aspects can impact their perspectives, thinking processes, and understanding of a text. Therefore, teachers must consider cognitive abilities, motivation, domain-specific knowledge, and linguistic proficiency for readers to comprehend a text effectively. For instance, teachers should attend to students' ability to retain and recall ideas, their reading interests, familiarity with the topic, and comprehension of vocabulary. These factors are also influenced by the characteristics of the texts being used and the specific reading activity.

According to Snow's model, another influential variable in reading comprehension is the text itself. Texts possess two characteristics that impact reading comprehension. The first aspect pertains to readers' skills, language proficiency, cognitive processes, background knowledge, interests, goals, and understanding of the reading task requirements. The second aspect focuses on textual characteristics such as content, style, linguistic features, and cognitive aspects (Eason, et al., 2021). The interaction between these elements often accounts for the challenges readers face in comprehending a text. Thus, teachers need to be attentive to these factors as a text's difficulty may vary based on its alignment with learners' knowledge, abilities, and demands. When engaging in a reading activity, readers do so with a specific purpose in mind. Therefore, the reader's purpose(s) determines the success of the reading activity. The purpose can be externally imposed, such as studying for an exam, or influenced by other motivational variables, such as the reader's interests and prior knowledge. Freebody and Luke (2003) propose four roles that readers assume in reading comprehension: code breaker, text participator, text user, and text analyzer. Code breaking involves understanding written and spoken language conventions and visual features of texts. Text participation involves making meaning by drawing on social and cultural backgrounds and prior knowledge. Text usage entails understanding the purposes of using texts for various cultural and social functions. Text analysis focuses on exploring the ideas conveyed within literacies.

Based on the preceding discussion, reading comprehension is an active process whereby readers construct meaning by integrating their prior knowledge, experiences, information from the text, and their perspectives. According to sociocultural theory, learning occurs through interactions with more knowledgeable peers and experts, enabling learners to perform tasks slightly beyond their independent capabilities with guidance and support. Through this process, learners acquire knowledge and experience, and as the scaffolding is gradually removed, they internalize the acquired knowledge and experiences (Vygotsky, 1978).

As a result, Setiorini, et al. (2022) provides recommendations for teachers to enhance their students' reading comprehension in the classroom. These include teaching decoding skills, developing fluency, facilitating the building and activation of background

knowledge, instructing vocabulary, motivating students, and encouraging personal responses to the text. When selecting reading materials, consideration should be given to student's interests, preferences, fields of study, and culture, as this promotes motivation and allows for the connection of prior knowledge to create meaning and understanding. Visuals or graphics can be used to activate students' prior knowledge. Teachers should also teach text structures, model appropriate text selection, and provide regular independent reading time to support students' comprehension. Additionally, teaching students to monitor and repair their understanding, use multiple strategies, provide scaffolded support, and make connections between reading and writing can enhance comprehension.

Building on the preceding discussion, this study adopts the GFOS (Surveying, Foreseeing, Obtaining, and Summarizing) model to promote students' reading comprehension. The rationale for using GFOS is rooted in sociocultural theory and Snow's (2002) model. The approach aligns with constructivist learning theory, contextualizing learning within real-life situations where students collaboratively engage in reading. The goal of the GFOS model is to foster essential skills such as flexible knowledge, intrinsic motivation, and collaborative and self-directed learning. Students assume major responsibility for their learning, while teachers facilitate, guide, and monitor learning through open-ended questioning, stimulating analytical abilities, focusing on learning objectives, assisting in identifying appropriate resources, and applying new information to their reading tasks. Working in small groups, students deliberate, discuss, share expertise, support one another, discover for themselves, and reach agreements on what and how to learn to comprehend the text they have read.

8. Scaffolding and the Zone of Proximal Development

There are general consensuses among scholars that Vygotskian socio-cultural psychology and the concept of the zone of proximal development (ZPD) are crucial to understanding scaffolding (Daniels, 2002; Wang & Xiang, 2022; Kolly-Shamne, 2022). However, different interpretations and explanations of the relationship between scaffolding and the ZPD have been proposed. Some view scaffolding as a direct application of Vygotsky's concept of teaching within the ZPD, while others argue that scaffolding only partially captures

the richness of the ZPD (Daniels, 2002). Additionally, the limitations of the scaffolding metaphor in fully capturing the ZPD have been identified (Stone, 1998).

Wells (1999) defines scaffolding as "a way of operationalizing Vygotsky's concept of working in the zone of proximal development." He highlights three key characteristics of educational scaffolding: 1) the dialogic nature of discourse where knowledge is co-constructed, 2) the significance of the activity in which learning takes place, and 3) the role of artifacts in mediating knowledge. The main goal of scaffolding in teaching is to transfer responsibility for the task to the student. Teaching and learning events should enable learners to complete tasks beyond their independent capabilities, gradually leading them to independent competence. This definition emphasizes the collaborative construction of knowledge and skills between teachers and learners. However, some authors argue that scaffolding is limited compared to the concept of the ZPD. Daniels (2001) suggests that scaffolding represents teaching as a one-way communication process, while the ZPD emphasizes collaborative and negotiated interactions between teachers and learners.

The term "scaffolding" has limitations due to its metaphorical nature, according to Stone (1998). He critically examines the scaffolding metaphor in the context of learning disabilities and highlights the dual role of metaphors in understanding a phenomenon. While metaphors can enhance understanding, they can also misrepresent essential characteristics and connections. Stone raises concerns about a literal interpretation of the scaffolding metaphor, as it may lead to a view of classroom interactions as primarily adult-driven and one-sided. This could result in a return to a pre-Piagetian, traditional approach of direct instruction. Stone suggests that although the scaffolding metaphor has limitations, it should not be completely abandoned.

Piaget's view of the child as an active constructor of knowledge and Vygotskian theory's emphasis on social interaction in learning and development have significantly influenced educational theory and practice. The quality of child-adult interaction is considered crucial in scaffolding children's learning. However, (Stone, 1998) concludes that several psychologists question the theoretical and practical value of the scaffolding metaphor. Nonetheless, given its widespread acceptance and application in various educational fields, it is unlikely that the metaphor will be completely abandoned. However, it is important to

avoid a literal interpretation that portrays the child as a passive recipient of direct instruction. Instead, educators should understand the theoretical foundations of the scaffolding metaphor and utilize it creatively and intelligently.

In summary, scholars acknowledge the significance of Vygotskian socio-cultural psychology and the zone of proximal development (ZPD) in understanding scaffolding. However, there are differing interpretations and criticisms of the relationship between scaffolding and the ZPD. Wells defines scaffolding as operationalizing the ZPD, emphasizing collaborative knowledge construction and transferring task responsibility to students. Some argue that scaffolding represents a one-way communication process compared to the collaborative nature of the ZPD. The metaphorical nature of scaffolding raises concerns about potential misrepresentations and limitations, but it remains widely accepted and applied in education. The child's active role in constructing knowledge and the quality of child-adult interaction are important in scaffolding, and educators should utilize the metaphor intelligently while understanding its theoretical foundations.

Collaborative Learning

Collaborative learning is an approach that involves students actively participating in group work with their peers to accomplish learning tasks. It is widely acknowledged that collaborative learning refers to a teaching strategy where students of different abilities work together in small groups to achieve a shared learning objective (Jacobs, 2015). In this approach, each student is responsible for his/her own learning as well as the learning of their group members, creating a situation where the success of one student benefits others. Educators believe that collaborative learning promotes the exchange of ideas among students, enhances their enthusiasm, and increases their motivation to study (Webb & Burnheimer, 2023).

Collaborative learning encourages students to actively engage with their peers, communicate effectively, and express their thoughts and opinions (Lin, 2019). Teachers can provide support and scaffolding to help students acquire and apply the necessary knowledge to achieve their learning goals (Chen, 2013). It has been observed that collaborative learning has a positive impact on students' overall development and social

skills (Feri, 2014). The development of social skills can be considered an additional benefit of collaborative learning and teamwork (Polat, et al., 2022). Moreover, collaborative learning facilitates deep learning and the development of higher-order thinking abilities among students (Rokhaniyah, 2016). However, implementing collaborative learning requires specific skills and abilities. Effective peer communication, peer assessment, problem-solving, and the potential for students to teach and learn from each other are all facilitated through well-planned collaborative learning activities (Togatorop, 2015).

Consequently, collaborative learning involves students actively working together in small groups to achieve shared learning objectives. It promotes the exchange of ideas, enhances enthusiasm, and increases motivation among students. Collaborative learning facilitates effective communication, expression of thoughts, and the development of social skills. It also supports deep learning, higher-order thinking, and the opportunity for peer teaching and learning. However, implementing collaborative learning requires specific skills and well-planned activities to facilitate peer communication, assessment, problem-solving, and mutual learning.

1. The Role of Collaborative Learning

In the ever-changing world, it is essential for individuals to acquire new knowledge and learning strategies to keep pace with modern advancements. Collaborative networked learning is gaining ground in the educational sector, notably in the subject of language studies. It is believed that students often engage in collaborative learning to acquire diverse knowledge, enhance their skills, and update their understanding (Group, 2016). The concept of collaborative learning, which involves students of varying levels of proficiency coming together in small groups to work towards a shared objective, has garnered significant research attention and support in the professional literature. In order to successfully finalize the project using this approach, students need to take accountability for both their individual contributions and the collective efforts of their group. According to Barnard & Mathebula (2020), it is important for every member of the team to contribute information and work hard in order to successfully complete the duties that have been delegated.

Accordingly, collaborative networked learning is gaining popularity in language studies, as it allows students to acquire diverse knowledge, enhance skills, and stay updated. This approach involves students of different proficiency levels working together in small groups towards a shared objective. Successful implementation requires individual accountability, with each member contributing information and working diligently to complete assigned tasks.

2. Collaborative in Language Teaching and Learning

Collaboration refers to working together on a shared project, and when students engage in collaborative learning, it leads to a successful learning experience and enables teachers to cultivate high-performing students in the classroom (Webb & Burnheimer, 2023). Hence, incorporating collaborative language teaching activities can contribute to the academic growth, problem-solving skills, and learning motivation of foreign language learners. These learners can enhance their performance and apply logical reasoning abilities (Wenzel, 2002). By employing collaborative language teaching strategies, teachers involve students more actively in the language classroom and yield positive learning outcomes. The teacher's use of strategies in the language classroom plays a vital role in the success of foreign language learners. According to Bernaus (2008), students feel more competent and less independent when the teacher appears to be controlling in their feedback. Furthermore, students feel more competent when the teacher is considered well-informed in providing feedback. Collaborative efforts among teachers benefit students of various abilities and learning styles, providing them with the necessary support and effective education. Consequently, students have increased opportunities to practice their social, communication, and problem-solving skills.

Collaborative teaching and learning improve students' learning outcomes. Webb & Burnheimer (2023) describe collaboration as engaging in safe practices within a diverse and welcoming group that shares a common interest or problem and is tasked with generating discoveries or solutions. Through collaboration, students enhance their oral communication skills and engage in constructive discussions about objectives and tasks with their peers. Reserved students are given a greater platform to express their ideas, experience a second language environment, and actively participate in class. Reflective

and collaborative teaching and learning, as stated by Benjamin (2000), lead to improved student learning outcomes. Ahlstrom (2003) emphasizes the importance of interactive student–teacher relationships that foster equal exploration of topics and the co–creation of new perspectives. Real–world content assists teachers in identifying and addressing student needs, promoting student–teacher collaboration, and incorporating regular evaluation of student performance in the classroom. When teachers are open to new approaches and techniques in the content and activities of language classrooms, students benefit from the production and development of new knowledge in a practical manner. Numerous studies have demonstrated the benefits of collaborative learning, indicating that when students have the opportunity to work together, they perform better (Ocker, 2001). These studies emphasize the liveliness and effectiveness of the learning process, leading to strong academic performance (Webb & Burnheimer, 2023).

Consequently, incorporating collaborative language teaching activities enhances academic growth, problem–solving skills, and learning motivation of foreign language learners. Teachers' use of collaborative strategies leads to positive learning outcomes and increased opportunities for students to practice social, communication, and problem–solving skills. Collaborative teaching and learning improve oral communication skills, encourage active participation, and provide a platform for reserved students to express their ideas. Reflective and collaborative approaches foster student learning outcomes and promote interactive student–teacher relationships. Collaborative learning has been shown to enhance the learning process and academic performance of students.

3. Peer Coaching

Peer coaching offers teachers an opportunity to collaborate, enhance their teaching skills, support each other in creating a conducive learning environment, and establish effective classroom systems to address various challenges such as government regulations, parental involvement, and students' learning difficulties. According to Lee (2023). when combined with collaborative teaching, peer coaching enhances teacher development and student learning by facilitating the continuous sharing of specialized knowledge and expertise, encouraging the exploration of new ideas, and expanding professional skills. Teachers and students who appreciate and respect the diversity of language and

culture can establish flexible schedules for collaborative activities. By valuing students' cultural backgrounds, teachers can support and accommodate their specific needs. As Rubtsova, et al. (2023). suggests, universities, as cultural agents, have the power to shape public awareness of the educational curriculum. In other words, through collaborative teaching, teachers can help students increase their engagement by incorporating their personal cultural context.

Foreign language learners utilize their existing knowledge to comprehend and produce information. Additionally, as students come from diverse family and educational backgrounds, they also acquire new cultural and social knowledge during practice. Students demonstrate varied perspectives and possess different levels of intelligence. Collaborative teaching promotes peer coaching, and peer coaching, in turn, facilitates collaborative teaching. Peer coaching assists teachers in identifying areas for improvement in their instruction and enables them to experiment with alternative approaches based on informal evaluations, as noted by Lammert and Tily (2022).

4. Integrating Collaborative Learning in Reading Comprehension

Collaborative learning promotes active communication and expression among students, enabling them to acquire and utilize the necessary knowledge to achieve their learning goals (Lin, 2019). Through collaborative learning, teachers can provide initial assistance and gradually support students in developing their learning autonomy (Ashidiq, 2022). This approach is shown to have a significant impact on students' overall development, enhancing their social skills as a byproduct of education and teamwork (Ghavifekr, 2020). Furthermore, collaborative learning facilitates deep learning and the development of higher-order thinking abilities among students (Liang & Zhao, 2023). Effective peer communication, peer assessment, problem-solving, and the potential for students to teach each other are all made possible through well-designed collaborative learning (Webb & Burnheimer, 2023).

Recognizing the importance of collaborative learning, this study aimed to enhance students' reading comprehension, which is a crucial language skill (Shaikh, 2023). Reading allows students to acquire knowledge and information vital for their future success. However, many students face challenges in comprehending what they read. Reading comprehension involves visual input of words and serves purposes such as gathering information,

understanding textual meaning, and locating references (Ostojić, 2023). Each individual has their own approach to understanding information from texts, but various barriers can impede comprehension, such as a lack of reading strategies or a limited understanding of linguistic elements (Milne, 2021).

Some students find reading boring and lack the motivation to engage with reading assignments. It is important for teachers to make reading comprehension exercises enjoyable and accessible. Students often lack opportunities to actively participate during silent reading, but with the right learning techniques, engaging activities, and challenging materials, they can discover the motivation and excitement in reading (Poudel, 2022). Continuous assessment by teachers is also crucial for supporting students' learning progress (Saleem, et al. 2022).

Collaborative learning emerges as an effective approach to teaching reading comprehension. It involves students collaborating to accomplish a task and achieve specific learning objectives. Collaboration entails the joint efforts of two or more individuals working together to reach shared goals, fostering information exchange, learning, and consensus-building (Naik, 2020). Social leadership within student groups often plays a role in collaboration, contributing to the enhancement of interpersonal skills (Ghavifekr, 2020). Collaborative learning has proven effective in various classroom settings, particularly in improving students' reading skills (Shaikh, 2023). With its emphasis on structuring peer discussions, collaborative learning encourages active inquiry, comprehension, and the development of higher-order thinking to achieve learning objectives (Webb & Burnheimer, 2023). Appropriate assessments administered by teachers ensure that students comprehend and acquire the necessary skills, leading to improved learning outcomes (Suwandi, 2023). Therefore, collaborative learning and engaging with relevant texts enable students to enhance their reading skills. Considering previous research on collaborative learning in English language teaching (Sinitsa, 2022), it is important to provide an in-depth study on the effectiveness of collaborative learning in enhancing students' reading comprehension.

Therefore, this study explores the use of literature circles, employing the GFOS collaborative technique, to gradually improve students' reading comprehension. The aim is

to increase collaborative communication among students and provide each student with an active role in the learning activity by focusing on assigned tasks.

Literature Circle and Students` Reading Comprehension

Literature Circles encompass a variety of concepts, but they all share a fundamental principle: students are primarily responsible for their learning and emphasize students working collaboratively to support one another's learning achievements. The following information is given to prove that the Literature Circles theory employed with the GFOS model effectively promotes students' reading comprehension.

1. Definition of Literature Circle

A literature circle is a classroom practice employed by teachers to enhance reading comprehension. It involves small discussion groups of students reading the same book (Daniels, 2002). Each member of the group prepares for specific discussion roles while reading and takes notes accordingly. Literature circles are primarily student–led, with teachers playing limited supervisory roles (Var17). Rogers (2002) highlights that literature circles provide a space for students to connect with reading material on various levels, examining literal aspects, making personal connections, and exploring essential narrative elements. Participation in literary circles allows students to engage in conversations with fellow readers, gaining insights from diverse perspectives and experiences (Soleha, 2022). Collaborative activities in literature circles increase motivation, foster positive social and communication skills, and facilitate deeper understanding (Soleha, 2022). Literature circles are a means of analyzing and interpreting texts, leading to positive changes in students' attitudes toward reading (Rogers, 2002).

Research on literature circles has shown that they encourage active and careful reading, enabling readers to construct meaning and engage in thoughtful discussions (Ma, et al., 2023) Skilled readers in literature circles make predictions, visualize, connect personal experiences, monitor comprehension, solve problems, summarize, debate with authors, and evaluate content and writing style (Brabham & Villaume, 2000). These literacy skills can be fostered through the use of literature circles, serving as a launching pad for generating ideas and meaningful conversations about the text (Ma, et al., 2023)

Literature circles are a student-centered approach where peer-led groups engage in collective reading, discussion, and reflection (Karatay, 2017). These groups enable students to actively participate in group discussions based on shared texts and report their learning in meetings (Karatay, 2017). Several studies have explored the effectiveness of literature circles in improving reading comprehension. For example, Kardi (2017) found that literature circles promoted students' extended reading and positively influenced their reading engagement. Ma, et al. (2023) investigated the impact of literature circles on students' reading comprehension and found that it benefited both high and low-interest readers in different ways. Varita (2017) compared the effectiveness of literature circles to a teacher-centered approach and found that students taught using literature circles exhibited higher reading comprehension skills.

In conclusion, to develop student's reading skills, teachers should employ a variety of strategies that engage students in collaborative learning. Literature circles have been identified as an effective approach for enhancing reading comprehension. Future studies can explore the combination of literature circles with other instructional models to further improve students' reading abilities.

2. Procedure of Teaching Reading by Using Literature Circle

The implementation of a literature circle strategy, based on Karatay's (2017) four-stage process, involves the following steps:

a. Preparation To facilitate a collaborative literature circle, several initial stages are necessary. These include introducing and assigning reading tasks, forming literature circle groups, and selecting agreed-upon books or texts. Firstly, introduce the class and divide students into groups of 5-6, with each member assigned a specific role. These roles include the discussion director, who is responsible for preparing discussion questions, and the illustrator, who contributes visuals related to the story. Vocabulary enrichment is important for identifying and learning new words, while the connector helps make connections between the text and the real world. Lastly, the summarizer provides a summary of the entire text. Students are informed of their assignments based on the book or text they are reading. The formation of reading circles allows students to collaborate and exchange information, creating an engaging learning environment.

b. Individual reading During this stage, students are given time to read and comprehend the book individually while completing their assigned reading activities. Students aim to understand the text better by taking notes and preparing presentations to share information about the material they have read. For instance, a student assigned to vocabulary enrichment may present new and challenging words found in the book.

c. Discussion At this stage, the student acting as the discussion director initiates the discussion and allows their peers time to express their thoughts, feelings, and ideas about the book's topic, main ideas, and underlying messages. Students utilize language and writing skills according to their designated roles. Alternating sessions ensure active participation from all students in the discussion.

d. Sharing In the final stage, the teacher closely observes and monitors student activities. Each student in the discussion group shares and explains their presentation to their peers, discussing their assigned tasks and their understanding of the text. For example, the vocabulary enricher may highlight keywords emphasized by the author or words with new and different meanings. The illustrator may share visual representations or concept maps of characters and events. The teacher has the option to offer feedback or recommendations either throughout the discussion or at the conclusion of the lesson.

According to the teaching procedure for literature circles, implementing this strategy in the classroom involves several steps. Iliyasu, et al. (2022) suggest using a gradual release of responsibility as a successful approach. Initially, the most supportive instructional technique is used, which is teacher read-aloud. The teacher selects the text and leads the discussion, modeling how to ask important and thoughtful questions while reading. After a period of modeling and practicing with different genres, the students move on to guided reading, where they read the text with less support while the teacher still maintains control over the chosen text. Finally, students transition to literature circles, where they become more independent. They select their own texts, read them independently, and use comprehension strategies to answer questions related to the reading material.

3. Benefit of Literature Circles

Provide a range of advantages, which include:

a. Stimulating students' appreciation for literature and fostering positive attitudes towards reading.

b. Enabling students to actively participate in conversations, participate in group discussions, and interact with the book.

c. Teaching students to collaborate while independently fulfilling their assigned tasks based on their designated roles.

d. Allowing students to explore literature from diverse perspectives as they have the freedom to choose both the book and their role within the literature circles.

e. Cultivating a sense of ownership and responsibility among students. Literature circles offer a straightforward approach to incorporating student choice and social interaction, which not only motivates students but also significantly impacts their academic achievements.

Research findings also indicate that students support each other's efforts and experience increased motivation and dedication when engaged in group work. Based on the aforementioned explanation, it can be concluded that literature circles play a role in teaching English reading comprehension. In this particular research, discussion, and sharing are emphasized as strategies to enhance English skills and reading comprehension among university students studying English as a foreign language. This approach fosters active student involvement and enthusiasm for learning English, particularly in the area of reading. Several indicators of this approach include the utilization of groups, discussions, diverse student roles, and interaction.

In conclusion, Literature circles offer advantages such as fostering positive attitudes towards reading, promoting active participation and interaction, teaching collaboration and independent task fulfillment, exploring literature from diverse perspectives, and cultivating a sense of ownership and responsibility among students. Research findings indicate increased motivation and dedication when students engage in group work. The use of literature circles in teaching English reading comprehension encourages active student involvement, enthusiasm, and the development of English skills, particularly in the area of reading. Key

indicators of this approach include group utilization, discussions, diverse student roles, and interaction.

4. The Role Students` in Literature Circle Group

There are multiple approaches to implementing literature circles in the classroom, taking into consideration students' maturity levels, classroom procedures, and organizational styles. Educators need to be flexible and make adjustments as necessary to develop a strategy that suits the students. Student groups can be formed based on diversity or homogeneity, either according to their reading levels or their self-selected readings based on their interests. Within each group, students can read the same material or different texts. Even if literature circles are not used daily, students should be aware of their schedules (Karatay, 2017).

When we initially introduced the Literature Circle, we attempted to have loosely structured dialogues with children in both small and large groups. Like any group work, we observed differences among individuals in terms of engagement, shyness, and leadership. Discussions were successful when we acted as guides rather than active participants. This indicates that students should take ownership of their group tasks, making casual chatting ineffective. Without defined role assignments, students lack the confidence to express their opinions and ideas about books.

The following roles are commonly utilized in literature circles. Once the teacher defines the learning criteria for students, they can be assigned names and role descriptions. According to (Riches, 2019), it is crucial for the teacher to model each role so that students understand the expectations.

4.1 Discussion Director: This role involves posing open-ended questions and facilitating group conversations. The aim is to encourage deeper discussions among participants. Students should be guided in constructing these types of questions, and anchor charts with examples of high-quality questions created together can be provided.

4.2 Illustrator: This role requires creating visual representations of key scenes and settings from the reading. The illustrator can produce sketches, models, or other graphic images. Students can be given guiding questions to assist them in constructing their artistic representations, as these visuals are meant to stimulate conversation. This is an ideal role for an art student with an interest in writing.

4.3 Vocabulary Enrichment: In this role, students select important, uncommon, offensive, unknown, or out-of-context words from the text. The enricher defines the word and provides possible synonyms from a thesaurus. They should also come prepared with pertinent questions about the author's word choice and suggestions for how the words contribute to or detract from the reading. This role suits easily distracted students who may need assistance in understanding the text.

4.4 Connector: The connector's task is to establish connections between the text and real-life experiences to bring back to the group discussion. The connector should look for examples of text-to-self and text-to-world connections. The more connections students can make to their own real-world experiences, the more enriching the discussions will be. Text-to-text connections can also be made.

4.5 Summarizer: The summarizer prepares a one-paragraph summary of the passage read on that day.

Implementing literature circles based on a comprehension strategy offers numerous instructional benefits. Literature circles allow students to a) enjoy and interpret the book, b) use recorded questions as catalysts for discussion, and c) gain independence by engaging in authentic discussions related to the text. Additionally, these conversations serve as models for oral communication skills and the contextual use of vocabulary, benefiting English language learners (George, 2022).

King (2001) suggests several skills that students should possess before participating in literature circles. These skills include a) summarizing a chapter or section of a book, b) formulating good discussion questions, c) illustrating a favorite part of a story, and d) selecting vocabulary words and making educated guesses about their meanings. These skills enable students to successfully complete journal responses and actively participate in group discussions.

Hence, implementing literature circles in the classroom offers advantages such as stimulating students' appreciation for literature, promoting active participation and independent interpretation, and developing communication and vocabulary skills. The roles assigned within literature circles, including discussion director, illustrator, vocabulary enricher, connector, and summarizer, encourage deeper engagement with the text and

facilitate meaningful group discussions. Literature circles also provide opportunities for students to make connections between the text and their real-life experiences, enhancing comprehension and critical thinking skills. Students should possess certain skills, such as summarizing, formulating questions, illustrating, and selecting vocabulary words, before participating in literature circles to ensure active involvement and successful discussions.

English as a Foreign Language (EFL)

The current dispersion of the English language can be categorized into four subtypes, namely: (1) English originating in England and spreading to the British Isles, (2) English that arrived in America during the 17th century and settled in North and Central America, (3) English carried to colonies and established as the official language of communication, and (4) English that has spread to nations not historically under British colonial rule, such as China (Prokhorova, et al., 2019). As a result, English serves as a means to bridge communication gaps between cultures. The advent of globalization in recent decades has had a profound impact on social, political, and economic aspects of life, transforming communication dynamics worldwide. In this context, the English language plays a vital role as the primary medium of this new communication frenzy. The significance of English as a subject cannot be overstated when preparing students in emerging nations to navigate the challenges of competitive survival and the expanding influence of globalization. English is often categorized within three contexts: English as a Native Language (ENL), English as a Second Language (ESL), and English as a Foreign Language (EFL). Consequently, the global spread of English is observed across ENL territories, ESL territories, and EFL territories (Koylu, 2022).

Rahbek (2019) defines English as a Foreign Language (EFL) as the form of English spoken by individuals residing in countries that were never colonized by the British, and where English holds minimal or no significance within their own borders. Similarly, Jiménez (2023) provides a definition of English-as-a-Foreign-Language (EFL) as the use of English in countries where it is not the native language and lacks any specific status, such as Japan, France, Egypt, and Brazil.

According to Bintang Zul Hulaifah & Sibuea (2023), English as a foreign language (EFL) refers to the utilization or study of English by individuals whose native language differs from English. This signifies that an EFL learner is someone who learns English in a non-English-speaking country.

Umarovna (2022) asserts that a foreign language is taught as a school subject but is not used as the primary language of instruction or as a means of communication within a country. On the other hand, a second language is not the native language of a country but is widely used as a means of communication, often in conjunction with other languages.

In conclusion, English as a foreign language pertains to the use of the English language in countries where English is not spoken.

English as a Foreign Language Teaching and Learning in Thailand

English as a Foreign Language (EFL) learning and teaching in Thailand have been of significant importance due to the growing demand for English proficiency in global communication and job opportunities. English is taught as a compulsory subject in Thai schools and universities, and the Thai government has made efforts to promote English language education to enhance the country's international competitiveness (Miao & Ambele, 2023).

The Thai education system focuses heavily on grammar and translation-based approaches, which were prevalent in the past. However, there has been a shift towards communicative language teaching methods, aiming to develop students' speaking, listening, reading, and writing skills (Chanchalor, 2020). Despite these improvements, there are still challenges, especially concerning reading comprehension.

Cultural Differences: Some reading materials used in EFL classrooms may not resonate with Thai students' cultural backgrounds, leading to disinterest and reduced engagement with the text. (Chanchalor, 2020).

Teacher-Centered Approach: In some cases, EFL teaching still adopts a teacher-centered approach, leaving students with limited opportunities for active reading, critical thinking, and discussions (Dianne, et al., 2015).

In conclusion, the researcher discusses English as a Foreign Language (EFL) learning and teaching in Thailand and addresses the issues encountered in reading comprehension among Thai EFL learners. While the Thai education system has shifted towards communicative language teaching methods to enhance students' language abilities, reading comprehension remains a significant hurdle. Challenges such as limited exposure to English reading materials, differences in pronunciation and phonics, vocabulary limitations, cultural disparities, and a teacher-centered approach contribute to this problem. The significance of improving reading comprehension skills in the Thai EFL context is considered by the necessity for effective and learner-centered teaching strategies to overcome these obstacles. By incorporating collaborative and communicative approaches, educators can create a more engaging and supportive learning environment, ultimately enhancing students' reading proficiency.

Reading

Reading is the act of extracting meaning or knowledge from written materials such as books, magazines, newspapers, and other printed sources. It involves analyzing and comprehending the information presented in written texts. (Woudenberg, 2021) suggests that reading entails gathering information or acquiring knowledge through various sources like magazines, newspapers, novels, journals, or the internet.

According to (Kshmi, et al., 2022) being a proficient reader involves understanding the information conveyed in written materials. Reading is an active process that requires comprehending the meaning of words, visualizing the imagery conveyed by the text, understanding arguments, and critically evaluating them. This implies that reading is not only about educational activities but also encompasses professional endeavors that aim to decipher the meaning, topic sentence, and main idea of a given text. Additionally, reading involves the coordinated use of both the eyes, which receive the visual messages, and the brain, which processes and interprets their significance (Ostojić, 2023) This indicates that readers need to focus their attention on the text to derive meaning from it.

Reading is the process of extracting meaning from written and visual information. Readers engage in activities to extract facts and messages from the text, taking into account the proper context in which the information is presented (Britt, et al., 2022).

Reading involves the simultaneous execution of mental operations, or cognitive processes, to decipher written symbols and grasp the meaning conveyed in a text. Although multiple definitions of reading have been proposed in the literature, there has yet to be a single universally agreed-upon definition. Some authors define reading as the cognitive processes employed to access the ideas presented by the author. Grabe (2009) categorizes different "kinds of readings" based on readers' levels, abilities, and reading purposes. Not all cognitive processes involved in reading are always active, as the specific purpose of reading primarily determines their activation. For instance, reading for information or quick comprehension may require little cognitive processing, while reading to learn, integrate data, evaluate, and critique demands higher specificity and detail. Reading is seen as a cohesive process that can adapt flexibly to the reader's purpose, proficiency level, and contextual constraints. Consequently, different cognitive processes are triggered depending on the type of reading activity. In general, reading relies on techniques that are quick, efficient, comprehensive, interactive, strategic, flexible, purposeful, discerning, linguistic, and information-gathering (Grabe, 2009). Ultimately, regardless of the specific "kinds of reading," the primary objective of reading is to comprehend a text.

In conclusion, reading is a dynamic process that involves extracting meaning and knowledge from written and visual materials. It requires active engagement and the coordinated use of both the eyes and the brain to comprehend the information presented in texts. Proficient reading goes beyond mere educational activities; it encompasses professional endeavors that involve critical evaluation and understanding of arguments. There is no universally agreed-upon definition of reading, as it can take on various forms depending on readers' levels, abilities, and purposes. Different cognitive processes are activated during reading, tailored to the specific reading activity, and the primary objective remains the comprehensive understanding of the text. Ultimately, reading is a skillful and flexible process that adapts to the reader's purpose, proficiency level, and contextual constraints.

The Purpose of Reading

Anderson (1992, p. 53) delineates seven reading objectives that guide readers' engagement with the text. These goals are:

a. Reading for details and facts: Seeking specific information to understand the subject matter.

b. Reading for main ideas: Identifying the core argument or the primary challenge presented.

c. Reading for sequence of organization: Comprehending the orderly presentation and structure of the content.

d. Reading for inferences: Interpreting and understanding the implications or suggested meanings beyond the explicit text.

e. Reading to classify: Detecting unique or atypical elements within the text.

f. Reading to evaluate: Assessing the significance or merit of the text's content.

g. Reading to compare or contest: Engaging with the text to juxtapose its narrative against the reader's experiences or viewpoints.

Therefore, the seven objectives mentioned above guide readers through a methodical exploration of texts and encourage a deeper and more critical engagement. Each goal supports different aspects of comprehension and analysis, from the surface level of facts to the deeper level of critique and personal reflection. Together, they suggest that compelling Reading is about understanding what is written and involves evaluation, inference, and personal interaction with the text.

Reading Comprehension

Reading comprehension is a complex cognitive process that involves understanding and interpreting the meaning of written texts. It goes beyond simply decoding individual words and involves actively constructing meaning from the information presented in the text. Readers engage in a series of mental operations, including decoding, vocabulary recognition, syntactic parsing, semantic integration, and inferencing, to comprehend the text (Willingham, 2019). Effective reading comprehension requires readers to connect the new information with their prior knowledge, making inferences, and critically evaluating the content.

Comprehension is a multifaceted skill that plays a crucial role in academic success and lifelong learning. It is the foundation for extracting information from various sources, such as books, articles, newspapers, and digital media. Skilled readers not only grasp

the literal meaning of the text but also delve into the deeper layers of meaning, drawing connections between different ideas and synthesizing information to form a coherent understanding (Cain & Oakhill, 2019).

Reading comprehension is not a passive activity; it involves active engagement and interaction between the reader and the text. Skilled readers employ various reading strategies, such as predicting, questioning, summarizing, and visualizing, to enhance their comprehension (Miller & Veatch, 2021). They also monitor their understanding throughout the reading process, adjusting their strategies as needed to maintain comprehension.

The development of reading comprehension skills begins in early childhood and continues throughout a person's lifetime. In the early stages, children learn to decode words and make connections between spoken and written language. As they progress, they acquire more sophisticated skills, such as understanding figurative language, recognizing text structures, and evaluating the author's purpose and point of view (Cain & Oakhill, 2019).

Reading comprehension is a critical component of academic achievement across various subjects. Students must comprehend complex texts to succeed in science, social studies, mathematics, and other disciplines. Therefore, educators play a vital role in fostering effective reading comprehension skills by providing explicit instruction, offering opportunities for practice, and promoting a positive reading culture in the classroom (Miller & Veatch, 2021).

Individual differences in reading comprehension abilities can be influenced by factors such as vocabulary knowledge, working memory capacity, prior knowledge, and motivation to read. Children with strong oral language skills and a rich vocabulary tend to have a better foundation for reading comprehension (Cain & Oakhill, 2019). Moreover, students' motivation to read can significantly impact their engagement with texts and, consequently, their comprehension outcomes (Guthrie, et al., 2019).

In conclusion, reading comprehension is a complex and active process that involves understanding and interpreting the meaning of written texts. Skilled readers employ various strategies to construct meaning, draw connections, and monitor their understanding. It is a foundational skill that underpins academic success and lifelong learning. Educators play a crucial role in fostering effective reading comprehension skills in students. Understanding

the factors that influence reading comprehension can help tailor instruction and support to meet the diverse needs of learners. Ultimately, strong reading comprehension abilities empower individuals to access information, think critically, and participate actively in the world around them.

Kinds of Reading Comprehension Skills

Sarwono and Purwanto (2013) identify several strategies for understanding written material:

a. Scanning involves looking quickly through text to pinpoint specific needed information, commonly used for finding times, dates, or entries in directories.

b. Surveying the text is about getting a preliminary overview by briskly looking over the material to grasp the main ideas and their organization.

c. Skimming refers to rapidly going over text to discern the key points, while disregarding less critical information.

d. Intensive reading is applied to shorter texts to extract detailed information, emphasizing precision and attention to detail.

e. Extensive reading is for acquiring a broad grasp of a subject, often through longer texts read for enjoyment or for business learning, enhancing overall knowledge.

f. Understanding texts can be achieved by mastering four key areas: grasping the structure of the text, its conceptual meaning, the role of references within it, and the meanings of challenging words.

g. Identifying references in a text and Summarizing and note-taking involve condensing longer texts into brief outlines or notes.

Overall, these methods promote a thorough and analytical approach to reading, where readers engage with texts at varying levels, from identifying factual details to engaging in a deeper critical analysis and reflection, allowing for both understanding and personal engagement with the material.

Reading Comprehension Levels

Sari (2015) divides comprehension into four skill levels: literal, interpretative, critical, and creative. These four levels correlate with the classes of cognitive (intellectual) behaviors identified by Bloom (1966:55), and others since comprehension skills are also thinking skills.

"Knowledge" relates to the literal level of comprehension; "comprehension" and "application" to the interpretive level; "analysis" and "evaluation" to the critical level; and "synthesis" to the creative level.

According to Heilman et al. (1981:246) identify the following comprehension skill levels:

1. Literal Level

This level is the most superficial. It means that the reader needs to reproduce the facts as the writer relates them. At this level, Questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration. Sample phrases or questions for this level are as follows:

- What is .....
- How old .....
- When .....

The abilities that refer to the literal level are:

- Knowledge of word meanings.
- Recalling ideas directly stated or paraphrased in one's word
- Understanding grammatical clue–subject, verb, pronoun, conjunction, etc.
- Recalling the main idea explicitly stated.
- Knowledge of the sequence of information presented in the text.

2. Interpretive Level

This level requires the reader to go beyond the information given by the writer. The reader is required to see the data's significance, note various relationships such as cause–effect and relation of the part to the whole, make comparisons, draw conclusions and inferences, and make generalizations. Sample phrases or questions for this level are as follows:

- Why .....
- What evidence .....
- What you can conclude .....

The abilities that refer to the interpretive level are:

– Reasoning with the information presented to understand the writer's tone, purpose and attitude

– Inferring factual information, main ideas, comparison, cause–effect relationships not explicitly stated in the text.

3. Critical Level

At this level, the students learn to evaluate and judge the information and the writer's use of language to guide the reader's interpretation, noting evidence of the writer's bias, qualifications, point of view, intent, and truthfulness.

Sample phrases or questions for the critical level are as follows:

– Judge .....

– What would be the result of .....

– How would you describe .....

The abilities that refer to the critical level are:

– Reacting to information in a text, indicating its meaning to the reader.

– Analyzing and evaluating the quality of written information in terms of some standards.

4. Creative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink his ideas. Questions at this level might consist of open–ended queries requiring the reader to include his knowledge, view, and value. Sample phrases or questions for this level are as follows:

– What would you do if .....

– Makeup.....

– What does the text tell you about ....

The abilities that refer to the creative level are:

– Knowledge of emotional response to literary techniques

– Knowledge of response of forms, style, and structures.

In short, Literal level involves acquiring information that is directly stated. The interpretive level involves "reading between the lines" and making inferences. The critical level involves evaluating written material. The creative level involves formulating and rethinking

ideas. From the description above, it can be stated that each level requires different abilities or skills. The interpretive level requires higher skill than the literal level, and so forth.

3. The Important of The Understanding Levels of Comprehension Skills

The primary goal of reading instruction is to foster in each student an ability to understand printed language. In a global sense, the student's characteristics affect the quality and quantity of such understanding. Therefore, teachers need to know their students' strengths and weaknesses in reading in order to be a good instructor. As Adao, et al. (2023) indicates, diagnosis is an essential aspect of reading comprehension, and the most effective instruction considers both students' strengths and weaknesses in reading.

However, teachers must be aware of their power to influence students' comprehension levels. They should not bombard the students with specific question levels; instead, they should help their students achieve higher levels of comprehension skills.

4. Reading Comprehension Assessment

The conceptual frameworks behind reading comprehension have produced essential resources for research and clinical diagnostics, shedding light on diverse groups' unique abilities and obstacles. These resources are instrumental in exploring how comprehension unfolds and what might hinder its progress. Research often involves contrasting those with comprehension deficits with average readers to identify critical distinctions. Using these theoretical foundations, scientists can categorize children with reading difficulties, such as those capable of decoding yet struggling with comprehension. (Ostojić (2023); Cain (2022)).

The approaches adopted in academic and clinical settings differ significantly and are influenced by the foundational theories guiding the chosen assessments. Testing materials, mainly designed for languages with intricate spelling systems like English, may translate poorly to languages with straightforward spelling–sound rules. This gap calls for thoughtful adaptation of standardized assessment instruments to suit various language systems.

5. Challenges of Reading Comprehension Assessments

Considering the complexity of the underlying theories, it is clear that evaluating reading comprehension extends far beyond simply gauging word recognition or decoding

abilities. Comprehensive assessments must consider a range of processing components known to contribute to reading comprehension and the interplay between these elements, as highlighted in models such as the Reading System Framework by Ostojić, 2023 The influence of various factors in reading comprehension can vary depending on the method used to elicit readers' understanding of the material, as noted by Hamzaday and Batmaz (2022). Thus, a thorough grasp of the theoretical basis behind each specific assessment tool is crucial, whether the goal is to test a theoretical concept or to evaluate an individual's reading comprehension for diagnostic purposes.

One complexity in assessing reading comprehension is that some tests labeled as such may weigh more heavily on different skills, like word reading or decoding. As Setianingsih (2020) found, there is a significant overlap between decoding and comprehension in the initial stages of reading development, indicating the importance of distinguishing these skills in assessments, a notion supported by Ehm, et al. (2023). Otherwise, there is a risk that difficulties in comprehension might be overlooked, a concern raised by Snowling, et al. (2020), and Vousden, et al. (2021). Moreover, listening comprehension, central to reading comprehension, as noted by Aryadoust (2019), should be evaluated separately in line with the SVR theory by Talwar, et al. (2021).

Joseph, et al. (2021) observes that the factors contributing to reading comprehension and their interrelationships evolve. Early reading is heavily reliant on phonological skills, whereas later, other linguistic aspects, such as vocabulary and syntax, become more influential. Therefore, assessments should be age-appropriate and consider developmental stages. A further challenge is that tests only assess comprehension at a single level, like the sentence level, which does not reflect difficulties in understanding longer texts or discourses. The situation and mental models stress the importance of higher-level processing; thus, examining these can provide deeper insights into how multiple components are integrated and the cognitive effort involved.

Historically, research and evaluations have focused on single-word or sentence comprehension due to control issues with variables that might obscure actual comprehension performance. However, there is a need for more information on how these skills function

beyond the level of individual words within the broader context of syntactic constructions that form discourse.

The diversity of methods used to assess reading comprehension is further influenced by various elements such as the type of questions asked whether they require a literal understanding or inferential thinking, and the format of responses, whether they are multiple-choice or require open-ended answers. Other factors include whether the reading is done silently or aloud, the text's length, structural complexity, lexical density, and the cognitive demand it places on readers. These factors are highlighted in the work of Ostojić, 2023; Kabir and Shahnaz (2023); Levin (1979); Heidermann (2023); Nallasamy & Khairani (2022) as significantly affecting the assessment process.

Contemporary research underscores the need to individually assess a suite of skills that are influential in reading comprehension, including syntactic and phonological abilities, vocabulary range and depth, listening comprehension, general cognitive capabilities, and working memory, as highlighted by Al-Majdawi (2022) and Hamzaday & Batmaz (2022) A review of existing studies identifies specific abilities that reliably differentiate individuals with high comprehension skills from those with lower abilities. These include advanced language processing skills, which become increasingly significant as children grow, particularly during the shift to learning through reading. Key among these skills are the abilities to make inferences and integrate information, as established by researchers like Ameti and Doko (2019); Soto, et al. (2019); and Bohn (2021), along with comprehension monitoring as identified by Joseph, et al. (2021); Ameti & Doko (2019); and Nation, et al. (2021), understanding of story structure as per Vretudaki (2022), and working memory as discussed by Muñoz & Bajo (2022) and Woelfer, et al. (2019).

An additional critical consideration is the language specificity of reading comprehension tests. Most are crafted for English, which has a complex orthography and needs consistent grapheme-phoneme correspondences, unlike languages with transparent orthographic systems like Croatian or Spanish. Due to the fundamental phonological and orthographical differences between such languages, as indicated by Han, et al. (2021) and Ostojić (2023), assessments from languages with non-transparent orthography cannot be directly applied to those with transparent orthography. The potential variances in syntactic

and semantic intricacies across languages must also be accounted for, as tasks designed for English may not suit languages with more straightforward, more rapidly acquired decoding skills, a point made by Babayigit (2022). This mismatch could misread test outcomes when such English-based assessments are used in different linguistic contexts.

Evaluating reading comprehension is akin to solving a complex puzzle. It involves multiple components, some of which are intangible and difficult to quantify, making their integration into assessments challenging. Nonetheless, assessing these various components is essential for thoroughly understanding an individual's reading comprehension abilities. Assessments typically fall into two categories: formal, which relies on standardized tests, and informal, which includes criterion-based measures. The current review will discuss both types within the framework of reading comprehension assessment methods, emphasizing that combining these approaches offers the most holistic picture of an individual's proficiency in understanding written text.

6. Methods and Measures of Reading Comprehension

6.1 Informal Reading Comprehension Measures

Approaches to assessing reading comprehension have evolved substantially during the 20th and 21st centuries, a shift driven by the growing recognition of its vital role in overall reading ability, as noted by (Ostojić, 2023). While standardized tests are commonly used for assessment, experimental procedures examining various processing levels have also become important. These informal methods, including experimental and criterion-based assessments, are invaluable in research and clinical contexts. They allow for the creation and manipulation of specific stimuli to test hypotheses or inform clinical decisions, as Arustamyan (2019) has indicated.

The comprehension assessment techniques in the auditory domain have been adapted for reading, considering minor differences such as the phonological decoding skills unique to reading. Both domains require responses to stimuli like words or texts through methods like selecting a corresponding image, enacting the content, sentence verification, retelling, or using advanced techniques like neuroimaging, according to Franchi, et al. (2023). Some methods, such as eye tracking and neuroimaging, offer real-time data ("online methods"), while others are used post-reading.

When the research goal is to analyze reading comprehension in real-time, online methods like eye tracking, fMRI, or EEG are preferred because they can pinpoint when and how comprehension issues arise. For instance, Mettler, et al., (2022) explored the impact of phonological versus lexical knowledge in lexical processing among Croatian children with dyslexia, finding reliance on phonological knowledge in those with typical language development.

Eye tracking, analogous to the "looking while listening" approach in the listening paradigm, has become a novel tool in reading research. By tracking eye movements during reading activities, such as when processing sentences with anaphoric relations, researchers can measure reaction times and the frequency of regressions, indicating comprehension challenges, as illustrated by Tagliani & Redolfi (2023). Studies using eye-tracking have shown that text difficulty correlates with more regressive eye movements, suggesting the reader needs to revisit earlier text segments to enhance understanding, as Babanova, et al. (2023) highlighted.

Researchers are equipped to track and gather data on the processes engaged during reading comprehension and identify the difficulties children or adults face in these processes. For instance, Nation, et al. (2021) investigated comprehension monitoring in children. They noted longer gaze durations on inconsistent words, which indicated slower lexical access under those conditions. Similarly, while different from eye tracking, fMRI and EEG allow researchers to measure brain responses and the activity in specific brain regions in response to a stimulus, offering insights into challenges with processing linguistic constructs, as discussed by Ozernov-Palchik, et al. (2021). In contrast to online methods, offline methods provide information on reading comprehension by assessing understanding post-reading without the need for specialized and costly equipment. This assessment can be instrumental in evaluating someone's comprehension of a text.

Comprehension can be assessed through both listening and reading paradigms, and two related constructs can be measured independently: listening comprehension, which is crucial for reading comprehension as proposed in the Simple View of Reading by (Schnotz, 2023) and comprehension of written discourse. Standard research methods employed in comprehension studies include the picture selection task,

act–out task, retelling, and judgment methods, among others. These approaches are frequently cited in research aimed at assessing comprehension.

Assessment tasks for reading comprehension vary in cognitive load. For instance, whether on paper or digital screens, show similar cognitive load levels, with slightly higher load increase in adaptive tests, as noted by Brüggemann, et al. (2023) and Setianingsih (2020), is less demanding. Here, participants choose the image that best matches the meaning of a sentence they have heard or read. More complex tasks include the act–out task, which assesses syntactic comprehension as participants enact the sentence's action, often using figures, and retelling, where participants recount what they have read.

Retelling can be intricate and time–consuming but is valuable in assessing comprehension, as Gillon, et al. (2023) indicate. The methodology for retelling can vary based on the theoretical framework, whether it is quantifying the percentage of semantic propositions, story elements, or specific word types, as per the approaches of Vu, et al. (2021). In choosing this method, it is essential to consider the theoretical perspective and scoring approach. In their systematic review, Katamadze, et al. (2022) demonstrated that retelling correlates moderately with other standardized reading comprehension measures and that its correlation with phonological skills diminishes with age.

Students facing reading challenges often find retelling more complex and may require additional support. Text comprehension measurements also emphasize the distinction between making literal and inferential interpretations. These comprehension methods can also differ in the level of cognitive effort they demand. Figure 1 shows the type of text comprehension measurement method.

Figure 3 Type of Text Comprehension Measurement Methods, Arranged from Least to Most Cognitively Demanding

Note: Cain & Oakhill, 2006

Cloze questions, where participants fill in blanks within a text, challenge their decoding and syntactic skills, as identified by Matsumori, et al. (2023) To accurately assess reading comprehension through cloze tasks, the material should be coherent and allow for contextualized answer choices at both sentence and text levels. Additionally, controlling decoding skills through a measure of single-word reading is necessary to ensure the focus remains on comprehension.

For the actual/false sentence recognition task, participants recall and verify information as true or false, which tends to demand less memory for specific details rather than inferencing. This task might not fully capture inferential comprehension since it primarily assesses the recognition of sentences from the text, as mentioned by Cain and Oakhill (2006). In contrast, the Sentence Verification Task (SVT) evaluates understanding beyond recall. After reading, participants are presented with sentences where the meaning, content words, and syntax are altered, and one sentence serves as a distractor. The reader's job is to identify which sentences are semantically consistent with the original text, placing greater importance on the semantic aspects of comprehension. It is also noted that this method's effectiveness is greatly dependent on the reader's overall reading skills, as discussed by Yukhymenko-Lescroart, et al. (2022). Multiple-choice questions are a standard tool in reading comprehension assessments. They are known for their higher cognitive requirements relative to other tasks, as documented by Raina, et al. (2023). These questions do not require verbal responses but require participants to evaluate and choose the correct option among several, a process that can depend on automatic retrieval or recognition of information.

The structure of this task usually involves at least three answer choices that relate to the read text, with variations in length and type of questions, whether they assess literal understanding or inferential reasoning. The decision to use longer texts, the choice to allow participants to refer back to the text, the richness of cues provided in the target answers, and the balance of inferential versus literal questions are influenced by the researcher's intent to gauge working memory, as indicated by studies like Wen, et al. (2020). Longer texts and more inferential questions, especially without the option to review the text, intensify the reliance on working memory.

Though more cognitively taxing, multiple-choice tasks are seen as both sensitive and reliable indicators of reading comprehension, as Tschense & Wallot (2022) demonstrated. Open-ended questions require even more from participants—active and generative cognitive processing along with verbal responses. These questions can be particularly challenging for children with expressive language issues, which might mask their true comprehension abilities if listening comprehension isn't evaluated, as Desai & Reimers (2019).

The cognitive processes involved in multiple-choice versus open-ended questions are not distinct, but it is understood that open-ended questions demand more significant cognitive effort. However, according to Cain & Oakhill (2006), they provide rich information about an individual's inferencing abilities, working memory, and the influence of background knowledge on reading comprehension. These questions are designed to assess literal and inferential understanding, offering fewer retrieval cues than multiple-choice questions, as Cooke & Nedjat-Haiem (2021) noted.

One might use texts containing inconsistencies or ambiguities to gauge higher-level comprehension skills like comprehension monitoring. As Tibken, et al. (2022) suggests, the key is to ensure that instructions and materials are designed to assess monitoring skills without overly relying on the participant's general knowledge.

In conclusion, when assessing reading comprehension, one should consider the insights of Janet, et al. (2021). Which highlights that decoding skills significantly impact performance on cloze or multiple-choice tasks and short passages. In contrast, open-ended questions and longer passages lean more on oral comprehension skills. This insight is crucial in selecting appropriate tasks and materials for assessing reading comprehension, particularly in languages with transparent orthographies.

6.2 Formal Reading Comprehension Measures

Formal measures of reading comprehension, such as standardized tests, are essential for interpreting results and comparing them to normative data. These tests offer insight into the variability of reading comprehension abilities across populations. Many standardized tests are available, with several explicitly designed for English-speaking children. While these cannot be directly transferred to other languages due to linguistic and cultural

differences, they offer a structural and conceptual guide for developing equivalent assessments in other languages, such as Croatian. A brief list of the well–known standardized reading comprehension tests is provided in Table 3.

Table 3 Additional Examples of Reading Comprehension Assessment Tests

Reading Comprehension Assessment	Procedure and Format
Wechsler Individual Achievement Test (WIAT; Wechsler, 1992)	– short passages of 2 to 3 sentences – silent reading – open–ended questions, both literal and inferential – short–answer approach
Gates–MacGinitie Reading test (MacGinitie, et al., 2000)	– passages up to 15 sentences – silent reading – multiple choice task
Gray Oral Reading Test – Third Edition (Wiederholt & Bryant, 1992)	– passages of about 6 to 7 sentences – reading aloud – multiple choice task (without viewing the passage)
Passage Comprehension from Woodcock–JohnsonIII (Woodcock, et al., 2001)	– sentences or short passages – cloze procedure
Diagnostic Assessment of Reading Comprehension–DARC (August, et al., 2002)	– an experimental test – passages of three sentences – control of the required level of decoding – manipulation of components related to text memory and inferencing, as well as knowledge access and integration – measures comprehension using linguistic discourse methods
TORCH: Test of Reading Comprehension (Mossenson, et al., 1987)	– 12 passages – silent reading – modified cloze tasks
WRMT–R: Woodcock Reading Mastery Test–Revised: Passage Comprehension (Woodcock, 1998)	– one/two sentences or a short passage – silent reading – cloze task

Note: Fletcher, 2006; Westerveld, 2009

As mentioned earlier, each of these tests has its own strengths and limitations that researchers and clinical professionals need to be aware of.

For instance, the Neale Analysis of Reading Ability (NARA–II) by NFER–Nelson (Neale, 1997) is a popular tool for gauging children's reading abilities between six and twelve. It assesses reading accuracy, speed, and comprehension, with the latter measured through open–ended questions about a story's central theme and events. This test employs literal and inferential questions, providing insights into a participant's inferencing skills and working memory. It includes various passage lengths, allowing for evaluating sentence and text–level comprehension. However, it has limitations, including the potential for participants to answer questions directly referring to the text, which might need to be more adequately reflected in integrated comprehension, as discussed by Cain & Oakhill (2006).

Another test, the York Assessment of Reading for Comprehension (YARC) Passage Reading by GL Publishers (Hulme, et al., 2009), measures comprehension across words, sentences, and texts and evaluates various inferences through open–ended questions.

For group assessments, the Suffolk Reading Scale (Hagley, 1987) and the Group Reading Test (GRT 2; De Lemos, 1997) are designed for ages 6–14 and focus on silent reading comprehension. Both include cloze and multiple–choice formats, yet they have limitations in assessing global coherence and text–level strategies and may depend too much on decoding skills.

While standardized tests are a cornerstone in reading comprehension assessment, acknowledging their strengths and limitations is crucial for professionals utilizing them in research and clinical practice. They can provide a framework for developing equivalent assessments in other languages, considering linguistic and cultural specificities.

The Test of Integrated Language & Literacy Skills (TILLS) developed by Nelson, et al. (2016) represents a comprehensive and modern instrument for evaluating a range of language and literacy skills among children aged 6 to 18. This test expands on the Simple View of Reading by examining the connections between oral and written language across various levels of language processing. It stands out by measuring the abilities at both the sound/word level, addressing lexical and sub–lexical knowledge, and at the sentence/discourse level, delving into the processing of meaning and sentence structure knowledge. TILLS assesses

performance across multiple modalities—listening, speaking, reading, and writing—and at different linguistic levels, including tasks designed to evaluate memory functions related to these language levels.

Reading in Thai EFL Context

In the Thai English as a Foreign Language (EFL) context, reading refers to the process of decoding, comprehending, and interpreting written texts in the English language. It is a fundamental aspect of language learning and plays a crucial role in developing learners' language proficiency, vocabulary, and critical thinking skills. Reading instruction in the Thai EFL context encompasses various strategies and approaches to enhance learners' reading abilities and foster a love for reading. In recent years, several research studies have focused on different aspects of reading in the Thai EFL context.

Researchers have explored several methods to enhance reading instruction for Thai EFL learners. Technology integration, such as using educational apps and digital resources, has been shown to improve reading comprehension (Chuangchid, et al., 2020). Extensive reading programs have also been effective in increasing fluency and motivation (Nalatphol & Sripattanadilok, 2019). Vocabulary acquisition remains critical, with strategies identified to facilitate learning (Chinnawong, et al., 2019). Content–Based Instruction (CBI) enhances subject knowledge while improving reading skills (Chuangchid, et al., 2020), while motivation and inclusive practices are essential for engagement (Pinsuntia, et al., 2021). These recent research studies highlight the efforts and advancements in reading instruction within the Thai EFL context. By exploring technology integration, extensive reading, vocabulary acquisition, content–based learning, reading motivation, and inclusivity, educators and researchers aim to improve reading proficiency and overall language development among Thai EFL learners.

Despite numerous research efforts aimed at enhancing students' reading abilities, Thai EFL undergraduates frequently encounter a range of difficulties while reading English texts. These challenges can act as barriers to their comprehension and hinder their overall progress in language learning. Various issues are commonly experienced by Thai EFL undergraduates when engaging with reading materials, and they include the following:

1. Vocabulary Difficulties

Limited English vocabulary is a persistent issue for Thai EFL undergraduates, significantly impacting their ability to comprehend texts. When students encounter unfamiliar words or phrases, they may struggle to understand the overall meaning, causing frustration and slowing down their reading process. This lack of vocabulary hinders students' ability to engage with more complex texts, which often require a broader lexical knowledge. To overcome this, strategies such as vocabulary-building exercises and exposure to diverse reading materials can be implemented to expand students' vocabulary over time (Chinnawong, et al., 2019).

2. Complex Sentence Structures

The intricate sentence structures found in English texts often present challenges for Thai EFL students, making it difficult for them to follow the flow of ideas and grasp the content. English grammar, with its various clauses and tenses, may differ significantly from Thai, leading to confusion when students read more advanced materials. As a result, students may miss key ideas or fail to understand how different parts of a sentence connect. Teaching students to break down sentences into simpler components can help them better navigate complex texts and improve comprehension (Chinnawong, et al., 2019).

3. Cultural References

English texts frequently contain cultural references that are unfamiliar to Thai students, creating additional barriers to comprehension. When students lack understanding of the cultural context in a story or article, they may misinterpret key points or fail to see the relevance of certain events or characters. This cultural gap can lead to misunderstandings or a surface-level reading of the text. Addressing this issue requires exposing students to a variety of cross-cultural texts and offering explanations about cultural references to enhance their understanding (Pinsuntia, et al., 2021).

4. Lack of Background Knowledge

Thai EFL students may struggle with reading comprehension when they lack prior knowledge of the topics discussed in texts. Background knowledge plays a critical role in understanding new information, and without it, students find it difficult to relate to or grasp key ideas. This challenge is particularly pronounced when students are faced with

specialized or academic texts. Teachers can address this issue by activating prior knowledge through pre-reading discussions or providing supplementary materials that offer context before introducing new topics (Chinnawong et al., 2019).

5. Reading Speed

Many Thai EFL undergraduates read at a slower pace, which can be a hindrance when dealing with lengthy texts or time-bound reading activities. Slow reading speed not only affects students' ability to complete reading tasks but also interrupts the flow of comprehension. This problem may be exacerbated by a lack of practice with reading longer texts. Encouraging timed reading exercises and fostering a habit of regular reading can help students increase their reading speed and efficiency (Chinnawong, et al., 2019).

6. Limited Reading Strategies

A lack of effective reading strategies, such as predicting, skimming, or scanning, further compounds the reading comprehension problems faced by Thai EFL students. Without these strategies, students may struggle to identify the main ideas or locate specific information within a text. Teaching students how to apply these strategies can help them approach reading tasks more efficiently and improve their overall understanding. Incorporating strategy-based instruction into the curriculum can empower students to become more independent readers (Chinnawong, et al., 2019).

7. Lack of Reading Motivation

Motivation plays a crucial role in students' reading habits, and some Thai EFL undergraduates lack the drive to engage with English texts. This may be due to uninteresting reading materials or a lack of relevance to their personal interests. When students are not motivated, they are less likely to put in the effort needed to improve their reading skills. Addressing this issue requires teachers to select diverse and engaging materials that resonate with students' interests and real-life experiences to foster a love for reading (Pinsuntia, et al., 2021).

8. Anxiety and Fear of Making Mistakes

Anxiety and fear of misunderstanding or making mistakes can negatively affect Thai EFL students' reading performance. When students are overly concerned about accuracy, they may hesitate to engage deeply with texts, limiting their progress. This anxiety

often stems from a fear of failure or embarrassment in front of peers. Teachers can create a supportive classroom environment by emphasizing the learning process and encouraging students to take risks without fear of judgment, thereby reducing anxiety and promoting confidence (Chinnawong, et al., 2019).

9. Limited Exposure to Authentic Materials

Thai EFL students may have limited access to authentic English materials, such as newspapers, magazines, or novels, which are vital for developing real-world reading skills. Exposure to such materials allows students to experience natural language use and expand their vocabulary in context. Without access to authentic texts, students' exposure to the richness of the English language is restricted, limiting their ability to practice and apply what they've learned. Increasing access to these materials through libraries or online resources can enhance students' reading experiences (Pinsuntia, et al., 2021).

10. Lack of Reading Practice

Consistent reading practice is crucial for developing strong reading skills, yet many Thai EFL undergraduates do not engage in regular reading outside the classroom. Without sufficient practice, students struggle to improve their reading speed, comprehension, and vocabulary. This lack of practice is often due to competing academic pressures or a lack of interest in reading. Encouraging students to incorporate reading into their daily routines and providing opportunities for independent reading can significantly improve their skills over time (Nalatphol & Sripattanadilok, 2019).

To address these challenges, educators and institutions can implement various strategies, such as providing extensive reading opportunities, using simplified texts, integrating cultural discussions, and teaching effective reading strategies. Additionally, fostering a supportive and encouraging learning environment can help boost reading motivation and confidence among Thai EFL undergraduates.

Localized Reading Materials for EFL Context

There are two conflicting viewpoints regarding the inclusion of culture in English language instruction and learning. One perspective suggests that the English language and culture should be taught together, exemplified by the utilization of authentic materials in

English language instruction. Aminullah, et al. (2019) contend that non–native English speakers should be taught using localized materials that reflect their own authentic experiences within their local contexts.

The process of reading involves the dynamic interaction between the reader, the text, and the external context. When reading, the reader reconstructs the author's intended message through active engagement with the text. Additionally, according to Calloway et al. (2022), reading is described as a fluid process where readers integrate information from a text with their existing knowledge to construct meaning.

In brief, there are conflicting perspectives on incorporating culture into English language instruction. One viewpoint advocate for teaching English language and culture together, using authentic materials that reflect learners' local contexts. The process of reading involves the active interaction between the reader, text, and external context, allowing the reader to construct meaning by integrating information from the text with existing knowledge.

1. Culture in Language Pedagogy

Culture in language pedagogy refers to the integration of cultural aspects into language teaching and learning. It involves acknowledging and incorporating the cultural elements of the target language, including customs, traditions, social norms, and historical contexts. Recognizing the importance of culture in language pedagogy helps learners develop not only linguistic competence but also cultural competence, enabling them to effectively communicate and interact with native speakers in authentic and appropriate ways (Aiken, et al., 2021). The significance of culture in language pedagogy, recent research has highlighted several key aspects:

Cultural Awareness and Intercultural Competence: The incorporation of cultural elements in language pedagogy fosters cultural awareness and intercultural competence among learners. By understanding cultural nuances, learners can navigate real–life interactions more effectively and demonstrate respect for diverse cultural practices (Alptekin, 2020).

Contextual Communication: Culture plays a crucial role in shaping communication styles and practices. Language learners who are familiar with the cultural context of the target language can adapt their communication appropriately, leading to more successful and meaningful interactions (Aiken, et al., 2021).

Motivation and Engagement: Integrating culture into language teaching can enhance learners' motivation and engagement. Culturally relevant content and activities spark learners' interest, making the language learning experience more enjoyable and relatable (Aiken, et al., 2021).

Cross-Cultural Understanding: Language learners who are exposed to cultural aspects of the target language are better equipped to understand the perspectives and values of native speakers, leading to improved cross-cultural understanding (Alptekin, 2020).

Developing Empathy and Open-Mindedness: Cultural components in language pedagogy encourage learners to develop empathy and open-mindedness towards different cultures. This broader perspective facilitates effective cross-cultural communication (Aiken, et al., 2021).

Language and Culture Integration: Recent language pedagogy research emphasizes the integration of language and culture rather than viewing them as separate entities. By linking language learning with cultural understanding, learners can grasp the authentic use of language in various contexts (Alptekin, 2020).

In summary, by acknowledging and incorporating cultural aspects of the target language, learners can develop both linguistic and cultural competence. Recent research emphasizes the benefits of cultural awareness, including improved intercultural communication, contextual understanding, motivation, and cross-cultural empathy. Language and culture are seen as interlinked, and the integration of cultural content in language instruction enhances learners' ability to communicate authentically in different contexts. Ultimately, embracing culture in language pedagogy leads to more effective and meaningful language learning experiences for students.

2. Authentic Materials and Localized Reading Materials

Authentic materials in language teaching refer to real-life resources and materials created for native speakers of the target language. These materials are not specifically designed for language learners and include authentic texts, videos, audio recordings, newspapers, magazines, websites, and social media posts, among others. Authentic materials expose learners to natural language usage, cultural nuances, colloquial expressions, and

real-world contexts, providing valuable insights into the target language's authentic use (Peacock, 2021).

Localized reading materials, on the other hand, are adapted versions of authentic materials that are tailored to meet the linguistic and cultural needs of specific language learners or target language communities. Localized materials retain the essence of the original content while simplifying language complexity, addressing cultural differences, and aligning with learners' proficiency levels and interests. These materials aim to make authentic content more accessible and engaging for learners (Yunis & Khusniati, 2020). Accordingly, both authentic materials and localized reading materials play crucial roles in language teaching:

Authentic Materials: The use of authentic materials exposes language learners to real-life language usage and helps them develop cultural competence. Learners benefit from exposure to varied language forms and styles used by native speakers, which enhances their communicative skills and understanding of cultural contexts (Peacock, 2021).

Localized Reading Materials: Localized materials bridge the gap between learners' proficiency levels and authentic content complexity, ensuring learners can engage with the materials effectively. By adapting content to learners' backgrounds and interests, localized materials promote reading comprehension and motivate learners (Yunis & Khusniati, 2020).

Contextual Learning: Both authentic and localized materials provide learners with contextual learning opportunities, connecting language use to real-world situations. This integration helps learners apply language skills in practical scenarios, facilitating meaningful language learning experiences (Peacock, 2021).

Language Variation: Authentic materials expose learners to language variation and different regional dialects, which contributes to their overall language proficiency. Localized materials can also incorporate regional language features, enhancing learners' awareness of linguistic diversity (Yunis & Khusniati, 2020).

In conclusion, research in language teaching has increasingly emphasized the importance of using both authentic and localized materials to create a balanced and effective

language learning environment that meets learners' diverse needs and promotes authentic language use.

3. Familiarity of Local Culture Reading Materials

Tazhitova, et al.'s study (2022) investigated the impact of localized resources on the education field of English as a Foreign Language (EFL) students. The findings suggested that localizing materials could benefit learners by making the information more familiar and enjoyable for them. Another study by Toti & Hamid (2022) investigated the impact of cultural familiarity on reading comprehension. The study reached two conclusions: firstly, cultural familiarity enhances comprehension; secondly, while reading activities improve schema knowledge and encourage strategic reading practices, the influence of cultural familiarity remains consistent. However, the study conducted by Rochmiyati, et al. (2022) yielded somewhat different results. The findings also indicated that both the source and target cultures hold value in students of English classes. Although reading in a foreign language requires various types of knowledge, such as topic understanding, language structure comprehension, and vocabulary knowledge, students have different perspectives on the reading materials they choose to use in the classroom. They tend to prefer target culture reading materials due to their entertainment value, perceived benefits, and their relatively greater mastery of sentence structure and vocabulary.

In terms of the learning domain, it is suggested that local culture has positive effects on both the emotional and cognitive aspects because students are already familiar with it. The affective domain, which includes factors like mood, motivation, and anxiety, is influenced by the learner's interaction with the local society during language learning (Romrome & Ena, 2022). Hänsel, et al. (2022) states that teaching a language within the context of the local society affects students' attitudes and motivation. Mundeza (2021) conducted a study in which teachers reported that students are hesitant to read materials that are different from their own culture. Even for undergraduate students, readings that deviate from their cultural norms are perceived as unimportant, boring, or difficult to understand. On the other hand, culturally familiar content provides a safe space for students to learn (Sheridan & Condon, 2020). A report by Rochmiyati, et al. (2020) supports this idea, as students felt mentally secure and developed a stronger desire to learn English through

reading folklore. Consequently, reading materials that are culturally known stimulate students' engagement and promote discussions among themselves.

Several studies mentioned earlier in this section have recommended the use of reading materials that are based on the local culture. The realm of English as a Foreign Language (EFL) teaching involves an ongoing discussion regarding the balance between using authentic reading materials to provide genuine exposure and incorporating relevant local content within English classrooms. Many researchers advocate for the use of authentic materials because they offer learners authentic discourse, accents, manners, native culture, and global information (Molina, 2023) However, some argue that authentic materials present challenges in terms of text readability, cultural appropriateness, and comprehensible input (Dania and Adha, 2021). The findings from Agusta's (2023) study support the existence of such challenges. The research explores the integration of local culture into foreign language classrooms and suggests that English instructors should incorporate local culture into their lessons to maintain students' interest and alleviate the burden of learning two foreign elements: culture and language. Teachers should acquire the skills to integrate local content effectively, and it is preferable to have textbooks that include both foreign and domestic comparative materials.

Therefore, this research aligns more closely with Alzaidi and Althaqafi's (2022) conclusion that both local and target cultures significantly impact EFL classes. Particularly for EFL students who have limited opportunities to practice the target language regularly, the researcher intends to utilize authentic materials to expose students to genuine discourse. Additionally, familiarity is believed to contribute to students' better comprehension and overall improvement in their English learning performance.

Reading Comprehension Model

Models for reading comprehension are subject to varied interpretative approaches. This study aims to contextualize them by focusing on the particular stages of language processing to which they pertain and the distinct processing components that elucidate observable differences among individuals, as Ostojić (2023) delineated. The range of these models spans from elementary to comprehensive. Recognizing that comprehension is not

an isolated ability, contemporary models predominantly advocate for a composite approach to delineate the reading comprehension process, illustrated by situational models (Prinz, et al., 2020). Inherently, an array of models exists, each building upon its predecessors, offering a progressive view of the interaction of components. While no existing model comprehensively encapsulates all facets of reading comprehension, earlier models aimed not to segregate components by their activation sequence but to explicate their interrelation, acknowledging the necessity for both bottom-up and top-down processes to operate in tandem, especially during initial developmental stages (Ostojić, 2023). Subsequent sections will examine and critique the foundational, holistic, and salient models of the reading comprehension process, including their shared characteristics.

It should be noted that other significant models also elucidate reading comprehension processes. The selected models for this discussion are foundational to the research and development of a comprehensive assessment tool for this cognitive construct. Nonetheless, within the domain of language typology, it must be recognized that the principles derived from these models may not be universally applicable.

1. Theoretical Background of Reading Comprehension Models

1.1 Top-down, bottom-up, and interactive approaches (Lower-level processing models (word-level) Simple View of Reading)

The foundational psycholinguistic models proposing top-down (Goodman, 1967) and bottom-up (Stanovich, 1986; Rieben & Perfetti, 1991) methodologies were seminal in elucidating the behaviors underpinning the process of written comprehension. These models offer distinct perspectives on reader engagement with text. The top-down approach posits that a reader, when interacting with text, initially employs advanced processing abilities like prior knowledge and cognitive and metacognitive strategies to assess and affirm the information gleaned from the text, thereby expediting word recognition. This higher-level processing serves to validate initial comprehension hypotheses. Conversely, the bottom-up perspective advocates for incremental comprehension development, starting with the unconscious activation of basic processing skills, such as orthographic, phonological, syntactic, and semantic recognition, detached mainly from any pre-existing knowledge.

The vigorous debates these models incited among scholars underscored the necessity for a more encompassing framework, leading to the advent of the Interactive model (Yang, 2023), which amalgamates elements of both the bottom-up and top-down approaches. This model purports that reading and comprehension occur concomitantly, involving the simultaneous recognition and decoding of words and integrating this information with relevant background knowledge. Thus, the following models were developed with this integrative approach in mind.

Sánchez-Vincitore, et al. (2022) introduction of the Simple View of Reading marked a significant advancement in understanding the intricacies of reading comprehension. This theory, which remains a cornerstone in reading research, posits that comprehension is the product of two essential skills: decoding, related to phonology, and language comprehension, which draws on various linguistic abilities. Their equation, R = D x C, suggests that decoding and language comprehension are integral to understanding text. Proficiency in reading demands not just recognizing words visually and applying phonemic rules but also processing the language information efficiently. Reading demands are particularly heightened for those learning languages with complex orthography. Scarborough's Reading Rope further illustrates the complexity of this task.

Additionally, when language disorders such as dyslexia or developmental language disorder are present, they can significantly impact one or both components required for reading comprehension. For instance, if a child's decoding skill is low, their ability to understand text is compromised. Thus, when evaluating reading comprehension abilities, it is vital to consider decoding and language comprehension and how they interact.

The SVR theory has been primarily developed and tested in languages with non-transparent orthography (Sánchez-Vincitore, et al., 2022), where there is no clear and consistent relationship between graphemes and phonemes. Exciting findings from such studies include the strong influence of decoding skills on reading and reading comprehension, even after the early stages of reading development (Nash, et al., 2023). However, the same residual influence of decoding was not found in languages with shallow orthography (e.g., Spanish, Finnish, and so on; McClung & Pearson, 2019). where more significant influence was found in oral comprehension (Caravolas, et al., 2019). This can be explained by the

fact that most cognitive resources can be devoted to comprehension when decoding is not as challenging as it is in languages with deep orthography. This knowledge must be considered when assessing reading comprehension because it is precisely in language comprehension that the fundamental problem can manifest itself, not in decoding. Nevertheless, authors of the Simple View of Reading theory agree that once the reader has established the grapheme–phoneme relationship, further processes are almost the same as those that occur in oral language comprehension (activation of language features). This gives rise to the need for deeper clarification–what defines the concept of comprehension above the phonological level (e.g., word recognition/ decoding) of language processing?

1.2 Lexical Quality Hypothesis (LQH) and Reading System Framework (RSF)

Within Levelt's 1993 framework for language production, words are characterized by non–linguistic conceptual attributes at the conceptual stage, morphological and phonological properties at the lexeme stage, and syntactic and semantic features at the lemma stage. When applied to reading comprehension, these stages are essentially reversed. The process starts with visual word recognition and activation of phonological and morphological properties of words. Next comes lexicalization, where words are retrieved from the mental lexicon as mental representations. Finally, the appropriate lemma is selected, which involves choosing the meaning that aligns with the target word in a syntactic context.

The Lexical Quality Hypothesis proposed by Perfetti (2007) emphasizes the necessity for swift and proficient access to word representations to achieve adequate reading comprehension. It posits that word recognition and the comprehension system are critical factors. This theory underlines the significance of a word's linguistic constituents. It suggests that the intrinsic qualities of lexical items, such as their (psycho)linguistic features, determine the ease of word activation. A high–quality mental lexicon is essential for rapid word recognition and the retrieval of meanings to construct propositions, which are units of word meaning. When comparing this hypothesis with Levelt's model of language production, one can see a correlation: the robustness of the lexical knowledge base, encompassing phonological, orthographical, and semantic aspects of words, impacts the reader's capability to extract word features from the mental lexicon efficiently, and thus, their comprehension. Suppose the lexical information needs to be well–established, and considerable cognitive

effort is needed to access the necessary lexical entries. In that case, the lexical representations are considered weak, potentially resulting in reading comprehension difficulties. The assessment of reading comprehension should include the ability to access and retrieve lexical representations. Furthermore, issues with lexical quality are believed also to disrupt more advanced levels of language processing, such as inferencing.

The Reading System Framework (RSF) advanced by Perfetti and Stafura (2014) builds upon the Simple View of Reading (SVR), offering a more intricate perspective by integrating subprocesses such as word identification and word-to-text integration. The RSF posits that reading comprehension hinges on linguistic, orthographic, and general knowledge interplay. According to the RSF, readers use these knowledge bases in specific and interactive ways to make sense of written material. The comprehension process involves activating word meanings from the mental lexicon once graphemes have been phonetically decoded and assembled into words, then integrating these meanings into sentences and constructing a text model. Subsequently, the reader formulates a comprehensive mental representation of the text by correlating it with their background knowledge and understanding of its structure. These operations occur within a cognitive framework that includes visuo-perceptual and long-term memory components and finite processing capacities. Thus, comprehension difficulties could stem from deficits in a particular knowledge source, which affects the overall processes, or faults within the processes themselves. However, Shanks, et al. (2021) highlighted the inherent challenges in isolating and testing these processes within such theoretical constructs.

This theoretical approach underscores the importance of the quality of word mental representations and the identification of words as they contribute to reading comprehension, extending beyond mere decoding abilities. Word processing is generally more rapid and accurate in languages with a clear correspondence between letters and sounds, leading to more robust mental representations of words. This implies that proficient readers with practical word recognition skills, who can seamlessly weave together word meanings, tend to have more detailed and comprehensive mental lexicons. This allows them to grasp the meaning of the text more quickly and effortlessly. The Lexical Quality Hypothesis (LQH) points out that the nuances of the mental lexicon, such as the extent of

vocabulary, variety of words, and the ease of word retrieval, are crucial to reading comprehension. Research on this hypothesis, particularly in languages with simpler orthographies, suggests that the lexicon quality plays a significant role from the early stages of learning to read. For instance, a study by Verhoeven et al. (2019) highlighted the influence of early lexical quality on reading comprehension in Dutch children. Hence, the significance of mental lexicons and their quality is emphasized in exploring reading comprehension, especially in languages with straightforward orthographic systems, where the phonological aspect of decoding is well-managed.

1.3 DIME Model

The Direct and Inferential Mediation Model (DIME) of Reading Comprehension, introduced by Cromley and Roger (2007), expands on the Theory of Lexical Quality by Perfetti and Hart (2002) and incorporates aspects of the Situation Model by van Dijk & Kintsch (1983). Formulated based on research into the comprehension of academic texts by high schoolers, the DIME model asserts that critical elements such as background knowledge and reading vocabulary are crucial to understanding texts. These elements, together with skills in inferencing and word reading, as well as specific strategies like summarization, are pivotal for successful reading comprehension. These cognitive skills work concurrently to aid the comprehension of written material but can also operate independently. Research indicates that vocabulary and background knowledge directly enhance basic reading comprehension, while more complex inferencing demands mediation through inferencing skills, which are, in turn, affected by comprehension strategies. If disproportionate effort is needed to engage any single aspect, according to the DIME model, reading comprehension may be hindered. Future research should investigate this model further, employing various text types, assessment methods, and participant groups, acknowledging the multifaceted nature of its components. The model highlights crucial factors that influence reading comprehension, underscoring their importance in evaluation.

In languages with straightforward grapheme-phoneme relationships, the focus shifts towards inferencing, monitoring, and constructing a mental model of the text, which aligns with the core aspects of the DIME model. This shift could elucidate how

readers in these languages achieve a deeper level of text processing, enabling them to draw more nuanced conclusions and better retain information.

1.4 Higher-level Processing Models (sentence-and discourse-level) – (Situation and Mental Models)

While some theories of reading comprehension concentrate on understanding at the sentence or discourse level, it is recognized that these higher-level processes depend on insights obtained at the more fundamental level of individual words. As Broek and Kendeou (2022) note, a reader must first recognize each word and ascertain its meaning to make sense of sentences and texts. Following this, the reader must synthesize the meanings of all words within a sentence, constructing a coherent and meaningful mental representation that honors syntactic and semantic relationships, as detailed by Martorell, et al. (2020). The culmination of comprehension is creating an internal model of the text, allowing the reader to extract and assimilate new information.

For successful reading comprehension, a reader needs to effectively utilize high-quality lexical representations such as word concepts, lemmas, and lexemes and understand syntactic relationships, word functions, and inflections like verb tenses. Distinguishing single-word comprehension from text-level understanding involves interpreting figurative language and context. Since words often have literal meanings, discerning whether the text conveys literal or figurative meanings depends on interpreting the semantic-syntactic context of sentences. Misinterpreting the context can lead to misunderstanding the concept of the sentence or discourse. Stanovich's Interactive Compensatory Model, developed (1980), underscores the importance of context in reading. It posits that skilled readers leverage context for word recognition and anticipate and grasp unknown words' meanings, balancing bottom-up and top-down processing. Skilled readers do not rely exclusively on context to recognize words; they use it selectively for unfamiliar terms, freeing up cognitive resources for constructing meaningful text representations.

Discourse-level processes, as outlined in the Situation Model by van Dijk & Kintsch (1983) and the Coherent Mental Model by Johnson-Laird (1981), delve more profoundly into comprehension. These models contend that comprehension is about building mental representations of text, emphasizing generating inferences. Discourse organizes

information through linguistic structures, maintaining cohesion and coherence. It often uses anaphora to organize key information and minimize the unimportant.

Reading comprehension involves connecting information from multiple sentences into a cohesive mental model to deduce implicit and explicit content in the text through bridging and elaborative inferences. This includes forming propositions and integrating written discourse with the reader's knowledge.

Integrating text content with a reader's background knowledge is vital for thorough comprehension. This mental model construction is quicker and more efficient in languages with simple orthographies, where decoding is straightforward. Studying how readers comprehend texts could focus on how they amalgamate information from the text with prior knowledge, generate inferences, and how this process might evolve upon re-reading the text.

Skilled readers are characterized by their ability to create causal links, forecast subsequent passages, self-monitor comprehension, and assess the significance of the content they read during and after a discourse. However, not all individuals possess such adept comprehension skills. Identifying those struggling with comprehension, diagnosing reading difficulties, or validating theories related to the processes and competencies involved in reading requires a clear understanding of the measured constructs. It is also essential to be cognizant of the diversity of assessment instruments available and recognize each tool's advantages and limitations.

Development of GFOS Model

To promote students reading comprehension with the previous theoretical framework mentioned, the researcher provided the research techniques to design the GFOS reading model to promote EFL students' reading comprehension as follows.

1. Synthesizing and Analyzing Related Literature

In order to initiate the planning process for the GFOS model, relevant materials were gathered and examined through content analysis, as outlined below.

1.1 Examination of previous studies on reading comprehension

The researcher collected studies pertaining to reading comprehension strategies and models from various sources, including Mohamed Ahmed Okasha's (2020) work titled "Using Strategic Reading Techniques for Improving EFL Reading Skills (CPQS)," Arik Susanti et al.'s (2020) study on "Collaborative Strategic Reading (CSR)," Kucukoglu's (2013) research on "Improving reading skills through effective reading strategies," Moreillon (2007) publication on "Collaborative Strategies for Teaching Reading Comprehension," and Thomas (2010) book "Reading Comprehension Booster–100 Lessons for Building Higher–Level Literacy." The relevant studies are presented in Table 4.

Table 4 Previous Studies Related to The Reading Comprehension Strategies and Model

Researchers	Key Concepts	GFOS Step
Using Strategic Reading Techniques for Improving EFL Reading Skills (Okasha, 2020, pp. 311–322)	1. Clarifying 2. Predicting 3. Questioning 4. Summarizing	1. Obtaining 2. Foreseeing 3. Obtaining 4. Summarizing
Improving EFL Students' Higher Order Thinking Skills Through Collaborative Strategic Reading in Indonesia (Arik, et al., 2020, pp. 43–52)	1. Preview 2. Click and Clunk 3. Get the Gist 4. Wrap up	1. Foreseeing 2. Obtaining 3. Obtaining 4. Summarizing
Improving Reading Skill Through Effective Reading Strategies (Kucukoglu, 2013, pp. 709–714)	1. Predicting 2. Visualizing 3. Making Connections 4. Summarizing 5. Questioning 6. Inferring	1. Foreseeing 2. Foreseeing 3. Grouping 4. Summarizing 5. Obtaining 6. Foreseeing
Collaborative stategies for teaching reading comprehension (JuDi MorEiLLon, 2007)	1. Activating or building background knowledge 2. Using sensory images	1. Grouping 2. Foreseeing

Table 4 (Cont.)

Researchers	Key Concepts	GFOS Step
	3. Questioning	3. Obtaining
	4. Making prediction and inferences	4. Foreseeing
	5. Determining main ideas	5. Obtaining
	6. Using fix–up options	6. Obtaining
	7. Synthesizing	7. Summarizing
Reading Comprehension Boosters (Thomas, 2010)	1. Locate and Recall	1. Obtaining
	2. Integrate and Interpret	2. Obtaining
	3. Critique and Evaluate	3. Summarizing

1.2 Reviewing Key Concepts

To generate ideas for the development of the GFOS model, the following papers were synthesized and studied for essential concepts: 1) Thailand's education policy and 2) Teaching theories: Collaborative Learning, Sociocultural theory, and Literature circles.

1.2.1 Thailand's education policies were examined and synthesized to get fundamental concepts on learning and teaching for the development of the GFOS model as illustrated in table 5.

Table 5 Key Concepts of Thailand's Education Policies

Thailand Education Policies	Key Concepts for the GFOS Model Development
1. The National Education Act B. E. 2542 (1999) (Office of the National Education Commission, 2002, pp.10–12)	1. emphasizing learner–centered and self–directed learning 2. emphasizing information, worth, the process of learning, and content

Table 5 (Cont.)

Thailand Education Policies	Key Concepts for the GFOS Model Development
2. The focus of learner development in education reform, the second decade B. E. 2552–2561 (2009–2018) (Office of the Education Council, n.d., PowerPoint)	1. lifelong learning 2. independently seeking knowledge 3. cultivating communication skills.
3. Twelve Thai values announced by NCPO (Daily News, July 15, 2014)	recognizing and adopting the new lifestyle philosophy
4. Policy Statement of the Council of Ministers B. E. 2557 (2014) (Chan–Ocha, 2014, pp. 6–7)	1. introducing information technology and pedagogy for self–directed learning through the use of appropriate equipment 2. modifying the authentic assessment to reflect the instructional efficacy 3. facilitating the acquisition of foreign languages
5. The National Qualifications Framework for Higher Education in Thailand (TQF HE) (Office of the Higher Education Commission, 2006, pp. 4–26)	1. cognitive abilities and knowledge 2. interpersonal communication abilities and accountability 3. analytical and interpersonal communication abilities

1.2.2 Framework for the 21st Century Skills

Learning and teaching for 21st century skills were synthesized and analyzed to draw out the key concepts, which underpinned the development of the GFOS model. Details were illustrated in Table 6 adapted from Praimahaniyom (2020).

Table 6 Framework for the 21st Century Skills

Framework for 21st Century Skills	Key Concepts for the GFOS Model Development
1. enGauge framework of NCREL and Metiri Group (2003, pp. 12–66)	1. digital–age literacy 2. effective communication 3. high productivity
2. Organization for Economic Co–operation and Development Framework (OECD, 2005, pp. 40–44)	1. ability to use tools, language usage, symbols, text content, knowledge, media, information, and technology interactively 2. capable of interacting with a diverse group, cooperation and teamwork
3. The framework of Liberal Education and America's Promise (LEAP, 2007, pp.1–24)	1. knowledge of human cultures 2. intellectual and practical skills 3. teamwork and problem solving extensively 4. personal and social responsibility 5. intercultural knowledge and competence 6. ethical reasoning and action 7. foundations and skills for lifelong learning 8. integrative learning
4. Framework of Educational Testing Service (Kisch, et al., 2007, pp. 8–21)	1. numeracy literacy, 2. technical literacy and 3. ICT literacy
5. Framework of International Society for Technology in Education (ISTE, 2007, Brochure)	1. communication and collaboration 2. research and information fluency 3. critical thinking, problem–solving, and decision–making, creativity

Table 6 (Cont.)

Framework for 21st Century Skills	Key Concepts for the GFOS Model Development
6. Planning for Neomillennial Learning Styles: By Chris Dede (2005, pp. 7–12)	1. fluency in multiple media 2. learning based on cooperative learning 3. active learning based on experience 4. expression through nonlinear 5. co-design of learning
7. The 21st Century Skills for CMU Faculty Development's Framework (Laohajaratsang, 2012, pp. 11–14)	1. autonomous learning 2. thinking skills 3. effective collaborators 4. authentic learning sources and 5. active learners 6. ICT skills 7. second language skills

1.2.3 Collaborative Learning, sociocultural theories and literature circles are employed as teaching theories. The GFOS model was developed using the major ideas from these theories, as represented in Table 7.

Table 7 Synthesizing Teaching Theories

Teaching Theories	Principles	Key Concepts Synthesized
Collaborative learning	A circumstance in which two or more people collaborate to learn something or attempt to learn something. It aims to stimulate critical thinking and information sharing among learners through the exchange of ideas in a small group activity. This will provide an opportunity to spark conversation and encourage students to take ownership of their own learning. (Johnson and Johnson, 1991, p. 12; Tongdeelert, 2003, pp. 15–16; Collazos, et al., 2007, pp. 257– 258).	1. Setting the situation 2. Gathering information 3. Sharing in group 4. Presenting and Concluding
Sociocultural theory	SCT perspectives assist in concentrating attention on social interaction, ZPD, and scaffolding. This is accomplished by interaction with other people (experts, teachers, or students), things, and events. ZPD is defined as "the gap between actual and potential development levels as determined through problem–solving under adult supervision or in collaboration with more capable peers." Scaffolding was a sort of learning assistance in which a teacher and a more knowledgeable individual supplied assistance. (Hasan & Karim, 2019; Dehqan & Samarb, 2013; Yang, 2013, p. 327); Vygotsky, 1978, p. 86).	1. Teacher Modelling 2. Co–Construction 3. Facilitation 4. Independent Practice

Table 7 (Cont.)

Teaching Theories	Principles	Key Concepts Synthesized
Literature circles	Literature circles bring diverse students together to debate their own literature (Whittaker, 2012). Literature circle groups usually have four to six students, each of whom is assigned a position to guarantee balanced involvement and fair opportunities to share ideas, interpret readings, and reply to others. Harvey Daniels pioneered literature circles (1994). Daniels (1994, 2006) suggests students choose their own books and establish small groups. Each school group reads and works with a different book and meets regularly to discuss self-generated subjects. The teacher facilitates and observes students but does not participate. After reading and debating their books, students present to the class and form new groups to read another novel. Daniels (1994, 2006) did not call student roles an "essential ingredient" of literature circles, but they are a crucial feature of his approach.	1. Reader response centered 2. Part of a balanced literacy program 3. Groups formed by book choice 4. Structured for student independence, responsibility, and ownership 5. Guided primarily by student insights and questions 6. Intended as a context in which to apply reading and writing skills 7. Flexible and fluid; never look the same twice

2. The Link between Collaborative Learning and GFOS Model

The first stage of the GFOS model incorporates three fundamental principles: 1) Thailand's education policy, 2) the framework for 21st-century learning skills, and 3) teaching theories. The findings from the needs assessment were then utilized to shape the development of the GFOS model. Consequently, the following additional principles of teaching and learning were proposed based on instructional activities aligned with 21st-

century teaching and learning skills. Furthermore, these principles demonstrate the connection between collaborative, sociocultural, and literature circle approaches to teaching and learning and how they incorporate into the GFOS model. A summary of these principles and their relation to the GFOS model can be found in Table 8.

Table 8 The Link between Theories and the GFOS Model

Principles of Teaching and Learning	**Theories**			
	Collaborative	Sociocultural	Literature circles	GFOS Model
Teambuilding	✓	✓	✓	G (Grouping)
Mixed ability				
Contents review pre-class				
Group preparing				
Role assigning				
Planning agreeing				
Situation analyzing	✓	✓	✓	F (Foreseeing)
Issues identifying				
Individual task learning				
Online/offline information surfing				
Brainstorming	✓	✓	✓	O (Obtaining)
Data re-generalizing				
Lesson-learned designing				
Multiples activities preparing				
Group learning	✓	✓	✓	S (Summarizing)
Communicating				
Problem identifying				
Information compiling				
Concept summarizing				

In essence, the study employs four key stages based on the examination and synthesis of diverse reading processes, Thailand's education policy, the framework for 21st–century learning skills and teaching theories. The stages are referred to the four acronyms GFOS with the link between collaborative reading activities.

G–Grouping. Grouping is a preliminary step employed before reading text, which involves organizing students into small groups with a mix of low, fair, and high English proficiency levels to work together collaboratively to accomplish their designated tasks.

F–Foreseeing. Foreseeing is a step to activate students' prior knowledge, to facilitate their foreseeing about what they will read, and to generate interest. Foreseeing consists of two activities: brainstorming and foreseeing. In this step, the teacher introduces the concept of foreseeing to the students. Following this, the teacher encourages the students to skim the text, focusing on elements such as headings, pictures, bolded or underlined words, aiming to identify (a) what they know about the topic and (b) what they think they will learn from the text. In addition, Foreseeing is a step that serves to activate students' prior knowledge, stimulate their anticipation about the upcoming reading material, and foster their interest in the subject. This process involves two primary activities: brainstorming and foreseeing. The teacher first introduces the concept of foreseeing to the students. Subsequently, the teacher prompts the students to skim the text, paying close attention to elements like headings, pictures, and emphasized words (bolded or underlined). The objective is for students to determine (a) what they already know about the topic and (b) what they will learn from the reading text. This helps prepare them for the reading and enhances their engagement with the content.

O–Obtaining. Obtaining is a step where students within the group work together to identify and obtain the main idea of the text. They achieve this by asking questions such as "who" or "what" to recognize the most important person, place, or thing in the text. Then, they elaborate on what makes that person, place, or thing significant. Each member in the group has specific duties in this process according to the LC:

1. Discussion Director: The Discussion Director guides the group's discussion about the given article, ensures that each member fulfills their role responsibilities, and encourages participation by calling on members to share their ideas and readings.

2. Word Wizard: The Word Wizard takes note of any unfamiliar words while reading and looks up their definitions in a dictionary or online resource. This helps the group when they encounter unfamiliar terms in the text.

3. Connector: The Connector establishes connections between the text and real-life experiences, adding valuable insights to the group's discussion by relating the material to their own experiences.

4. Summarizer: The Summarizer is responsible for creating a concise summary of the assigned reading, which they share with the other group members and prepares a summary of the reading for the post-reading activity.

By engaging in these designated roles, students can work collaboratively to comprehend the text, analyze its key elements, and develop a comprehensive understanding of the main ideas presented.

S-Summarizing. Summarizing is the step designed to teach students how to summarize the key ideas from the text they have just read. This step encompasses two main activities: (1) generating questions and (2) reviewing the content. The teacher initiates the summarizing process by instructing students to imagine themselves as teachers and come up with questions they would ask on a test. The teacher provides helpful question starters like who, what, when, where, why, and how. The teacher asks the summarizers present their group's summaries to the class. Finally, the teacher prompts students to write down the most crucial ideas they've learned from that day's reading assignment.

Therefore, the purpose of the GFOS reading model is to improve EFL university students' comprehension, which is so crucial at their level that they must be taught in effective ways to boost their comprehension, and the teacher must scaffold their ability to apply techniques or strategies to learn how to read effectively in EFL contexts.

According to related theories implemented to design the GFOS model, figure 4 shows the GFOS and figure 5 shows the link between theories and GFOS model to promote

reading comprehension as the result of interaction of several theories that are considered in combination when designing reading instruction.

Figure 4 GFOS Model

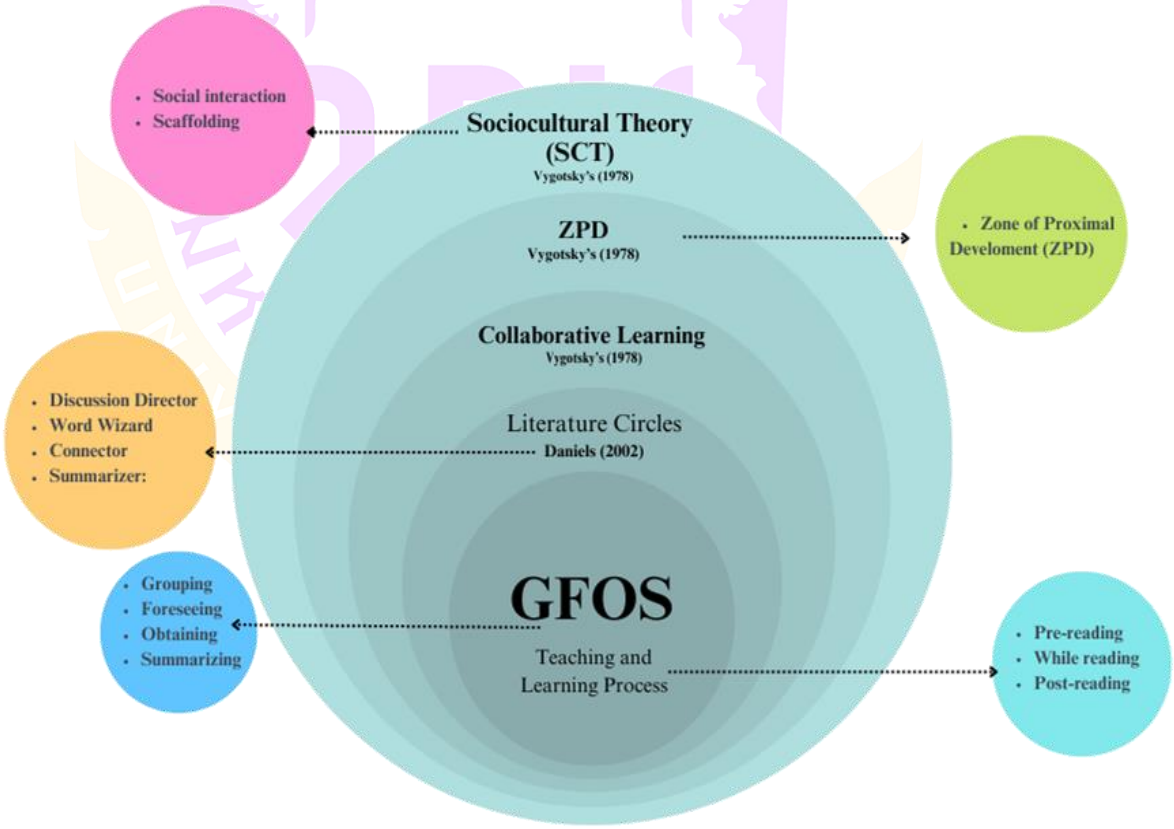

Figure 5 The Link between Related Theories and GFOS Model

According to the link and relevant between Sociocultural Theory, ZPD, Collaborative Learning, and Literature Circles in promoting students' reading comprehension, it can be concluded as follow.

1. Sociocultural Theory: The Sociocultural Theory, proposed by Vygotsky, emphasizes the role of social interaction and cultural context in cognitive development. In the GFOS Model, collaborative learning is an essential component, aligning with the sociocultural approach. Grouping students with diverse English proficiency levels encourages peer interactions, where more knowledgeable peers can scaffold learning for others within their Zone of Proximal Development (ZPD). By working collaboratively, students collectively construct meaning from the text, benefiting from the shared perspectives and experiences within the group.

2. Zone of Proximal Development (ZPD): The GFOS Model effectively incorporates the ZPD by encouraging students to work collaboratively in mixed-proficiency groups. More proficient students can provide support and guidance to their peers who may be at lower proficiency levels, allowing them to bridge the gap and advance their understanding. The literature circle roles also provide opportunities for students to take on different responsibilities, promoting their cognitive and social development within their ZPD.

3. Collaborative Learning and Literature Circles: Collaborative learning plays a significant role in the GFOS Model, as students work together in small groups to accomplish tasks related to the reading material.

4. The Literature Circle roles, such as Discussion Director, Word Wizard, Connector, and Summarizer, promote active engagement and shared responsibilities within the group. Collaborative discussions, idea-sharing, and peer feedback foster a deeper understanding of the reading text and enable students to comprehend complex ideas collaboratively.

5. Teaching and Learning Processes: According to the theories related to the GFOS model, the researcher has divided the teaching and learning processes as Pre-reading, While-reading, and Post-reading into the development of lesson plans.

Development of The Lesson Plan

To develop the lesson plans for this study, the researcher studied some studies to guide writing lesson plans to promote students' reading comprehension effectively and systematically.

Ahmed, et al. (2024) noted that learning materials should encourage students to improve their understanding of the subject matter to benefit from future teaching sessions. By choosing suitable learning activities, English teachers assist students in developing a more profound meaning related to what they learn.

Ainol and Kholili (2023) revealed that pre-reading, during reading, and post-reading activities positively impacted students' comprehension of narrative text. In the pre-reading activity phase, an English teacher explained to students why they were learning about the text and what key elements it contained so that they could preview the material before diving into it. Throughout the during-reading activity stage, teachers prompted individual readers to pay attention to significant items embedded within a story while making notes based on information gathered throughout their read-throughs. Finally, in the post-reading portion, the teacher presented questions derived from various passages, which required directly answering specific sections outlined previously in their readings. The educator can group those similar perspectives among members, thereby having different groups presenting varied interpretations as motivated by its members after distilling contextual references mentioned earlier, contributing towards enriched understanding. Furthermore, by employing pre-reading, during-reading, and post-reading activities, an English teacher can effectively gauge the level of his/her students' comprehension of narrative text. These practices above facilitate a better understanding of the material at hand. Such activities enable them to draw from their cognitive framework, improving retention and knowledge of the mentioned text.

In addition, Ainol and Kholili (2023) study aims to ascertain whether adding pre-reading, during-reading, and post-reading exercises can improve students' understanding of texts. It also seeks to pinpoint any difficulties encountered throughout the implementation phase. With this research, the teacher might know how these exercises can help students

become better readers, especially when reading narrative texts. Thus, this inquiry needs to be carried out further to make improvements.

1. The Definition of Pre-Reading, During-Reading, and Post-Reading Activities

The goal of the pre-reading, during-reading, and post-reading activities is to improve reading comprehension. Based on K-W-L and some modifications, it is a redesigned reading exercise (Kurniawan, et al., 2021). In this instance, it helps students draw on their past knowledge by listing what they already know, taking notes as they read, and summarizing what they have read.

Through pre-reading, students get ready to read using their existing understanding of the text's topic features. Students are assisted in promoting and tracking their knowledge of the text while they read by creating connections, coming up with questions, and identifying key details. Additionally, students use what they already know to the new information they learn from the text in post-reading, which helps them contextualize it and draw parallels to their experiences. Contextual cues, reading prediction, slow reading, and text analysis are necessary for pre-reading, during-reading, and post-reading activities. This is a flexible exercise that works with any content and any reading format. It is additionally helpful as an assignment or a student study aid (Septiana, 2023).

2. The Procedure of Pre-Reading, During Reading, and Post Reading Activities

The procedure of pre-reading, during-reading, and post-reading activities are as follows:

2.1 Students can brainstorm and jot down their pre-existing knowledge about a subject on the Pre-Reading, During Reading, and Post Reading worksheet. This process may entail independent work or collaboration with peers individually or as part of a smaller/larger group setting, nonetheless emphasizing its significance for collective advancement before advancing to upcoming stages(Septiana, 2023).

2.2 During the reading activity, students jot down concise notes about any fresh information they come across. Depending on the class's dynamics and goals, the task can be carried out independently or in pairs and small groups. If learners find details that align with pre-existing knowledge, they record these statements to confirm their background understanding (Jia & Guo, 2020).

2.3 After completing the reading, students concisely summarize newly acquired information and construct several challenging questions. Those questions must be formulated so that only readers with adequate comprehension can answer them (Hadianto et al., 2022).

2.4 The teacher oversees and reviews students' work during the discussion. Simultaneously, they record details about their prior knowledge in a column labeled "before" and address any queries or comments that learners have jotted down.

Previous Studies

Collaborative learning has proven to be an effective strategy for enhancing reading comprehension among undergraduate EFL students by encouraging peer interaction, critical thinking, and engagement with texts. Studies show that collaborative techniques, such as Content-Based Instruction and peer-supported reading strategies, significantly improve vocabulary acquisition, fluency, and motivation. Additionally, incorporating culturally relevant materials and scaffolding within these collaborative settings further boosts comprehension and participation. This approach highlights the importance of group-based learning in developing reading skills.

The study by Vo and Luu (2024) reveals that Cooperative Learning (CL) improves reading comprehension among EFL students. In their research involving tertiary education students, those taught using CL outperformed their peers who received conventional instruction. The CL approach facilitated better engagement and understanding, leading to higher post-test scores in reading comprehension. After a 10-week period of implementation, the study found that students in the experimental group, who were taught using cooperative learning, achieved significantly higher scores in the post-test compared to the control group. The study concluded that CL was more effective in improving reading comprehension achievement for EFL students than conventional instruction.

The study by E., et al. (2024) concluded that there is a significant difference in learning outcomes between pre-test and post-test data, demonstrating that the implementation of Collaborative Strategic Reading (CSR) effectively enhances students' reading comprehension competence. The study reported an average N-gain score of 61.38, indicating the positive impact of CSR on improving students' reading comprehension skills. CSR involves

students working together to apply specific reading strategies, such as previewing, clicking and clunking, getting the gist, and wrapping up. A study with EFL students showed significant improvements in reading comprehension, evidenced by a notable increase in post-test scores compared to pre-test scores.

Similarly to Martínez and Andrade (2023), the study found that the experimental group, which utilized collaborative learning strategies, significantly outperformed the control group in terms of skimming, scanning, and questioning abilities in reading comprehension. The collaborative learning approach was identified as a catalyst in developing reading strategies and providing conducive in-class opportunities for EFL students to improve their skimming, scanning, and questioning skills. Although not exclusively collaborative, intensive reading strategies can also be integrated into collaborative settings to further enhance comprehension. These strategies involve detailed analysis and discussion of texts, which can be facilitated through group work. A study showed that intensive reading strategies significantly improved reading comprehension among EFL students, suggesting their potential when combined with collaborative approaches.

The study by Mahdahera and Ridwan (2023) investigates EFL students' engagement in reading comprehension using the Cooperative Integrated Reading Composition Technique (CIRC). The findings reveal three types of engagement among students: behavioral engagement, emotional engagement, and cognitive engagement, with students actively participating in class discussions, expressing their feelings, and trying different approaches to complete tasks effectively.

Mohammed, et al. (2023) investigated the impact of using cooperative learning strategies to improve EFL students' reading skills. Their study focused on first-year students, who were able to enhance their reading abilities through the implementation of these strategies in the learning process. The study found that students' performance significantly improved, and they developed more positive attitudes toward learning English when using cooperative learning strategies compared to traditional instructional methods.

Rojabi (2020) reveals that the implementation of the SQ4R method enhances students' reading comprehension and increases their participation and collaboration in the classroom reading process. The study recommends that English teachers utilize the SQ4R

method as an alternative approach to teaching reading, aimed at improving students' comprehension and participation. It also highlights the importance of addressing the needs of slow learners and students with low motivation in reading.

The study by Handayani, et al. (2019) aimed to enhance students' reading comprehension and critical thinking through collaborative learning. The approach was found to be significantly effective based on the comparison of pre-test and post-test scores during the first and second teaching cycles. Additionally, collaborative learning not only improved students' reading comprehension but also increased their motivation and interest in learning English. This suggests that English teachers should implement collaborative learning strategies to further boost students' reading skills.

Table 9 Analysis of the Previous Studies on Collaborative Learning and Reading Comprehension

Study	Method	Key Findings	Outcome	Implementation/ Application
Vo & Luu (2024)	Cooperative Learning (CL)	CL improves engagement and understanding, leading to higher post-test scores in reading comprehension.	CL significantly enhances EFL students' reading comprehension compared to conventional methods.	CL can be implemented in classrooms to promote peer interactions, engagement, and better comprehension.
E., et al. (2024)	Collaborative Strategic Reading (CSR)	CSR enhances reading comprehension through group work and specific strategies like previewing and getting the gist.	Average N-gain score of 61.38; significant improvements in reading comprehension skills.	CSR strategies like previewing, clicking, clunking, and wrapping up can be incorporated into group activities.

Table 9 (Cont.)

Study	Method	Key Findings	Outcome	Implementation/ Application
Martínez & Andrade (2023)	Collaborative Learning	Collaborative learning outperforms conventional methods in skimming, scanning, and questioning abilities.	Enhanced reading comprehension and critical thinking through collaborative learning strategies.	Integrating collaborative learning can improve skimming, scanning, and questioning skills in reading classes.
Mahdahera & Ridwan (2023)	Cooperative Integrated Reading Composition (CIRC)	CIRC fosters behavioral, emotional, and cognitive engagement, enhancing participation and task completion.	Increased engagement and participation in class discussions, improving reading comprehension.	CIRC can be applied to boost active participation and group learning, fostering comprehensive engagement.
Mohammed et al. (2023)	Cooperative Learning Strategies	Students using cooperative learning showed significant improvements in performance and attitude toward learning English.	Improved reading skills and positive attitudes toward English learning.	Cooperative learning strategies can be used to improve performance and foster a positive learning environment.
Rojabi (2020)	SQ4R Method	SQ4R method enhances reading comprehension and participation in classroom activities.	Significant improvement in reading comprehension and collaboration among students.	SQ4R can be utilized as a structured reading method to aid students with comprehension and motivation issues.
Handayani et al. (2019)	Collaborative Learning	Collaborative learning improves critical thinking and reading comprehension.	Improved reading comprehension, motivation, and interest in learning English.	Collaborative learning can be integrated into lesson plans to encourage critical thinking and student motivation.

According to the table 9, the studies collectively demonstrate that collaborative learning strategies significantly improve reading comprehension among EFL students. Techniques such as Cooperative Learning, Collaborative Strategic Reading, and the SQ4R method promote better engagement, critical thinking, and comprehension through structured peer interaction. These approaches also enhance student motivation and address diverse learning needs. By incorporating collaborative learning into reading instruction, educators can foster deeper understanding and improve overall academic performance, making it an effective tool in language learning classrooms.

Summary and Gaps

From the previous studies, literatures suggest that there are consensuses regarding the significance and difficulty of reading comprehension. However, the definition of the term reading comprehension is not precise because practically every writer on the subject has given it their own spin by creating a reading comprehension definition that fits their ideas, perspectives, educational context, and academic experiences. The outcome is a multitude of unique meanings that make comparisons impossible and exacerbate the difficulty of reaching consensus.

The majority of reading theories and practices are based on Western models and take place in well-established, advanced educational systems. Due to varying reading interests, educational structures, and cultural differences, there are few universal reading models or techniques that can be applied globally. Furthermore, reading techniques are primarily designed for use in native language contexts, which suggests they may not function optimally in foreign language settings. While these approaches can be valuable, some perspectives cannot be generalized, as they may not be suitable or applicable in diverse cultural contexts across different nations.

Even though researches on teaching reading for comprehension using collaborative techniques were the most efficient ways to improve reading comprehension, the majority of previous studies focused on college learners especially in Thailand. Therefore, this study utilized four reading tactics, including surveying, foreseeing, obtaining, and summarizing (GFOS), to increase reading comprehension for EFL university students in Thai context.

Next, chapter three delineates the research methodology for a study investigating EFL students' reading comprehension and collaborative skills through a mixed-methods, quasi-experimental design.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology for a study investigating EFL students' reading comprehension and collaborative skills through a mixed-methods, quasi-experimental design involving 24 second-year university students over nine weeks. The focus was to assess and refine the GFOS reading model, engaging students from KPRU's Faculty of Education to bolster reading and summarizing proficiencies. The GFOS model's strategies—grouping, foreseeing, obtaining, and summarizing—were embedded into lesson plans using content from the Bangkok Post, with expert validation of the materials. To assess students' comprehension levels before and after the GFOS model implementation, as well as their feedback on the model, pre- and post-tests were conducted, and semi-structured interviews were held. SPSS analysis ensured robust data interpretation, while content analysis was used to identify qualitative data from the interviews. Ethical protocols were rigorously followed, with informed consent obtained, ensuring participants were fully aware of their involvement and rights within the study.

Research Design Used in The Present Study

This current study employed a mixed-method research approach. Quantitative and qualitative data were combined because they enhance validity, offer a comprehensive picture, and extend the complexity of a real-world situation (Sciberras & Dingli, 2023). In addition, this study was conducted using a quasi-experimental design with a total of second year 24 university students during 9 weeks, 3 hours per week, with 27 hours period. The research objectives aimed to investigate the effects of using GFOS model to promote EFL students' reading comprehension, and to investigate the attitudes of EFL students toward using GFOS model in promoting reading comprehension.

The research design was the one-group pretest- posttest design as shown in the table 9 (Adapted from Wiersma and Jurs, 2009, p. 167) below:

Table 10 The Research Design

Pretest	Experiment	Posttest
O_1	X	O_2

The symbols used in research design

O_1 = pre-test before experiment

X = Treatment for experimental class on reading comprehension by using GFOS model

O_2 = post-test after experiment

Based on the explanation above, before the procedure, the students were given a pretest (O_1) to determine their reading comprehension. Following that, the sample group received treatment (X) on reading comprehension by using GFOS model, as well as a posttest (O_2). A posttest was used to determine the students' achievement of reading comprehension.

The Population and Sample Group

1. Populations: The population for this study consisted of 383 second-year students from the Faculty of Education at Kamphaeng Phet Rajabhat University. Using a purposive sampling technique, as described by Tashakkori and Teddlie (2003), a sample of 24 mixed-ability students (6 males and 18 females) majoring in English was selected for the research.

2. The Experimental Group: the researcher selected the populations as the experimental group. In this study, the technique of purposive sampling is used.

The reasons to select the second year in this study as the experimental group were 1) the researcher has had teaching experience in English reading, which has been contained in the curriculum of English major for the second-year students in Faculty of Education; 2) In other words, the second-year students who made up the research as the experimental group were those who took TOEIC test in 2022 academic year, and most of them were at A2 (93%), and B1 (7%) language levels; however, they are expected to reach the B1 level of CEFR to graduate from the university.

Development of Research Instruments

The instrument used in this study included: 1) lesson plans, 2) reading comprehension achievement tests, and 3) semi-structures interview towards the use of GFOS model to develop reading comprehension. The lesson plans were used for 9 weeks period of the experimentation, each of which was for 3 teaching hours per week. Each lesson plan also included a weekly exercise, worksheet and other supporting teaching materials.

In the procedures for the preparation of the lesson plans, a reading comprehension achievement test and a semi-structured interview the descriptions of each step were as follows:

1. Lesson Plans Using the GFOS Model

The researcher developed lesson plans for reading activities using the GFOS model, which was aligned with the course syllabus. The instruction plans were constructed using information from the the Bangkok post online by Gary Boyle(Septiana, 2023), specifically focusing on seven reading articles that covered vocabulary, grammar, and language skills. The GFOS model, consisting of four reading strategies (grouping, foreseeing, obtaining, and summarizing), was incorporated into the teaching process for each step of reading instruction, including pre-reading (grouping), while-reading (foreseeing and obtaining) and post-reading (summarizing). The instructional plans were further refined with input from three specialists to ensure their quality before implementation. The researcher followed a specific procedure to design the lesson plans, which involved the following steps: 1) analyzing course description, 2) selecting the contents for the lesson plans, 3) analyzing the selected contents with the CEFR 4) writing the lesson plans, and 5) Validating the lesson plans.

1.1 Analyzing Course Description

The researcher analyzed the course description of the Reading and Summarizing course to determine its relevance and design appropriate reading topics that would enhance students' reading comprehension. During the analysis, the researcher likely focused on several key aspects of the course description, including:

Course objectives: Understanding the stated objectives of the course, which may include improving reading skills, developing summarization techniques, and enhancing overall reading comprehension.

Content outline: Examining the topics and sub-topics covered in the course to identify areas that addressd different types of texts, reading strategies, and summarization approaches.

Reading levels and Complexity: Assessing the level of difficulty and complexity of the reading materials included in the course to ensure they match the students' proficiency levels and challenge them appropriately.

1.2 Selecting the Contents

The topics were taken from the Bangkok post online by Gary Boyle (Jia & Guo, 2020) and included students' familiarity topics such as places, festivals, politic situations, and cultures. The reading materials used in this research are categorized as "News" from Bangkok Post because they focus on providing current, engaging, and relevant information that appeals to a broad audience (Johnson, 2020). News content is designed to be topical and timely, reflecting recent events or emerging trends, such as Thai Goes Global or Art Against Authority, which highlight cultural shifts or specific moments in time (Smith & Lee, 2021). Additionally, news is aimed at the general public, offering easily accessible and digestible information, as seen in topics like Talking about Thai Food or Superstition of Thais, which present cultural snapshots rather than in-depth academic analysis (Walker, 2022). Lifestyle news, such as Where the Wild Beasts Roam or Kicked Out, is often created to entertain or provoke thought without requiring deep academic exploration (Garcia & Patel, 2023). Finally, the limited analysis or depth typical of news is evident in topics like Visiting the Sukhothai Historical Park, which offers travel insights or general historical context but not comprehensive academic investigation (Brown, 2019).

The chosen contents were as followings:

Table 11 Lists of Reading Topics

Topic	No.	Unit	Number of vocabularies	Number of words
Lifestyle	1	Thai Goes Global	12	359
	2	Art Against Authority	12	363
	3	Where the Wild Beasts Roam	12	399
	4	Kicked Out	12	424
Local culture	5	Talking about Thai Food	12	449
	6	Superstition of Thais	12	222
Place	7	Visiting the Sukhothai Historical Park: History of Sukhothai	12	218

The imbalance in the number of units across topics such as *Lifestyle, Local Culture,* and *Place,* as identified by the researcher, can be attributed to academic considerations. One reason is the focus on student engagement and the relevance of the content to their daily lives. *Lifestyle* topics are emphasized because they tend to be more relatable to students, helping to build connections between their learning and real-world experiences, aligning with constructivist learning theories (Vygotsky, 1978). Moreover, *Lifestyle* topics incorporate a broader range of themes and interdisciplinary connections, allowing for the development of multiple language skills such as communication, critical thinking, and cultural awareness, which may be less emphasized in more narrowly focused topics like *Place* or *Local Culture* (Dewey, 1938). Additionally, the selection and distribution of units reflect the course learning outcomes of the *Reading and Summarizing* course, which include the use of reading materials from both Thai and global contexts to improve communicative competence. Lifestyle-related content offers more opportunities for interaction and discussion, leading to a disproportionate number of units compared to other topics (Savignon, 2002). On the other hand, *Local Culture* and *Place* are considered more context-specific or supplementary and, therefore, are allocated fewer units.

While the emphasis on Lifestyle topics aims to enhance student engagement and communicative competence, attention must also be paid to the number of new vocabulary words introduced in each lesson to ensure students are not overwhelmed. Additionally, the vocabulary in each unit was provided in equal amounts. According to Nation (2006), the number of new vocabulary words introduced in a single lesson should be limited to avoid overwhelming students. For intermediate learners, 8–12 new words per reading passage are often considered appropriate. Therefore, in this study, the researcher selected 12 words per passage to introduce new vocabulary in various contexts for the learners.

1.3 Analyzing The Selected Contents with The CEFR

This study aimed to improve the reading comprehension of CEFR level B1 for EFL students. The researcher compared the alignment of the reading topics and contents used in this study to the CEFR (B1) on reading comprehension, as shown in the 9 table (Boyle, 2022).

Table 12 Analysis of Reading Contents and The Level of CEFR on Reading Comprehension

No.	Topics	Units	Categories of CEFR level (B1) on reading comprehension		
			Reading correspondence	Reading for orientation	Reading for information and argument
1	**Lifestyle**	Thai goes global	–	Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.	Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).

Table 12 (Cont.)

No.	Topics	Units	Categories of CEFR level (B1) on reading comprehension		
			Reading correspondence	Reading for orientation	Reading for information and argument
2	Lifestyle	Art against authority	–	Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.	Can recognise significant points in straightforward news articles on familiar subjects.
3	Lifestyle	Where the wild beasts roam	–	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.
4	Lifestyle	Kicked out	–	Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.	Can understand straightforward, factual texts on subjects relating to their interests or studies.

Table 12 (Cont.)

No.	Topics	Units	Categories of CEFR level (B1) on reading comprehension		
			Reading correspondence	Reading for orientation	Reading for information and argument
5	**Local culture**	Talking about Thai food	Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else.	Can assess whether an article, report or review is on the required topic.	–
6	**Local culture**	Superstition of Thais	–	Can scan through straightforward, factual texts in magazines, brochures or on the web, identify what they are about and decide whether they contain information that might be of practical use.	Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).
o	**Place**	Visiting the Sukhothai Historical Park: History of Sukhothai	–	Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided there are not too many abbreviations.	Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor).

1.4 Writing the Lesson Plans

To write the lesson plans for this study, the researcher researched the study of pre-reading, while-reading, and post-reading as the process of teaching to encourage students to read effectively (Nurdina, 2018). The study claimed that engaging students in pre-reading, while-reading, and post-reading activities enhance students' understanding of provided texts. In pre-reading, a teacher outlines the texts' purpose and critical elements, setting the stage for a deeper engagement with the material. In the while-reading step, the teacher encouraged students to focus on and noted essential details within the story during the reading. In the post-reading, students discussed questions based on the text, requiring direct reference to what they read. By grouping students with similar views, the teacher fostered diverse interpretations and a richer comprehension by reflecting on the context previously established.

According to the principles and theories of designing the lesson plans studied, the researcher has divided the teaching processes into two phrases, 1) phrase 1: teacher-led activities and 2) phrase 2: peer-led groups, as the following.

1.4.1 Phrase 1: Teacher Led-Activities

The researcher, acting as the teacher, presented the G-Grouping, F-Foreseeing, O-Obtaining, and S-Summarizing. Grouping and Foreseeing were used before the entire text for the lesson. Obtaining was used during reading text, and Summarizing was used after reading the given text. The researcher employed Thai and English language in the classroom during teaching to support a complete understanding of the offered reading principles. In addition, the following instructional procedure steps were listed (pre-reading, while-reading, post-reading):

1) Pre-reading

1.1) G-Grouping: Grouping is a preliminary step employed before reading text, which involved organizing students into small groups with a mix of low, fair, and high English proficiency levels. Once the groups were formed, students assumed different roles within the Literature Circles, such as Discussion Director, Word Wizard, Connector, and Summarizer, and worked together collaboratively to accomplish their designated tasks.

1.2) F–Foreseeing: Foreseeing is a step to activate students' prior knowledge, to facilitate their foreseeing about what they will read, and to generate interest. Foreseeing consists of two activities: brainstorming and foreseeing.

The teacher introduced the concept of foreseeing to the students. Following this, the teacher encouraged the students to skim the text, focusing on elements such as headings, pictures, bolded or underlined words, aiming to identify (a) what they knew about the topic and (b) what they thought they will learn from the text. Foreseeing is a step that serves to activate students' prior knowledge, stimulate their anticipation about the upcoming reading material, and foster their interest in the subject. This process involves two primary activities: brainstorming and foreseeing. The teacher first introduced the concept of foreseeing to the students. Subsequently, the teacher prompts the students to skim the text, paying close attention to elements like headings, pictures, and emphasized words (bolded or underlined). The objective was for students to determine (a) what they already know about the topic and (b) what they will learn from the reading text. This helps prepare them for the reading and enhances their engagement with the content.

2) While–reading

O–Obtaining: Obtaining is a step where students within the group work together to identify and obtain the main idea of the text. They achieve this by asking questions such as "who" or "what" to recognize the most important person, place, or thing in the text. Then, they elaborate on what makes that person, place, or thing significant.

Each member in the group has specific duties in this process:

2.1) Discussion Director: The Discussion Director guided the group's discussion about the given article, ensured that each member fulfills their role responsibilities, and encouraged participation by calling on members to share their ideas and readings.

2.2) Word Wizard: The Word Wizard took note of any unfamiliar words while reading and looks up their definitions in a dictionary or online resource. This helped the group when they encountered unfamiliar terms in the text.

2.3) Connector: The Connector established connections between the text and real–life experiences, adding valuable insights to the group's discussion by relating the material to their own experiences.

2.4) Summarizer: The Summarizer was responsible for creating a concise summary of the assigned reading, which they shared with the other group members and prepared a summary of the reading for the post-reading activity.

By engaging in these designated roles, students worked collaboratively to comprehend the text, analyzed its key elements, and developed a comprehensive understanding of the main ideas presented.

3) Post-reading

3.1) S-Summarizing: Summarizing is the step designed to teach students how to summarize the key ideas from the text they have just read. This step encompasses two main activities: (1) generating questions and (2) reviewing the content. The teacher initiated the summarizing process by instructing students to imagine themselves as teachers and come up with questions they would ask on a test. The teacher provided helpful question starters like who, what, when, where, why, and how. The teacher asked the summarizers present their group's summaries to the class. Finally, the teacher prompted students to write down the most crucial ideas they've learned from that day's reading assignment.

1.4.2 Phrase 2: Peer-led groups

Once students have become proficient in utilizing the four strategies (grouping, foreseeing, obtaining, and summarizing) through teacher-led activities, they are ready to implement the GFOS Model in their collaborative learning groups led by peers. In addition, to facilitate the implementation of the GFOS Model in collaborative learning groups led by peers, the teacher activated students effectively and successfully using the following teaching steps:

1) Group Formation: Divide the students into small collaborative learning groups, ensuring a mix of different skill levels to encourage peer support and interaction.

2) Assigning Roles: Within each group, assign specific roles to each student, such as include Discussion Director, Word Wizard, Connector, and Summarizer. Roles can rotate in subsequent sessions to provide everyone with an opportunity to assume different responsibilities.

3) Guided Implementation: As the groups begin to apply the GFOS Model, the teacher provides guidance and support, ensuring that each student understands their role and the overall process.

4) Peer-led Implementation: Once the groups have gained proficiency in utilizing the GFOS Model, they begin to implement it independently, with peers leading the reading activities and strategy application.

5) Teacher Monitoring: Throughout the peer-led activities, the teacher monitors the groups' progress, offering assistance as needed, and providing feedback on their application of the GFOS Model.

6) Collaborative Discussions: After the reading activities, the whole class comes together for collaborative discussions. Each group shares their experiences, insights, and summarizations, fostering a deeper understanding of the texts.

7) Reflection and Feedback: Encourage students to reflect on their experiences with the GFOS Model, identifying areas of improvement and celebrating successes. Provide constructive feedback to help them refine their strategies.

The researcher designed the teaching processes from the lesson plans with the GFOS Model as shown in table 13.

Table 13 Sample of Lesson Plan Using the GFOS Model

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre-reading 1. Grouping (20 minutes: group work)	– Divide students into small groups and provide each group with a copy of the reading passage. – Assign specific roles to group members: Discussion Director, Word Wizard, Connector, and Summarizer (based on the GFOS Model).	– Collaborate with peers in forming groups and assume their designated roles for the reading activity.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities

Table 13 (Cont.)

Teaching process	Teacher's Activities	Students' Activities	Materials
	– Literature Circles Role's worksheets and reading passage are passed out to each student.		
2. Foreseeing (40 minutes: group work)	– Guide the groups in implementing the Foreseeing step, encouraging students to skim the text and identify key elements such as headings, pictures, and emphasized words.	– Engage in brainstorming about the topic of the reading passage and activate prior knowledge.	
While-reading 3. Obtaining (60 minutes: group work)	– Monitor group discussions and interactions during the while-reading phase. – Provide support and clarification to groups as they work to obtain the main ideas of the text.	In their groups, students assume their assigned roles: 1) Discussion Director: Leads group discussions and encourages participation by posing questions about the text. 2) Word Wizard: Identifies and records unfamiliar words, seeking definitions to aid comprehension. 3) Connector: Establishes connections between the text and real-life experiences to deepen understanding. 4) Summarizer: Prepares a summary of the reading for the post-reading activity.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities

Table 13 (Cont.)

Teaching process	Teacher's Activities	Students' Activities	Materials
Post-reading 4. Summarizing (60 minutes: group and individual work)	– Facilitate the Summarizing step, instructing students to generate questions as if they were teachers assessing the class. – Provide question starters (who, what, when, where, why, how) to support students in creating effective questions. – Facilitate the presentation of each group's summary to the class. – Encourage class feedback and constructive suggestions for improvement. – Lead a reflection session, discussing the effectiveness of the employed strategies. – Assign a follow-up activity, such as writing a short essay or creating a visual representation of the main ideas from the reading passage, doing practices or quizzes to evaluate comprehension.	– Participate in generating questions and review their summaries to consolidate their understanding of the text. – Reflect on the effectiveness of the reading strategies used during the lesson. – Summarizers present their group's summaries to the class. – Provide and receive feedback on the summaries and the overall reading experience. – Complete the assigned follow-up activity and apply the strategies learned in the lesson independently and do practices and quizzes provided. After finish gather all scores gained from each person in the group to calculate in percentages and inform which team has the highest score. – Reflect on their learning experience and record their thoughts in a reading journal.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities – Quizzes

In this lesson plan, collaboration was integrated at various stages of the teaching process. During the pre-reading stage, students work together by forming groups and taking on specific roles, such as Discussion Director, Word Wizard, Connector, and Summarizer, based on the GFOS model. This grouping encouraged cooperative learning from the outset. In the while-reading stage, collaboration continued as students engaged in group discussions, with each member fulfilling their assigned role (Discussion Director, Word Wizard, Connector, and Summarizer) to facilitate deeper understanding. The Discussion Director led the conversation, the Word Wizard identified unfamiliar vocabulary, the Connector made connections between the text and real-life experiences, and the Summarizer prepared a summary of the key points. Finally, in the post-reading stage, students collaborated to generate questions, review their summaries, and presented their findings to the class. This collaborative structure encouraged active participation, peer feedback, and shared responsibility, helping students consolidate their understanding of the reading material.

1.5 Validating the lesson plans

The lesson plan model framework assessment form, a 5-point questionnaire with 5 items and 1 open-ended questions, was adapted from Primahaniyom (2020) and created in accordance with the experts' opinions for the appropriateness of the lesson plans.

The criteria for the lesson plans assessment for appropriateness were as follows:

5 means Most appropriate	(4.51-5.00)
4 means More appropriate	(3.51-4.50)
3 means Moderate appropriate	(2.51-3.50)
2 means Low appropriate	(1.51-2.50)
1 means Lowest appropriate	(1.00-1.50)

The assessment was examined by three experts to prove its reliability and effectiveness, and the result of the lesson plans assessment in overall was at "The most appropriate" level ($\overline{X}$ = 4.67).

1.6 Development of the GFOS Model

In order to initiate the planning process for the GFOS model, relevant materials were gathered and examined through content analysis, as outlined below.

1.6.1 Examination of previous studies on reading comprehension

The researcher collected studies pertaining to reading comprehension strategies and models from various sources, including Okasha's (2020) work titled "Using Strategic Reading Techniques for Improving EFL Reading Skills (CPQS)," Arik Susanti, et al. (2020) study on "Collaborative Strategic Reading (CSR)," Kucukoglu's (2013) research on "Improving reading skills through effective reading strategies," MorEiLLon's (2007) publication on "Collaborative Strategies for Teaching Reading Comprehension," and Gunning's (2010) book "Reading Comprehension Booster–100 Lessons for Building Higher–Level Literacy."

1.6.2 Reviewing Key Concepts

To generate ideas for the development of the GFOS model, the following papers were synthesized and studied for essential concepts: 1) Thailand's education policy and 2) Teaching theories: Collaborative Learning, Sociocultural theory, and Literature circles.

1) Thailand's education policies were examined and synthesized to get fundamental concepts on learning and teaching for the development of the GFOS model.

2) Framework for the 21stcentury skills Learning and teaching for 21st century skills were synthesized and analyzed to draw out the key concepts, which underpinned the development of the GFOS model.

3) Collaborative learning, sociocultural theories and literature circles are employed as teaching theories. The GFOS model was developed using the major ideas from these theories.

According to the information mentioned, the researcher gathered relevant materials and conducted content analysis to develop the GFOS Model to promote students' reading comprehension.

1.6.3 Developing the GFOS Model

The GFOS Model was developed by drawing upon various relevant documents, such as Thaieducation policies, 21st–century learning skills, regulation of the KPRU, TOEIC test score, and learning theories. Additionally, the lesson plan for the GFOS Model was created based on the course description for Reading and Summarizing course in the Bachelor of Education Program in English, spanning 7 units of learning over 9 weeks.

Each lesson plan also included a weekly exercise, worksheet and other supporting teaching materials.

1.7 The Learning Process of The GFOS Model

According to the steps of development the GOFS Model, the learning processes were employed to develop the GFOS Model framework adapted from Primahaniyom (2020) to promote students' reading comprehension, the results were illustrated in Figure 6.

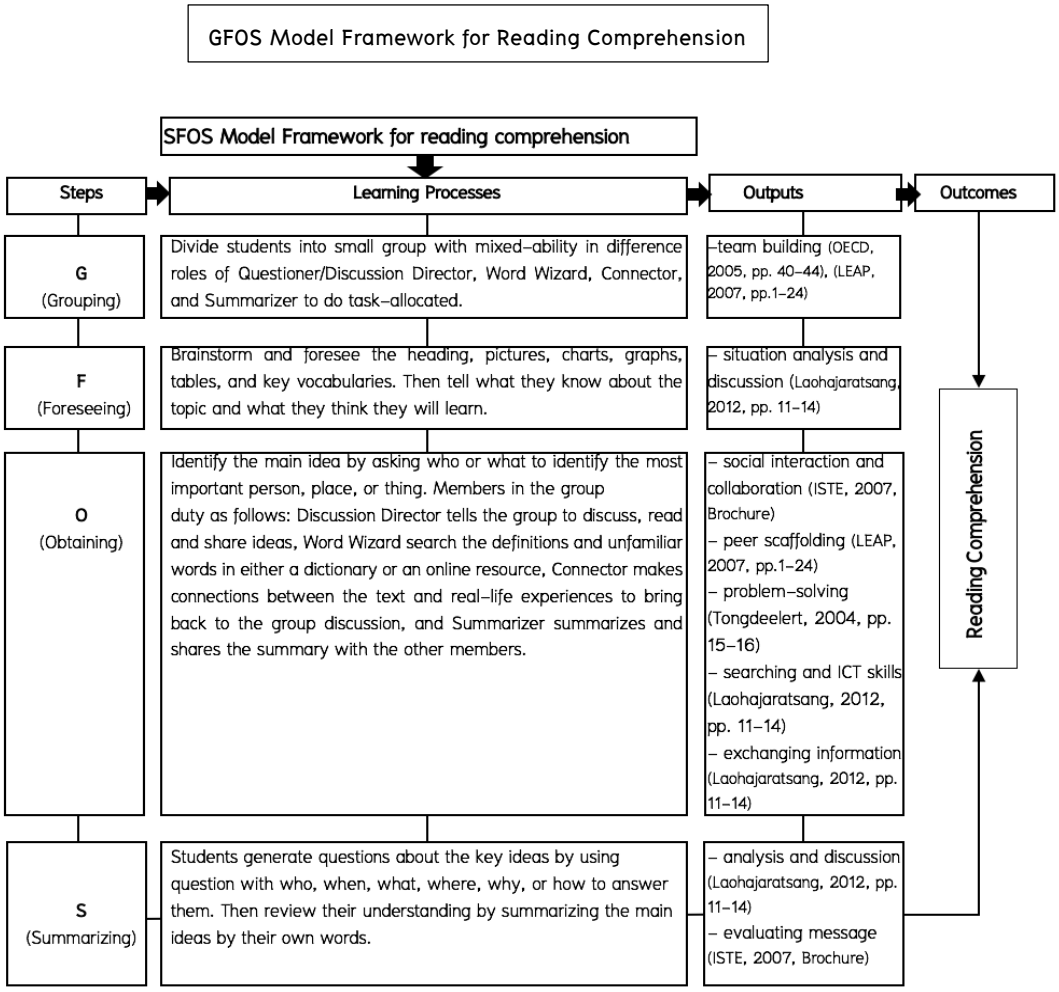

Figure 6 GFOS Model Framework; Steps, Learning Processes, Outputs, and Outcome

1.8 The GFOS Model Implementation

After the GFOS model's lesson plans had been developed and verified, the model implementation was carried out according to the following steps.

1.8.1 Implementation step

The GFOS model was implemented with 24 students (sample group) at Kamphaeng Phet Rajabhat University, in the 2nd semester of the academic year 2023. The implementation was conducted for 9 weeks including; 7 weeks for 7 learning units, and other 2 weeks for class orientation (pre-test) and final orientation (post-test).

1. 8.2 Developing and validating the research instruments

Research instruments included 1) lesson plans, 2) reading comprehension achievement tests, and 3) semi-structures interview (individual interview). The processes of research instrument construction were carried out in the following steps:

1.8.3 The contents and the instructions of each research instrument were studied and determined according to the objectives of the GFOS model.

1.8.4 Each instrument was set up by the researcher. Then, each instrument was constructed by studying related documents, principles and theories.

Reading Comprehension Achievement Tests

The purpose of the pretest was firstly to investigate the participants' reading comprehension in English. The researcher had the steps for creating the test as follows.

1. Studied information from documents, textbooks, research, and websites, such as the Council of Europe Language Proficiency Reference Frame (CEFR) (Council of Europe, 2020) and international English proficiency standards like TOEFL, TOEIC, IELTS, CU-TEP, and TU-GET. The course description of Reading and Summarizing (1213111) focuses on principles, concepts, theories, and elements of the reading process in both Thai and global contexts, covering formal and informal formats, note-taking, sharing opinions, and summarizing. Additionally, principles and theories of English proficiency test development (Brown, 2004) and research on test development and quality assessment (Pongsurapipat, et al., 2001; Ivanova, 2010) were reviewed to guide the test development process, including analyzing curriculum content and structure for test creation."

2. Defined the content under four headings regarding the Council of Europe's Framework of Reference for Language Proficiency: 1) reading correspondence, 2) reading for orientation, 3) reading for information and argument, and 4) reading instruction.

3. Comprehension abilities were classified into four levels: literal, interpretative, critical, and creative (Sari, 2015). These align with Bloom's cognitive behaviors. The literal level focuses on basic understanding, where readers recall facts and details (e.g., "What is the...?"). The interpretive level involves understanding significance, relationships, and making inferences (e.g., "Why...?"). The critical level requires evaluating and judging information and the writer's intent (e.g., "Judge..."). Finally, the creative level encourages readers to engage with the text and generate new ideas (e.g., "What would you do if...?").

The reading test technique is a multiple-choice answer with four options (a, b, c, and d), with a score of a correct answer of 1 and a wrong answer of 0. The following table outlines the structure and design of the reading comprehension test used to evaluate the English proficiency of EFL students. The test consists of 30 multiple-choice questions divided into four categories of comprehension: Literal, Interpretive, Critical, and Creative. Each category targets specific evaluation criteria and is associated with a corresponding reading text. The table provides a clear breakdown of the number of items, evaluation focus, and the reading text used for each comprehension level.

Table 14 Structure and Design of the Reading Comprehension Test

Comprehension Level	Number of Items	Evaluation Focus	Associated Reading Text
Literal	8	Grammatical clues: subject, verb, pronoun, conjunction, and main idea	Thai historical places
Interpretive	8	Writer's tone, purpose, attitude, main ideas, and cause-effect	The Lifestyle of Thai People
Critical	8	Writer's bias, qualifications, point of view, intent, and truthfulness	The Cultures
Creative	6	Forms, style, and structures	Pita Limjaroenrat: Who is the leader of Thailand's Move Forward Party?

The table 14 presents a comprehensive view of the reading comprehension test design, ensuring that each level of comprehension is properly assessed through targeted evaluation criteria. The selected reading texts, ranging from historical and cultural topics to current political events, provide a diverse context for evaluating students' reading skills across multiple levels of comprehension. This structured approach allows for an accurate assessment of EFL learners' abilities in both basic and higher-order thinking skills.

4 Verified content validity by administering the draft test to 3 content-experts with at least ten years of experience teaching English at the university level. Individually evaluating the consistency between the objectives and the test, the coefficient of consistency (Index of Items-Objective Congruence: IOC) was found to be between 0.50 and 1.00, indicating that the test assesses the exact behavior. In this draft test, the score corresponded to 0.94. The researcher then obtained expert feedback to update the test draft for future usage with the experimental group.

Semi-structured Interview

Students' attitudes toward the use of GFOS model to develop reading comprehension were collected via a semi-structured interview. The semi-structure interview questions consisted of twelve questions that the researcher adapted from the previous research studies by Komariah, et al. (2015). Six students were selected based on their average grade point over three semesters (Na-sulong, 2012) to participate in individual interview sessions. Two students were chosen from each of the three levels of English proficiency (low, fair, and high). The researcher then selected students with high, fair, and low English proficiency as follows: 1) collect the results of each student's previous semester's average score, and 2) arrange each individual's average score in descending order as the followings criteria:

Average score of 3.50-4.00 indicated high proficiency.

Average score of 3.00-3.49 indicated fair proficiency.

Average score of 2.50-2.99 indicated low proficiency.

To operate the interviewing, each session was audio recorded with the participants permission, held in Thai, and then translated into English. The researcher planned to conduct

face-to-face interviews with the students in order to gain a deeper understanding. The interview process involved the following steps:

1. Scheduling appointments to meet with the students as interviewees.

2. Clearly stating the objectives of the interviews.

3. Conducting the interviews, with the students' permission to record the conversation, using the twelve questions.

4. Utilizing the data gathered from the interviews to generate ideas. Each semi-structured interview lasted around 20 minutes.

The purpose of these interviews was to investigate the attitudes of EFL students toward using GFOS model in promoting reading comprehension. Before the interviews, the researcher provided information to the six EFL undergraduate students regarding the purpose, duration, topics, and scheduled time and date of the interviews (Pilten, 2016). To ensure data preservation, an audio recording was also employed.

The content validity of the instruments was assessed using the item-objective congruence index (IOC) developed by Rovinelli and Hambleton (1977). To verify the instruments, three experts were consulted. The average IOC value provided by the experts ranged from 0.50 to 1.00. These experts evaluated the instruments to ensure their accuracy and relevance. The result was presented as in a value of 0.89. The semi-structured interview consisted of twelve questions for the GFOS model approach, including:

1. Did the grouping with varying English proficiency levels positively influence your reading discussions?

2. How did the activities during the foreseeing step help activate your prior knowledge?

3. How did working in roles facilitate a better understanding of the main ideas in the text?

4. How did the summarizing activities improve your ability to distill and articulate key ideas from the reading material?

5. Interviewer: Can you share an example where you applied literal comprehension skills? How did your knowledge of word meanings contribute to this?

6. How does the GFOS model contribute to the development of your interpretative comprehension skills?

7. In what ways does the GFOS model foster your critical comprehension skills?

8. How does the GFOS model promote creative comprehension, allowing you to express unique perspectives or create connections beyond the text?

9. From your perspective, how has the GFOS model impacted your overall reading comprehension abilities at different levels?

10. Have you encountered any challenges in implementing the GFOS model, and how have you addressed or adjusted your approach to overcome these challenges?

11. What improvements do you suggest for the GFOS model?

12. Whether using texts related to Thai context helps us to better understand or not?

Data Collection

The data collection process focused on two primary areas: students' reading comprehension scores and semi-structured interviews. Quantitative data collection involved conducting reading comprehension achievement tests and analyzing the test results. Qualitative data collection involved analyzing the content of the semi-structured interviews. The following steps outline the data collection process:

1. Data Collection Process

Initially, all participants were informed about the study objectives and how the research findings would be used. Each student willingly signed a consent form to participate as a research subject.

2. The GFOS model was implemented by the researcher himself over a period of 9 weeks, which included 7 learning units and 2 weeks for class orientation (pretest) and final orientation (posttest) during 2023 academic year of the second semester at Kamphaeng Phet Rajabhat University. The research was conducted as follows:

2.1 In the first week, the participants completed a pre-test.

2.2 The GFOS model was taught to the participants after the pretest. Over the course of 9 weeks, the subjects studied 7 learning units, with each unit consisting of 3 hours of classroom instruction. Assessments were conducted after each learning unit to measure

students' progress, and their overall scores were compared. Additionally, semi-structured interviews were conducted with the participants to gather their opinions on the GFOS model. The interviewees comprised six students with varying abilities, including low, fair, and high. The interviews took place after class three times, specifically in the 4th, 6th, and 8th week. Each interview lasted approximately 25-30 minutes. The interview statements were recorded in Thai and then synthesized to identify key concepts, which were presented in an overall descriptive manner.

3. At the conclusion of the teaching and learning using the GFOS model, the participants completed a posttest assessment. The scores obtained in the posttest were analyzed and compared with the pretest scores using statistical means.

Data Analysis and Statistical Method

1. Quantitative Data

Quantitative data was collected from 24 participants majoring in English using reading comprehension pretests and posttests to compare the reading comprehensio skills of EFL undergraduate students before and after implementing the GFOS model. The data was analyzed using the SPSS program for Windows, which facilitated the conducting of t-tests, calculation of mean scores, and determination of the standard deviation (S.D.).

2. Qualitative Data

Using content analysis, descriptive data from semi-structured interviews was analyzed to locate the qualitative data. The primary reason for choosing content analysis for these interviews was to address research question number two: 'What are the attitudes of EFL students toward using the GFOS model on reading comprehension?' Qualitative data was collected from six students, selected to participate in individual interview sessions—two from each of the three English proficiency levels (low, fair, and high). The interview data was read, reread, and then coded, with coding categorizing unstructured data into meaningful groups. As coding progressed, the researcher reorganized the data into more precise categories. To ensure accuracy and minimize bias, an interrater specialist assisted in reviewing and verifying the data analysis, helping to validate its correctness. The entire data set was coded using the finalized list of codes.

(Boyle, 2022) The analytical framework adapted from Fei Fei, et al. (2021) were employed to analyze learners' reading comprehension and collaborative learning behavior during doing the activities provided and designed by the researcher. The functions of collaborative learning consisted of Mixed–Ability Dynamics, Collaboration Strengthened, Collaborative Compression, Collaborative Improvement, Collaborative Inquiry, Collaboration and Teamwork, and Collaborative Skill Enhancement.

Table 15 Collaborative Learning Behavior

Collaborative Learning	Coding	Definitions
Mixed–Ability Dynamics	MAD	– Interactions between students of different proficiency levels enhancing group learning outcomes.
Collaboration Strengthened	CS	The process where group members support each other, reinforcing learning through shared tasks and responsibilities.
Collaborative Compression	CC	Group members work together to summarize and condense information effectively, capturing the essence of the text in fewer sentences.
Collaborative Improvement	CI	Collective efforts of the group in refining and improving comprehension or task outcomes through mutual inquiry and discussion.
Collaborative Inquiry	CI	The process of group members asking each other questions to evaluate and discuss different approaches, deepening collective understanding.
Collaboration and Teamwork	CT	Teamwork enhanced by assigning specific roles and responsibilities to each member, leading to shared success in tasks.
Collaborative Skill Enhancement	CSE	The development of individual skills, such as summarizing, through the support and expertise of more experienced group members.

The functions of reading comprehension behavior consisted of *Improved Comprehension through Connection, Comprehensive Understanding, Diversification of Viewpoints and Comprehension, Focused Comprehension, Word Meaning and Grammar Comprehension, Comprehension Enhancement, Basic Comprehension Improvement, and Memory Recall and Comprehension Enhancement.*

Table 16 Reading Comprehension Behavior

Reading Comprehension	Coding	Definitions
Improved Comprehension through Connection	ICC	The enhancement of understanding by linking new information to prior knowledge or experiences, enabling a deeper grasp of the material.
Comprehensive Understanding	CU	Achieving a thorough and complete grasp of the reading material, considering all its aspects for an in-depth comprehension.
Diversification of Viewpoints and Comprehension	DVC	The process of gaining a better understanding of the text by considering different perspectives or interpretations through collaborative discussions.
Focused Comprehension	FC	Concentrating on the most critical elements of the text, improving the ability to identify and articulate key points effectively.
Word Meaning and Grammar Comprehension	WMGC	Understanding the meanings of words and grammatical structures, which ensures accurate interpretation and reproduction of the text.
Comprehension Enhancement	CE	The improvement of comprehension skills through structured activities that promote understanding across different levels of reading proficiency.
Basic Comprehension Improvement	BCI	The development of fundamental reading comprehension abilities, particularly in areas where the student initially struggled.

Table 16 (Cont.)

Reading Comprehension	Coding	Definitions
Memory Recall and Comprehension Enhancement	MRCE	The ability to enhance comprehension by recalling previous knowledge or experiences, which aids in understanding new material more easily.

Ethical Considerations

Prior to data collection, the University of Phayao reviewed and revised the Ethical Approval to ensure compliance with ethical guidelines for conducting the study. At the outset of the research, the researcher held a meeting with all participants, providing a detailed explanation of the study's objectives and requesting their voluntary participation. Invitation letters were sent to each participant, accompanied by a Consent Form that outlined their right to withdraw consent and discontinue involvement at any point. Participants indicated their agreement to participate by completing and returning the Consent Form within a week.

In Chapter IV, the study presents its findings on the effectiveness of the GFOS Model in promoting EFL students' reading comprehension in line with the two research questions.

CHAPTER IV

RESULTS

This study aimed to investigate the effects of using GFOS Model to promote EFL students' reading comprehension skills, and to investigate the attitudes of EFL students toward using GFOS model in promoting reading comprehension skills. 24 undergraduate students majoring in English in the second year at the Faculty of Education, KPRU enrolled in the Reading and Summarizing course in the 2nd semester of the academic year 2023. Data collection involved achievement tests administered initially and again the 9th week after finished the teaching process, along with semi-structure interview towards using GFOS reading model to promote EFL students' reading comprehension. This chapter reports on outcomes of the data-gathering phrase. The data collected and information are analyzed in relation to the two research questions posed in this study:

1. What are the effects of the GFOS model to promote EFL students' reading comprehension skills?

2. What are the attitudes of EFL students toward using the GFOS model on reading comprehension skills?

What are the effects of the GFOS model to promote EFL students' reading comprehension skills?

1. The Results of Reading Achievement Test

The use of GFOS Model to promote EFL students' reading comprehension skills could be perceived through the significant difference between the mean scores of pretest and posttest as presented in Table 17.

Table 17 The Comparison of The EFL Students' Reading Comprehension Pretest and Posttest (Achievement Test (T–test)

Test	Mean	S.D.	D.	$S.D._D$	t	Sig.
Pretest	15.75	1.92				
			7.63	2.37	15.73*	0.0000
Posttest	23.38	3.46				

Note *significant level of .05 (P ≤ .05)

According to Table 17, it was clearly seen that the comparative results between pretest and posttest of the achievement test were discovered that students obtained a good score steadily. In overall, the average mean score of the pretest was 15.75 (S.D. 1.92) and post–test was 23.38 (S.D. 3.46). The T–test illustrated that there was significantly higher (P < .05), than the pretest mean score.

Table 18 The Comparison of Reading Achievement Test (Pretest and Posttest) (T–test) in Different Criteria

Items	Test	Quality	Mean	S.D.	D	$S.D._D$	t	Sig.
Literal level	Pre	Fair	4.17	1.05	2.25	1.22	9.00*	0.0000
	Post	High	7.25	1.21				
Interpretative level	Pre	Fair	4.13	1.28	1.88	1.39	6.59*	0.0000
	Post	High	6.79	1.10				
Critical level	Pre	Low	3.88	1.30	2.04	1.12	8.91*	0.0000
	Post	High	6.42	1.82				
Creative level	Pre	Low	2.79	1.10	1.46	1.02	7.00*	0.0000
	Post	Fair	4.96	0.74				

Note *significant level of .05 (P ≤ .05)

Referring to table 18, an analysis of students' pretest mean scores across different criteria revealed that Literal level achieved a fair level (4.17, S.D. 1.05), while Interpretative level reached a fair level (4.13, S.D. 1.28), following by Critical level obtained a low level (3.88, S.D. 1.30), and Creative level was at a low level, recording the lowest mean score of (2.79, S.D. 1.10).

Upon examining the students' posttest mean scores, it was evident that Literal level reached a high level (7.25, S.D. 1.21), while Interpretative level attained a high level (6.79, S.D. 1.10). Additionally, Critical level achieved high level (6.42, S.D. 1.82), following by Creative level was at a fair level, obtaining the lowest mean score of (4.96, S.D. 0.74) respectively.

What are the attitudes of EFL students toward using the GFOS model on reading comprehension skills?

Results of Individual Semi-structure Interview

An individual interview was conducted with the aim of investigate attitudes of EFL students toward using the GFOS model on reading comprehension skills. To gather data from various stages of the GFOS model, the activity was carried out after class on three separate occasions. During this process, only key concepts from the list were documented in statements, which were then summarized and organized for further analysis. Six students were allocated codes for the purpose of analytical interviewing in this manner: two with high English proficiency labeled as H1 and H2, two with fair English proficiency labeled as F1 and F2, and two with low English proficiency labeled as L1 and L2. The interviews and their analyses, originally conducted in Thai, were translated into English for this report. The analytical framework adapted from Gillen & Barton (2010) were employed to analyze learners' reading comprehension and collaborative learning behavior during doing the activities provided and designed by the researcher. The functions of collaborative learning consisted of *Mixed-Ability Dynamics, Collaboration Strengthened, Collaborative Compression, Collaborative Improvement, Collaborative Inquiry, Collaboration and Teamwork, and Collaborative Skill Enhancement.*

Table 19 Collaborative Learning Behavior

Collaborative Learning	Coding	Definitions
Mixed–Ability Dynamics	MAD	Interactions between students of different proficiency levels enhancing group learning outcomes.
Collaboration Strengthened	CS	The process where group members support each other, reinforcing learning through shared tasks and responsibilities.
Collaborative Compression	CC	Group members work together to summarize and condense information effectively, capturing the essence of the text in fewer sentences.
Collaborative Improvement	CI	Collective efforts of the group in refining and improving comprehension or task outcomes through mutual inquiry and discussion.
Collaborative Inquiry	CI	The process of group members asking each other questions to evaluate and discuss different approaches, deepening collective understanding.
Collaboration and Teamwork	CT	Teamwork enhanced by assigning specific roles and responsibilities to each member, leading to shared success in tasks.
Collaborative Skill Enhancement	CSE	The development of individual skills, such as summarizing, through the support and expertise of more experienced group members.

The functions of reading comprehension behavior consisted of Improved Comprehension through Connection, Comprehensive Understanding, Diversification of Viewpoints and Comprehension, Focused Comprehension, Word Meaning and Grammar Comprehension, Comprehension Enhancement, Basic Comprehension Improvement, and Memory Recall and Comprehension Enhancement.

Table 20 Reading Comprehension Behavior

Reading Comprehension	Coding	Definitions
Improved Comprehension through Connection	ICC	The enhancement of understanding by linking new information to prior knowledge or experiences, enabling a deeper grasp of the material.
Comprehensive Understanding	CU	Achieving a thorough and complete grasp of the reading material, considering all its aspects for an in-depth comprehension.
Diversification of Viewpoints and Comprehension	DVC	The process of gaining a better understanding of the text by considering different perspectives or interpretations through collaborative discussions.
Focused Comprehension	FC	Concentrating on the most critical elements of the text, improving the ability to identify and articulate key points effectively.
Word Meaning and Grammar Comprehension	WMGC	Understanding the meanings of words and grammatical structures, which ensures accurate interpretation and reproduction of the text.
Comprehension Enhancement	CE	The improvement of comprehension skills through structured activities that promote understanding across different levels of reading proficiency.
Basic Comprehension Improvement	BCI	The development of fundamental reading comprehension abilities, particularly in areas where the student initially struggled.
Memory Recall and Comprehension Enhancement	MRCE	The ability to enhance comprehension by recalling previous knowledge or experiences, which aids in understanding new material more easily.

The content analysis were presented from Table 15 to Table 26, correspondingly.

Table 21 Students' Attitudes Towards The Use of GFOS Model to Promote Reading Comprehension Skills (Grouping)

Questions	Code	Student's answers	Attitude interpretation
1. Did the grouping with varying English proficiency levels positively influence your reading discussions?	F2	"Ahh...I think there is, because, for instance, when doing activities together, right? when ***there are friends of varying abilities—strong, medium, weak—involved (MAD)***, the average outcome, like in a hypothetical conclusion, tends to be neither outstanding nor too low. It stays at a moderate level. Like when taking exams, ***the scores come out averaging each other (PEF)***, right? ***It feels like it's more okay than individual scores. (ICP)"***	– **Mixed-Ability Dynamics (MAD):** "friends of varying abilities—strong, medium, weak". – **Perspective on Equity and Fairness (PEF):** "the scores come out averaging each other." – **Individual vs. Collective Performance (ICP):** "It feels like it's more okay than individual scores".
	L1	"...Yes, definitely. ***Being in a diverse group allowed us to support each other*** **(DS)** ***and share different perspectives.(SP)".***	– **Diversity as Support (DS):** "Being in a diverse group allowed us to support each other...". – **Sharing Perspectives (SP):** "...and share different perspectives."
	H2	***"The grouping was effective (GE)***. Umm..I think it allowed us to collaborate ***and share insights (SI)***. I found it especially helpful for the more challenging parts of the reading."	– **Grouping Effectiveness (GE):** "The grouping was effective." – **Sharing of Insights (SI):** "...and share insights."

According to Table 21, the F2 student provided a clear example of **Collaborative Learning** through the **Mixed-Ability Dynamics (MAD)** during group activities. The student highlighted how working with peers of varying proficiency levels—strong, medium, and weak—creates a supportive environment where group members learned from each other, leading to balanced learning outcomes. F2 notes, ***"When there are friends of varying abilities—strong, medium, weak—involved (MAD), the average outcome, like in a hypothetical conclusion, tends to be neither outstanding nor too low. It stays at a moderate level."*** This illustrateed the collaborative nature of mixed-ability groups, where students compensated for each other's weaknesses, resulting in a more even performance across the group. F2 further emphasized this by stating, ***"The scores come out averaging each other,"*** reflecting how collaboration among different proficiency levels enhanced comprehension and promoted a more cohesive group learning experience. This dynamic of mutual support and shared understanding was a key aspect of F2's positive experience with collaborative learning.

In particular, L1 students were keen on such arrangements as they believed it enhanced conversation depth and understanding of content while fostering an environment that is both 'diversity as support' such as ***"being in a diverse group allows us to support each other (DS)"*** and 'sharing perspectives' such as ***"... and share different perspective" (SP)*** through collaborative learning sessions. In diversity as support, the L1 student acknowledged the benefits of variety and suggestd that it encouraged group members to help one another out. Regarding sharing perspectives, the L1 student responded to the diversity of perspectives that participants with different English proficiency levels contributed to conversations.

For H2 students, group effectiveness (GE) and sharing of insight (SI) opportunities during complex readings were essential features. They also acknowledged the advantages of this approach to groupings for various competence levels. The F2 student stresses the positive outcomes of mixed-ability groups, such as ***"The grouping was effective (GE),"*** and values the supportive atmosphere, such as ***"...and***

share insight (SI)," that fosterd collective accomplishment over individual achievement. All three students' perspectives demonstrated comprehension of how collaborative, all-encompassing learning settings could improve one's understanding and handling of intricate topics-reinforcing instructional approaches centered on group-oriented education.

Table 22 Students' Attitudes Towards The Use of GFOS Model to Promote Reading Comprehension Skills (Foreseeing)

Questions	Code	Student's answers	Attitude interpretation
2. How did the activities during the foreseeing step help activate your prior knowledge?	L1	"During this period, ***it will involve predictions that are linked to experiences we have encountered (CPE)***, ***which will help us understand the content of what we read even*** more (ICC). ***It's like a connector that links directly with experiences (EDL)***, making it easier for readers to understand what the direction of the topic will be. This way, readers can have a clearer and more detailed understanding of the content."	**– Connection between Prediction and Experience (CPE):** "It will involve predictions linked to experiences we have encountered..." **– Improved Comprehension through Connection (ICC):** "...which will help us understand the content of what we read even more." **– Experiences Directly Linkaged (EDL):** "It's like a connector that links directly with experiences..."

Table 22 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
	F1	"I think... Ahh, ***it was a good warm-up*** **(EP).** ***Skimming through the text during foreseeing helped me focus on what to expect (AA)***, and ***brainstorming got my thoughts flowing (ACP)"***	**– Engaged Positively (EP):** "It was a good warm-up." **– Attention and Anticipation (AA):** "Skimming through the text during foreseeing helped me focus on what to expect..." **– Activation of the Cognitive Process (ACP):** "...brainstorming got my thoughts flowing."
	H2	"***Foreseeing made me think about what I already knew (RPK)*** and what I wanted to learn. The activities before reading made the text more approachable."	**– Reflection on Prior Knowledge (RPK):** "Foreseeing made me think about what I already knew..." **– Clearly Stated Learning Objectives (CSLO):** "...and what I wanted to learn."

Table 22 reveals that the **L1 student** demonstrated **reading comprehension** through the process of **Improved Comprehension through Connection (ICC)** during the activity. The student explained how making connections between their prior experiences and the new material significantly enhanced their understanding of the content. They stated, ***"It was like a connector that linked directly with experiences (EDL), making it easier for readers to understand the direction of the topic."*** This indicated that the student's ability to relate

new information to what they already knew helped them comprehend the material more effectively. This reflective process not only deepened the student's individual comprehension but also supported the collaborative learning environment, where the sharing of prior knowledge across different proficiency levels led to enhanced group learning outcomes.

In particularly, H2, and F1 provided positive feedback on anticipatory exercises in their learning process. These exercises were recognized for their efficiency in applying prior knowledge to facilitate the assimilation of new content. The L1 student's response shed light on how the anticipating activities in the learning process helped activate past knowledge and improve comprehension: ***"It will involve predictions linked to experiences we have encountered...(CPE)".*** This suggested that by encouraging students to reflect on their personal experiences, the anticipating activities helped them establish connections between new and existing knowledge. The L1 student also noted that ***"...which will help us understand the content of what we read even more. (ICC)***". This seemed to indicate that the learner understood that linking predictions with prior knowledge aided in better understanding new material. ***"It's like a connector that links directly with experiences...(EDL)".*** This implied that the anticipating exercises directly linked the students' prior knowledge and the new material, making comprehension more straightforward.

For the H2 student, the anticipatory phase was crucial in preparing him for the reading assignments. ***"Foreseeing made me think about what I already knew...(RPK)"***. This indicated that the exercises prompted the learners to consider what they already knew about the subject. Additionally, the H2 student responded, ***"...and what I wanted to learn (CSLO)"***. This demonstrated how the anticipatory activities not only activated his prior knowledge but also helped him define his learning goals.

Furthermore, F1 students' response illustrated their familiarity with the anticipatory phase of their learning process, such as ***"It was a good warm-up (EP)."*** It demonstrated how well the students received the activities and how they helped them transition from the preparation

work to the learning task. The F1 student found value in how the task focused on upcoming knowledge, improving their preparedness to interact with the subject matter, ***"Skimming through the text during foreseeing helped me focus on what to expect...(AA)"***. Also, the F1 mentioned that ***"...brainstorming got my thoughts flowing (ACP)".*** It implied that the brainstorming component for the foreseeing step successfully stimulated students' cognitive processes and prepared them for further in-depth interaction with the material.

Table 23 Students' Attitudes Towards the Use of GFOS Model to Promote Reading Comprehension Skills (Obtaining)

Questions	Code	Student's answers	Attitude interpretation
3. How did working in roles facilitate a better understanding of the main ideas in the text?	F1	"Yes! For example, in our group, I think we've improved because ***the members in our group helped each other with reading articles (CS)***. ***One person would look up vocabulary while another would summarize the story (RS)***. ***This helped us learn the content faster (LE)*** and ***allowed us to understand the reading better, giving us different perspectives (DVC)***. It made us understand how one person thinks and how another might think differently, enhancing our understanding of the material."	– **Collaboration Strengthened (CS):** "the members in our group helped each other with reading articles." – **Role Specialization (RS):** "One person would look up vocabulary while another would summarize the story." – **Learning Efficiency (LE):** "This helped us learn the content faster." – **Diversification of Viewpoints and Comprehension (DVC):** "...allowed us to understand the reading better, giving us different perspectives."
	H1	"***It allowed us to delve into different aspects of the text efficiently (EE)***, and...and...***ensuring a comprehensive grasp of the material*** (CU)".	– **Efficient Exploration (EE):** "it allowed us to delve into different aspects of the text efficiently..." – **Comprehensive Understanding (CU):** "...ensuring a comprehensive grasp of the material."
	L2	"Umm...I think ***each role had a specific focus (RDF)***, and it made us all accountable. ***I, as the Word Wizard, had to look up words, which helped clarify meanings for the group*** **(EV),** I think."	– **Role-distinct Focus (RDF):** "Each role had a specific focus..." – **Expanding Vocabulary (EV):** "I, as the Word Wizard, had to look up words, which helped clarify meanings for the group..."

According to table 23, the **F1 student** demonstrated both **collaborative learning** and **reading comprehension** during the activity, particularly through the concepts of **Collaboration Strengthened (CS)** and **Diversification of Viewpoints and Comprehension (DVC)**. The student emphasized how group members supported each other in understanding the reading material, stating, ***"The members in our group helped each other with reading articles."*** This highlighted how collaboration within the group reinforced learning, as each member contributed to tasks like summarizing the story or looking up vocabulary. The strengthened collaboration allowed the group to work more effectively, ensuring that all members were actively involved in the learning process and supporting each other throughout the activity. Additionally, F1 highlighted how working in roles allowed the group to understand the reading from different perspectives. F1 explained, ***"One person would look up vocabulary while another would summarize the story.*** *This helped us learn the content faster (LE) and allowed us to understand the reading better, giving us different perspectives (DVC)."* This illustrated how the division of roles and collaboration among group members provided multiple viewpoints, enhancing overall comprehension of the text.

Similarly, the **H1 student** showcased **Comprehensive Understanding (CU)** by explaining how role assignments enabled the group to delve into different aspects of the text and achieve a thorough understanding. H1 said, ***"It allowed us to delve into different aspects of the text efficiently (EE) and... ensuring a comprehensive grasp of the material (CU)."*** This reflected how the group's collaborative efforts led to a deeper, more well-rounded comprehension of the material. The structured roles helped break down the text into manageable parts, ensuring that each aspect of the reading was understood comprehensively.

For L2 students' responses, it provided insight into their opinions about the role-based method of text comprehension, such as ***"Each role had a specific focus... (RDF),"*** which showed that the student values having a defined focus during the learning process that assigned responsibilities offer. Regarding expanding vocabulary, the L2 student replied, ***"I, as the Word Wizard, had to look up words, which***

helped clarify meanings for the group...(EV)". This instance implied that the student understood the importance of their contribution to raising the group's comprehension through increased vocabulary comprehension.

Table 24 Students' Attitudes Towards The Use of GFOS Model to Promote Reading Comprehension Skills (Summarizing)

Questions	Code	Student's answers	Attitude interpretation
4. How did the summarizing activities improve your ability to distill and articulate key ideas from the reading material?	L2	*"After reading, it made us realize where the core message of the story was (CMI). Then, we and the group members were able to summarize the essence in just two to three lines (CC), while still covering all the content from many lines, around ten or so (CCE)"*	– **Core Message Identification (CMI):** "After reading, it made us realize where the core message of the story was." – **Collaborative Compression (CC):** "Then, we and the group members were able to summarize the essence in just two to three lines..." – **Content Coverage Efficiency (CCE):** "...while still covering all the content from many lines, around ten or so."
	F2	"It was a challenge at first, *but summarizing made me realize the crucial elements of the text (RKE). It enhanced my summarization skills (SE)"*	– **Realization of Key Elements (RKE):** "...but summarizing made me realize the crucial elements of the text." – **Skill Enhancement (SE):** "It enhanced my summarization skills."
	H1	"*Summarizing required us to focus on the most critical aspects (FC), improving our ability to communicate the essence of the text (IC)"*	– **Focused Comprehension (FC):** "Summarizing required us to focus on the most critical aspects..." – **Improved Communication (IC):** "...improving our ability to communicate the essence of the text."

According to table 24, the **L2 student** demonstrated **collaborative learning** through the concept of **Collaborative Compression (CC)** during the activity. The student emphasized how group members worked together to summarize the essence of the text efficiently, stating, ***"Then, we and the group members were able to summarize the essence in just two to three lines (CC), while still covering all the content from many lines, around ten or so (CCE)."*** This statement reflects how collaboration enabled the group to distill the key ideas of the text, highlighting the value of teamwork in compressing large amounts of information into concise summaries.

In addition, the **H1 student** demonstrated **Focused Comprehension (FC)**, which enhanced their reading comprehension during the summarizing activity. H1 explained, ***"Summarizing required us to focus on the most critical aspects (FC), improving our ability to communicate the essence of the text (IC)."*** This illustrates how the task of summarizing encouraged the student to concentrate on the core elements of the reading material, thereby improving their comprehension and ability to convey the key points clearly.

In particular, the F2 student's response to summarizing activities provided insight into the learning experience, for example***, "...but summarizing made me realize the crucial elements of the text (RKE)".*** It indicated that the student became aware of the most essential text parts through summarizing. Furthermore, in the statement, ***"It enhanced my summarization skills (SE),"*** it claimed that the student acknowledges that the activity improved his or her ability to summarize.

Table 25 Students' Attitudes Towards the Use of GFOS Model to Promote Reading Comprehension Skills (Literal Comprehension level)

Questions	Code	Student's answers	Attitude interpretation
5. Interviewer: Can you share an example where you applied literal comprehension skills? How did your knowledge of word meanings contribute to this?	H2	"It's still the first activity where we were provided articles, and each group received the article. ***Each person has their own role in doing different tasks (RBL)***. There are discussions, word wizards, connectors, summarizers, and more involved. ***Each person's work is similar, resulting in a collaborative format where everyone can participate (RBL)***. In terms of understanding and vocabulary, ***if hypothetically someone in the group doesn't understand, there's an activity where one person becomes a word wizard, sharing discovered words with the group (VE)***. ***This helps everyone remember those words since there are not too many, usually around 5–7 words that everyone can recall. Regarding grammar, the focus is on improving ourselves in the aspect of summarizing (GSF)***.	**– Role–Based Learning (RBL):** "Each person has their own role in doing different tasks... Each person's work is similar, resulting in a collaborative format where everyone can participate." **– Vocabulary Enhancement (VE):** "If hypothetically someone in the group doesn't understand, there's an activity where one person becomes a word wizard, sharing discovered words with the group." **– Grammar and Summarization Focus (GSF):** "Regarding grammar, the focus is on improving ourselves in the aspect of summarizing... everyone is involved in summarizing, they also contribute to enhancing the quality of summarization."

Table 25 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
		While everyone is involved in summarizing, they also contribute to enhancing the quality of summarization. ***Everyone participates in improving summarization (GSF)***, ***making it more appealing and interesting (CI)***. This is a collective effort where each person has a role in the overall task."	**– Collaborative Improvement (CI):** "Everyone participates in improving summarization, making it more appealing and interesting."
	F1	"Well...Ahh.., during the literal level tasks, we often had to define unfamiliar words, which improved our vocabulary ***and I paid attention to specific details in the text (RES)***. ***Knowing the meanings of words and understanding grammar ensured I could reproduce the facts correctly (WMGC)***"	**– Read with an Emphasis on Specifics (RES):** "...and I paid attention to specific details in the text." **– Word Meaning and Grammar Comprehension (WMGC):** "Knowing the meanings of words and understanding grammar ensured I could reproduce the facts correctly."

Table 25 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
	L2	"I think I focused on the facts presented in the text. ***Understanding word meanings (VU)*** and grammatical clues helped me restate information accurately ***and understanding grammatical clues, like subject and verb, helped us dissect sentences for better comprehension (GA)***".	– **Vocabulary Understanding (VU):** "Understanding word meanings..." – **Grammatical Analysis (GA)**: "...and grammatical clues, like subject and verb, helped us dissect sentences for better comprehension."

According to Table 25, the **H2 student** demonstrated **collaborative learning** during the activity through the concept of **Collaborative Improvement (CI)**. The student explained how the group worked together by discussing unfamiliar words and sharing discoveries, stating, ***"Everyone participates in improving summarization, making it more appealing and interesting (CI)."*** This statement highlights how collaboration within the group helped enhance their understanding of vocabulary and facilitated a collective improvement in comprehension, making the activity more engaging.

In addition, the **F1 student** showcased **Word Meaning and Grammar Comprehension (WMGC)** by focusing on improving their **comprehension** of specific details within the text. F1 stated, ***"Knowing the meanings of words and understanding grammar ensured I could reproduce the facts correctly (WMGC)."*** This demonstrated how the student's attention to vocabulary and grammatical structures during the activity enhanced their ability to comprehend and accurately convey the information from the text.

For L2 student's responses, it provided insight into the application of literal comprehension skills such as ***"Understanding word meanings... (VU)***". It indicated that the student values knowing the definitions of words as it contributed to the ability to restate information precisely. In terms of **grammatical analysis**, the student recognized the role of grammar in breaking down sentences, which aided in deeper understanding, ***"...and grammatical clues, like subject and verb, helped us dissect sentences for better comprehension (GA)."***

Table 26 Students' Attitudes Towards The Use of GFOS Model to Promote Reading Comprehension Skills (Interpretative Comprehension level)

Questions	Code	Student's answers	Attitude interpretation
6. How does the GFOS model contribute to the development of your interpretative comprehension skills?	F2	– "***GFOS makes interpretation easier, indeed, because it functions like a connector pulling in existing knowledge to provide different perspectives on the content (FC)***. For example, when faced with an article on politics given by the teacher, GFOS may have a role as a connector to bring in existing knowledge and make it easier to understand the various aspects of the topic." – "***Absolutely, it can be particularly useful when applied to political matters (EPU)***." – "The connector will narrate whether this event involves the injection of water into something, making us have a clearer picture of the situation. ***It helps us understand what the writer wants to convey more vividly, even if it's not explicitly mentioned in the article (VI)"***	**– Facilitative Connector:** "GFOS makes interpretation easier, indeed, because it functions like a connector pulling in existing knowledge to provide different perspectives on the content (FC)". **– Enhanced Political Understanding:** "Absolutely, it can be particularly useful when applied to political matters (EPU)". **– Vivid Interpretation:** "It helps us understand what the writer wants to convey more vividly, even if it's not explicitly mentioned in the article (VI)"

Table 26 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
	L1	"*Going beyond the surface information, it helped us identify relationships and understand the text's significance (DU).* Also, I think ahh...*GFOS made me think beyond what's explicitly stated (IT).* *Inferring information and understanding the writer's tone became more natural through discussions (TR).*"	**– Depth of Understanding (DU):** "Going beyond the surface information, it helped us identify relationships and understand the text's significance." **– Inferential Thinking (IT):** "GFOS made me think beyond what's explicitly stated." **– Tone Recognition (TR):** "Inferring information and understanding the writer's tone became more natural through discussions."
	H1	– "I think it encourages us to understand the deeper meaning of the text, *such as identifying the writer's tone, purpose, and attitude (WTP).*" – And the GFOS promoted a deeper understanding. *Analyzing the text in roles required making inferences (RBA)* and understanding the writer's tone. *It enriched my interpretative skills (SE).*"	**– Writer's Tone and Purpose (WTP):** "...such as identifying the writer's tone, purpose, and attitude." **– Role-Based Analysis (RBA)**: "Analyzing the text in roles required making inferences..." **– Skill Enrichment (SE)**: "It enriched my interpretative skills."

According to Table 26, the F2, L1, and H1 students collectively acknowledged the GFOS model as a substantial enhancer of interpretative comprehension skills in reading. Analyzing the text from the F2 student regarding the GFOS model and interpretative comprehension skills indicated the student values GFOS as a tool that actively connected new information with what they already know, aiding interpretation ***"GFOS makes interpretation easier, indeed, because it functions like a connector pulling in existing knowledge to provide different perspectives on the content (FC)."*** In terms of **enhanced political understanding,** the student recognized the model's effectiveness, particularly in the context of complex subjects like politics, suggesting that GFOS was adapted at aiding comprehension in areas that benefited from contextual knowledge such as ***" "Absolutely, it can be particularly useful when applied to political matters (EPU)."*** Also, the student appreciated the model's ability to illuminate the implied meaning within texts, demonstrating its impact on interpretative comprehension by making the underlying messages more vivid and accessible, ***"It helps us understand what the writer wants to convey more vividly, even if it's not explicitly mentioned in the article (VI)."***

In particular, the L1 student's response showed how the GFOS model aids in developing interpretative comprehension skills as a thoughtful and analytical engagement with texts, such as ***"Going beyond the surface information, it helped us identify relationships and understand the text's significance (DU)."*** It highlighted the student's ability to delve deeper into the content, moving past the literal to recognize deeper connections and meanings. As in the L1 student's response, ***"GFOS made me think beyond what's explicitly stated (IT)."*** The student appreciated how the model encourages them to consider the information provided and what was implied, showing that they engaged in inferential thinking. Furthermore, the L1 responds, ***"Inferring information and understanding the writer's tone became more natural through discussions (TR)."*** It indicated that group discussions within the GFOS framework made it easier for the student to pick up on the author's tone and subtler cues in the text.

H1 student's response illustrated an evident appreciation for the GFOS model in fostering interpretative reading skills as shown in ***"...such as identifying the writer's writer's tone, purpose, and attitude (WTP)."*** It showed the student's awareness of the importance of discerning the author's perspective and the underlying messages in the text. Besides, the H1 student reflected his/her recognition that Role–based activities within the GFOS model aided in drawing deeper connections and conclusions, as evidenced in ***"Analyzing the text in roles required making inferences...(RBA)"***. Regarding skill enrichment, ***"It enriched my interpretative skills (SE)."*** the student acknowledged that this approach contributed to developing their ability to interpret texts.

Table 27 Students' Attitudes Towards the Use of GFOS Model to Promote Reading Comprehension Skills (Critical Comprehension level)

Questions	Code	Student's answers	Attitude interpretation
7. In what ways does the GFOS model foster your critical comprehension skills?	L1	"For GFOS, they work in another group, right? ***In the collaborative work, we need to ask questions to each person assigned (CI). We need to ask questions to discuss and then evaluate together if this approach is suitable (DE). For example, a summarizer's role is to inquire how each person thinks about specific points (RSCA), and each person will share their opinions equally (DOS)***. After sharing opinions, we have the responsibility to collectively assess if those opinions align with	**– Collaborative Inquiry (CI):** "In the collaborative work, we need to ask questions to each person assigned." **– Discussion and Evaluation (DE):** "We need to ask questions to discuss and then evaluate together if this approach is suitable".

Table 27 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
		the target, ensuring that the summarizer doesn't extend the content too much. This way, it covers the goal we aim for in summarizing."	**– Role-Specific Critical Analysis (RSCA):** "For example, a summarizer's role is to inquire how each person thinks about specific points."
			– Democratic Opinion Sharing (DOS): "...and each person will share their opinions equally."
	F1	"***GFOS made me question the text more critically (CQ). Discussing with the group helped me (GDB) consider different viewpoints and evaluate the content more thoroughly (DPE)."***	**– Critical Questioning (CQ):** "GFOS made me question the text more critically..."
			– Group Discussion Benefits (GDB): "Discussing with the group helped me..."
			– Diverse Perspectives Evaluation (DPE): "...consider different viewpoints and evaluate the content more thoroughly."
	H1	"I think ***The GFOS model provided opportunities to question the content (OCA) and develop a more critical approach to our readings (CRD)***"	**– Opportunities for Critical Analysis (OCA):** "The GFOS model provided opportunities to question the content..."
			– Critical Reading Development (CRD): "...and develop a more critical approach to our readings."

According to Table 27, the **L1 student** demonstrated **collaborative learning** through the concept of **Collaborative Inquiry (CI)** during the activity. The student described how collaboration involved asking questions to promote discussion and evaluate the approach being taken. L1 stated, ***"In the collaborative work, we needed to ask questions to each person assigned (CI). We needed to ask questions to discuss and then evaluate together if this approach was suitable."*** This speech highlights how collaborative inquiry was a key part of the learning process, as group members actively engaged in questioning and evaluation to deepen their understanding and impro ve the approach to the task. This form of inquiry helped strengthen the collective learning outcomes during the activity.

The F1 student's response to the GFOS model's impact on critical comprehension skills revealed a reflective and analytical mindset. The student's statement, ***"GFOS made me question the text more critically... (CQ),"*** suggested that the model has fostered a deeper level of inquiry and scrutiny of the material. The student also acknowledged the value of collaborative discussions in the learning process, as seen in ***"Discussing with the group helped me... (GDB)." Furthermore***, the student's consideration of **diverse perspectives in evaluation** indicated that exposure to a range of viewpoints led to a more comprehensive and critical evaluation of the text, ***"...consider different viewpoints and evaluate the content more thoroughly (DPE)."***

The H1 student's response to the GFOS model's influence on critical comprehension skills revealed a constructive view. The student's statement, ***"The GFOS model provided opportunities to question the content... (OCA),"*** highlights the model's encouragement of a questioning mindset, which was crucial for critical analysis. Moreover, the student's recognition of how the GFOS model aided in cultivating a more scrutinizing and evaluative reading strategy ***"...and develop a more critical approach to our readings (CRD)"*** further underscores the model's positive influence.

Table 28 Students' Attitudes Towards the Use of GFOS Model to Promote Reading Comprehension Skills (Creative level)

Questions	Code	Student's answers	Attitude interpretation
8. How does the GFOS model promote creative comprehension, allowing you to express unique perspectives or create connections beyond the text?	L2	"GFOS, the model, can make connections because ***some articles I've read are related to our surroundings or something we already know (CF).*** It can explain and elaborate by connecting to the topic ***without going beyond the content of the article (CI)."***	**– Connection to Familiarity (CF):** "Some articles I've read are related to our surroundings or something we already know." **– Contextual Elaboration (CE):** "It can explain and elaborate by connecting to the topic..." **– Content Integrity (CI):** "...without going beyond the content of the article."
	F2	"***The creative aspect allowed me to express my thoughts openly (FE)***. Making connections beyond the text, as a Connector, ***brought a creative aspect to our discussions, I think so (EDC)***"	**– Freedom of Expression (FE):** "The creative aspect allowed me to express my thoughts openly..." **– Enhanced Discussion Creativity (EDC)**: "...brought a creative aspect to our discussions, I think so."
	H2	"***Expressing unique perspectives was encouraged (EU)***. ***The creative level prompted us to think beyond the obvious, fostering a more imaginative approach to***	**– Encouragement of Uniqueness (EU):** "Expressing unique perspectives was encouraged..."

Table 28 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
		understanding the text (IT) and I think the ***open-ended questions at the creative level prompted us to think beyond the presented material, encouraging creativity (OEI)***.	**- Imaginative Thinking (IT):** "The creative level prompted us to think beyond the obvious, fostering a more imaginative approach to understanding the text..." **- Open-Ended Inquiry (OEI):** "...open-ended questions at the creative level prompted us to think beyond the presented material, encouraging creativity"

According to Table 28, the F2, L1, and H2 students expressed a solid and shared appreciation for the GFOS model in enhancing creative comprehension. The L2 student's response gave insight into how the GFOS model enhanced creative comprehension, as shown in ***"Some articles I've read are related to our surroundings or something we already know (CF),"*** which implied that the GFOS model helped the student make connections between the text and familiar concepts or experiences, an essential aspect of creative comprehension. As in the statement, ***"It can explain and elaborate by connecting to the topic... (CE)",*** the student valued the model's ability to delve deeper into the topic, suggesting that it aided in expanding their understanding in a meaningful way. Also, such as ***"...without going beyond the content of the article (CI)."*** it implied that while the GFOS model encouraged elaboration and connection-making, it also focused on the text itself, ensuring that the creative comprehension was grounded in the original material.

The F2 student's response indicated a positive attitude towards the creative components of the GFOS model, as evidenced in ***their statement, "The creative aspect allowed me to express my thoughts openly... (FE)".*** This suggested that the student valued the opportunity to share personal insights without restraint. Moreover, the student's belief in their role in enhancing the creative quality of group discussions was evident in their statement, ***"...brought a creative aspect to our discussions, I think so (EDC)."***

The H2 student's response revealed an explicit endorsement of the GFOS model's ability to enhance creative comprehension, such as ***"Expressing unique perspectives was encouraged... (EU)".*** That statement showed the student feels the GFOS model supports expressing individual ideas. Moreover, in terms of imaginative thinking, as shown in ***"The creative level prompted us to think beyond the obvious, fostering a more imaginative approach to understanding the text... (IT)",*** it implied that the model stimulates students to explore beyond literal meanings, nurturing creativity in comprehension. Furthermore, the response of the H2 student, such as ***"...open-ended questions at the creative level prompted us to think beyond the presented material, encouraging creativity (OEI)",*** implied that the student appreciated how the model's design, with open-ended questions, pushes them towards a more inventive engagement with the text.

Table 29 Students' Attitudes Towards the Use of GFOS Model to Promote Reading Comprehension Skills (Impact on Overall Comprehension Abilities)

Questions	Code	Student's answers	Attitude interpretation
9. From your perspective, how has the GFOS model impacted your overall reading comprehension abilities at different levels?	H2	– "*I think it promotes teamwork because activities like GFOS involve group work (CT)*, which is already good and fosters collaboration. However, now *it adds additional responsibilities for each person in the group (CT)*. It's like saying, 'You have to do this task.' *This duty implies that we will be helping each other significantly (DSR).* When we collaborate, it enhances the overall activity." – They call it having. – "They refer to it as having a more structured and planned framework, which has escalated to a remarkable extent. *This situation is where GFOS plays a role in assisting with reading comprehension, contributing to a better understanding (IU)"*	– **Collaboration and Teamwork (CT):** "I think it promotes teamwork because activities like GFOS involve group work...it adds additional responsibilities for each person in the group." – **Duty of Support and Responsibility (DSR):** "This duty implies that we will be helping each other significantly." – **Improved Understanding (IU):** "This situation is where GFOS plays a role in assisting with reading comprehension, contributing to a better understanding."

Table 29 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
		– "Reading alone is good, but having multiple people is even better. When different minds come together, it generates diverse thoughts that can be shared among each other."	
	F2	"I think..Umm..I think ***the GFOS model has positively impacted my comprehension across levels (CE)***. ***It provided a structured approach (SLA),*** enhancing my understanding of texts and fostering critical thinking."	**– Comprehension Enhancement (CE)**: "The GFOS model has positively impacted my comprehension across levels." **– Structured Learning Appreciation (SLA):** "It provided a structured approach..."
	L2	"***GFOS has improved my basic comprehension (BCI)***, and through discussions, I've gained a deeper understanding, ***especially in areas where I initially struggled (OIC)."***	**– Basic Comprehension Improvement (BCI):** "GFOS has improved my basic comprehension..." **– Overcoming Initial Challenges (OIC):** "...especially in areas where I initially struggled."

By analyzing the students' statements in Table 29, the **H2 student** demonstrated **collaborative learning** through the concept of **Collaboration and Teamwork (CT)** during the activity. The student explained how the GFOS model fostered group work by assigning responsibilities to each group member, stating, ***"I think it promotes teamwork because activities like GFOS involve group work...it adds***

additional responsibilities for each person in the group. (CT)" This highlighted how the collaborative process, driven by shared responsibilities, allowed group members to support one another, ultimately strengthening their teamwork and learning outcomes.

The **F2 student** showcased **Reading Comprehension** through the concept of **Comprehension Enhancement (CE)**. F2 reflected on how the GFOS model improved their comprehension, stating, ***"The GFOS model has positively impacted my comprehension across levels (CE)."*** This illustrated how the structured activities helped the student better understand reading material at various levels, improving their overall comprehension skills.

Similarly, the **L2 student** emphasized **Basic Comprehension Improvement (BCI)**, explaining how the GFOS model helped enhance their fundamental understanding of texts. L2 mentioned, ***"GFOS has improved my basic comprehension...(BCI)"*** This statement indicated that the model effectively supported the student's development of essential reading comprehension skills, particularly in areas where they initially struggled.

Table 30 Students' Attitudes Towards the Use of GFOS Model to Promote Reading Comprehension Skills (Challenges and Adjustments)

Questions	Code	Student's answers	Attitude interpretation
10. Finally, have you encountered any challenges in implementing the GFOS model, and how have you addressed or adjusted your approach to overcome these challenges?	F1	"From my observation in our group since working on GFOS, there seems to be a challenge. ***In our diverse group, friends may have different backgrounds or knowledge levels (DBC)***, especially when it comes to the texts. Some might not be familiar with certain vocabulary or topics being discussed. In such cases, ***we need connectors, particularly discussion directors, to help engage and pull our friends' interest back to the text (EC).***"	**F1 Student:** **– Diverse Background Challenges (DBC):** "In our diverse group, friends may have different backgrounds or knowledge levels..." **– Engagement through Connectors (EC):** "...we need connectors, particularly discussion directors, to help engage and pull our friends' interest back to the text." **– Role Rotation Challenges (RRC):** "...after studying for about 3 sessions, there is a rotation of roles... leads to certain roles being swapped around unexpectedly." **– Suitability and Skill Mismatch (SSM):** "...some people not being suitable for certain roles."
	F2	"The challenge we've encountered is that ***after studying for about 3 sessions, there is a rotation of roles (RRC)***. In the first round, there's collective thinking about which person is suitable for each role. However, when roles are swapped, it ***leads to certain roles (RRC)*** being swapped around unexpectedly. This results in ***some people not being suitable for certain roles (SSM)***. For example, some may not be suitable for summarizing,	

Table 30 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
		" and it makes the summarization process unique. To address this, ***friends who have previously performed certain roles are supportive in helping each other (PSRC)***."..... "But I still want them to be the main summarizer, and perhaps ***have friends who have experience summarizing help in reorganizing the article with new sentences (CSE)."***	**– Peer Support for Role Competency (PSRC):** "Friends who have previously performed certain roles are supportive in helping each other." **– Collaborative Skill Enhancement (CSE):** "...have friends who have experience summarizing help in reorganizing the article with new sentences."
	L1	"Understanding complex texts was challenging, ***but we utilized support from group members (GSU) and discussed difficult parts together (CDS)."***	**– Group Support Utilization (GSU):** "...but we utilized support from group members..." **– Collective Discussion Strategy (CDS):** "...and discussed difficult parts together."
	H1	– "Umm...***initially, coordinating within the group was a challenge*** (GCC), ***but we improved through regular communication (ITC) and clarifying roles (RC)*** and sometimes	**– Group Coordination Challenge (GCC):** "Initially, coordinating within the group was a challenge..."

Table 30 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
		we addressed it by being patient, providing support, and ensuring everyone felt comfortable participating."	– **Improvement Through Communication (ITC):** "...but we improved through regular communication..." – **Role Clarification (RC):** "...and clarifying roles..."

According to Table 30, the **F2 student** demonstrated **collaborative learning** through the concept of **Collaborative Skill Enhancement (CSE)** during the activity. The student described how collaboration helped improve their summarizing abilities by relying on peers with more experience. F2 stated, ***"...I still want them to be the main summarizer, and perhaps have friends who have experience summarizing help in reorganizing the article with new sentences. (CSE)"*** This illustrates how the student benefited from the expertise of others in the group, allowing for a more effective summarization process through collaborative efforts. This support from experienced peers helped reorganize and refine the content, improving the overall learning outcome.

The F1 students' response highlighted the challenge of accommodating diverse levels of background knowledge within the group: ***"In our diverse group, friends may have different backgrounds or knowledge levels... (DBC)."*** The statement ***"...we need connectors, particularly discussion directors, to help engage and pull our friends' interest back to the text (EC)."*** indicated the strategy of using specific roles to maintain group engagement and manage the diversity in knowledge levels.

The student's response pointed to the difficulties encountered with role rotation and finding the appropriate fit for each member's abilities, such as ***"After studying for about 3 sessions, there is a rotation of roles... leads to certain roles being swapped around unexpectedly (RRC)."*** Moreover, the statement ***"...some people not being suitable for certain roles (SSM)."*** identified a mismatch between the members' skills and the roles they were assigned to during rotation. Furthermore, the F2 student discussed how peer support was used to overcome the challenges of role suitability, ***"Friends who have previously performed certain roles are supportive in helping each other (PSRC)."*** In terms of collaborative skill enhancement, as shown in a statement ***"...have friends who have experience summarizing help in reorganizing the article with new sentences (CSE)."*** it suggested an approach where experienced members assist others to improve the group's overall skill set.

L1's response reflected experience with challenges in implementing the GFOS model, stating, ***"...but we utilized support from group members... (GSU). "This*** indicated that they relied on the collaborative aspect of the GFOS model for assistance. The student's response also suggested that they and their peers actively engaged in joint discussions to address and overcome these challenges, stating, ***"...and discussed difficult parts together (CDS)."*** This highlights the group's collective problem-solving approach.

The H1 student's response suggested a constructive approach to the challenges faced with the GFOS model, such as ***"Initially, coordinating within the group was a challenge... (GCC)"***. It indicated that initially, the student needed help to synchronize and work effectively within the group. Also, as shown in the statement ***"...but we improved through regular communication... (ITC)"***, it suggested that consistent interaction among group members was vital to overcoming initial coordination issues. Furthermore, from the statement ***"...and clarifying roles... (RC)"***, it implied that understanding each member's responsibilities within the group was crucial for better cooperation.

Table 31 Students' Attitudes Towards the Use of GFOS Model to Promote Reading Comprehension Skills (Challenges and Adjustments)

Questions	Code	Student's answers	Attitude interpretation
11. What improvements do you suggest for the GFOS model?	H1	"It's grouping." "***It makes communication easier (EC).***" ... "Ah, it helps because ***each friend has their own role and focuses more on their assigned tasks (PVSR).*** However, if someone has questions, we assist each other."	**– Effective Communication (EC):** "It makes communication easier." **– Positive Value on Structured Roles (PVSR):** "...each friend has their own role and focuses more on their assigned tasks." **– Need for Improved Group Dynamics (NIGD):** "...Grouping aspect" **– Critical Role of Connectors (CRC):** "...crucial..." **– Recommendation for Seamless Cooperation (RSC):** "...seamless cooperation..."
	L1	"For me, I'd like to suggest an improvement in the ***Grouping aspect (NIGD)***. When working together with people who are not familiar with each other, it seems like they may not be comfortable enough to communicate or seek advice. For example, being a connector is ***crucial (CRC)***, and if someone is not connecting, it can affect the collaboration. I recommend refining this part as working as a group requires ***seamless cooperation (RSC)*** in all aspects, and adjustments should be made in this regard."	

Table 31 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
	F2	"Um... I think if we ***wear tags or hats to show our roles (RIM)***, it will ***help us remember who has what role during the reading activity (EI)***. ***Sometimes we forget our friends' roles, and then we waste time asking many times (TM).***"	**– Role Identification Method (RIM):** The suggestion to "...wear tags or hats to show our roles..." **– Efficiency Improvement (EI):** "...help us remember who has what role during the reading activity." **– Time Management (TM):** "Sometimes we forget our friends' roles, and then we waste time asking many times."

According to Table 31, the F2, L1, and H1 students collectively recognized the importance of clear roles and communication within the GFOS model to optimize collaborative learning. The H1 student's comment, '***It makes communication easier (EC),'*** was a clear recognition of the GFOS model's role in facilitating better interaction among group members, a key aspect of successful collaboration. The student's response, '***each friend has their own role and focuses more on their assigned tasks (PVSR),'*** indicated an appreciation for the structure that roles brought to the collaborative process, allowing each member to concentrate on responsibilities.

For L1 students, it implied there was room for improvement to enhance comfort levels and communication, especially among those unfamiliar with one another. This highlighted a sensitivity to social dynamics within the group and the importance of a comfortable environment for effective collaboration, "***Grouping aspect (NIGD)***." In addition, the L1 response emphasized the role of the connector being ***"crucial (CRC),"***

which indicated an understanding of the need for individuals who effectively linked different parts of the group and ideas. It pointed to an awareness that the absence of effective connectors hindered group function; moreover, it recommended refining group dynamics to ensure such as ***"seamless cooperation (RSC),"*** suggesting an ideal scenario where all members collaborated without obstacles. It reflected a desire for a more cohesive and integrated group work experience.

Moreover, the F2 student's feedback offered practical solutions for enhancing the GFOS model. The response clearly indicated the student's desire for visual cues to avoid role confusion, such as ***'...wear tags or hats to show our roles...(RIM)'*** This practical approach to role identification aimed at improving efficiency by ***'...help us remember who has what role during the reading activity (EI).***' The student also identified a challenge, ***'Sometimes we forget our friends' roles, and then we waste time asking many times (TM),'*** indicating a need to streamline the process and minimize interruptions during learning sessions.

Table 32 Students' Attitudes Towards the Use of GFOS Model to Promote Reading Comprehension Skills (Challenges and Adjustments)

Questions	Code	Student's answers	Attitude interpretation
12. Whether using texts related to Thai context helps us to better understand or not?	L2	I think it does help because ***reading texts about the context of Thailand has shown me that Thailand has more to offer than I thought (CE)***. ***It includes stories about things around me that I already knew to some extent (PR)***. ***When I read these texts, it's like I gain additional knowledge (KE)***, which also enhances my own understanding." For example, the matter of drawing or designing satirical media about the government's actions during COVID-19 has made me aware of artists who have created works that I was previously unaware of. By reading and understanding the texts, I can analyze the stories and come up with conclusions.	**– Contextual Engagement (CE):** "Reading texts about the context of Thailand has shown me that Thailand has more to offer than I thought." **– Personal Relevance (PR):** "It includes stories about things around me that I already knew to some extent." **– Knowledge Enhancement (KE):** "When I read these texts, it's like I gain additional knowledge..."

Table 32 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
	H1	***Using texts related to the Thai context helps a lot in understanding because they are about familiar things (CF)*** and are topics I might have come across before in Thai. Having some basic knowledge in Thai means that when I read these texts, I can easily connect and understand the story better than something completely new to me. It also feels familiar... I understand it much more easily because it reminds me of something I've read or encountered before, ***which helps me to recall past experiences and thus makes reading and understanding much easier (MRCE)***.	– **Contextual Familiarity (CF):** "Using texts related to the Thai context helps a lot in understanding because they are about familiar things..." – **Memory Recall and Comprehension Enhancement (MRCE)**: "...which helps me to recall past experiences and thus makes reading and understanding much easier."
	H2	Yes, it helps because using texts to ahh...read about the Thai context is something that is ***close to us (CP)***, and we already have some information, which makes it easier to understand the texts. It's straightforward, but if we were to use this in practice, we might be able to use everything. However, we may need to use vocabulary that is a bit more	– **Contextual Proximity (CP):** "...close to us..."

Table 32 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
		formal, but if it's casual vocabulary, then we should be able use it and understand it much more easily.	
	F1	– *I think using texts that are about the context of Thailand helps us understand more because we are already in the Thai social environment (UCC)*. When we read texts about the Thai context, it allows us to get into the story more as we can understand immediately. We will comprehend various terms that, for instance, a foreigner might not understand, such as loanwords or specific terms that are unique to the Thai language. – As real Thais living in Thai society, we understand texts related to Thailand better. *This makes us understand more when compared to reading texts about foreign contexts or general topics that are universal (CUC)*. We will have a greater understanding of things related to Thailand because they are around us.	– **Understanding the Cultural Context (UCC):** "I think using texts that are about the context of Thailand helps us understand more because we are already in the Thai social environment." – **Contextual Understanding in Comparison (CUC):** "This makes us understand more when compared to reading texts about foreign contexts or general topics that are universal."

Table 32 (Cont.)

Questions	Code	Student's answers	Attitude interpretation
	L1	*Using texts about the context of Thailand helps us to better understand the content of the text. We will understand the context and the purpose of the text (CUE)* – what it is trying to communicate – *because we already have a fundamental understanding of the context of Thailand (ICK)*.	**– Contextual Understanding Enhancement (CUE):** "Using texts about the context of Thailand helps us to better understand the content of the text." **– Inherent Contextual Knowledge (ICK):** "...because we already have a fundamental understanding of the context of Thailand."

Table 32 shows that the **H1 student** demonstrated **reading comprehension** during the activity through the concept of **Memory Recall and Comprehension Enhancement (MRCE)**. The student explained how texts related to familiar contexts, particularly Thai contexts, helped them understand the material better by recalling past experiences. H1 stated, ***"...which helps me to recall past experiences and thus makes reading and understanding much easier. (MRCE)"*** This demonstrated how connecting new reading material to prior knowledge allowed the student to enhance their comprehension, making the reading process smoother and more efficient by drawing on memory recall.

The response from the L2 student regarding the use of contextually relevant texts offered insights into the perception of how such materials aided her understanding and revealed that texts relating to the student's cultural context engaged them more deeply and broaden perspective, ***"Reading texts about the context of Thailand has shown me that Thailand has more to offer than I thought (CE)."***

The statement ***"It includes stories about things around me that I already knew to some extent (PR)"*** implied that the student appreciated texts that connect with existing knowledge and surroundings, facilitating a deeper personal connection to the content. As the statement ***"When I read these texts, it's like I gain additional knowledge... (KE)"***, the L2 student recognized the educational value of contextually relevant materials in enhancing their knowledge base.

The H2 student's response indicated that while contextual familiarity with literature linked to the Thai language improves understanding, language and vocabulary application in real-world contexts was also considered ***"close to us" (CP)."*** The texts concerning Thai contexts were ***"close to us (CP)"*** implying that being near the content geographically and culturally enhanced understanding.

The analysis of the F2 students' answers illustrated his/her perception of the benefits of utilizing learning materials that applied to their cultural and contextual backgrounds, such as ***"I think using texts that are about the context of Thailand helps us understand more because we are already in the Thai social environment (UCC)."*** According to the statement, ***"This makes us understand more when compared to reading texts about foreign contexts or general topics that are universal (CUC)."*** the student believed the grasp of the subject matter heightened through contextual understanding, as opposed to reading texts covering foreign or general topics. It enabled a connection with material directly related to her surroundings and experiences.

From the L1 student's response, it was clear that he/she perceives a significant benefit from using texts related to the Thai context in understanding content, as evident in ***"Using texts about the context of Thailand helps us to better understand the content of the text (CUE)."*** Furthermore, as the L1 student mentioned, ***"...because we already have a fundamental understanding of the context of Thailand (ICK),"*** implied that his/her inherent knowledge of cultural context forms a foundation for understanding texts related to that context.

Summary of The Students' Attitude of The GFOS Model

In investigating the effectiveness of the GFOS (Grouping, Foreseeing, Obtaining, Summarizing) model in promoting students' reading comprehension skills, this analysis presents a synthesis of the attitudes and insights gleaned from student interviews.

The result outlines students' attitudes towards the GFOS model, collected through interviews focusing on various aspects of the model and its implementation. The information is presented into four parts: 4.3.1) GFOS steps, 4.3.2) Comprehension level, 4.3.3) Suggestions for improvement, and 4.3.4) Texts related to Thai context.

1. GFOS Steps

1.1 Grouping: Students generally had positive attitudes towards the grouping with varying English proficiency levels. One student appreciated the mixed-ability dynamics, noting that it led to balanced outcomes and a supportive learning environment. This reflects a recognition of the benefits of collaborative learning, where the pressure of individual performance is alleviated, and collective success is valued over individual competition.

1.2 Foreseeing: In the foreseeing step, activities were designed to activate students' prior knowledge, making connections with their experiences to enhance comprehension. One student highlighted how these activities served as a bridge between previous knowledge and new information, suggesting that this process significantly enhances the depth and clarity of comprehension. This approach aligns with constructivist learning theory, which posits that learners construct new knowledge by building upon their existing knowledge.

1.3 Obtaining: The obtaining phase involved working in roles to facilitate a better understanding of the text. Students found role specialization and collaboration to improve learning efficiency and comprehension. By assigning specific tasks, such as vocabulary lookup or summarization, the group could cover more ground efficiently and gain diverse perspectives on the material.

1.4 Summarizing: Summarizing activities were seen as beneficial for identifying the core message of a story and distilling it into a concise format. Students appreciated the collaborative efforts in summarizing, which allowed them to cover a broad range of content succinctly and effectively.

2. Comprehension Level

In comprehension level result, the researcher studied and adapted from Smith and Reid (1981, cited in Sari, 2015) to classify comprehension abilities as literal, interpretative, critical, and creative. The discussions of comprehension level are as follows:

2.1 Literal: Regarding literal comprehension, the role-based collaborative learning environment was highlighted for its effectiveness in reinforcing vocabulary and improving grammar and summarization skills. The "word wizard" role, in particular, was seen as a key method for enhancing vocabulary comprehension.

2.2 Interpretative: For interpretative comprehension, students valued the GFOS model for its ability to integrate existing knowledge and provide different perspectives, especially in complex subjects like politics. The model was seen as facilitating a deeper understanding by making the underlying messages in texts more vivid and accessible.

2.3 Critical: Critical comprehension skills were fostered through collaborative inquiry and discussion, promoting a reflective and evaluative learning process. The GFOS model supported structured role-specific analyses and shared responsibility in aligning collective understanding with learning objectives.

2.4 Creative: Creative comprehension was enhanced by connecting texts to students' own knowledge and experiences, allowing for personal and relevant elaboration on the content. This process enriched understanding without straying from the text's original intent.

Overall, students found the GFOS model to promote teamwork, collaboration, and a structured and planned framework that contributed to a better understanding. Challenges included managing diverse backgrounds and knowledge levels and adapting to role rotation. Strategies for addressing these challenges involved using specific roles to maintain engagement and leveraging peer support to ensure role suitability.

3. Suggestions for Improvement

The recommendations for betterment centered on reinforcing group dynamics and communication with emphasis on those not acquainted, to ensure efficient collaboration. The necessity of defining clear roles along with successful communication was highlighted,

alongside suggestions regarding activities promoting team bonding as well as exercises fostering openness in communication amongst the members unfamiliar to one another.

Based on students' feedback, the GFOS model seems to present an all-encompassing approach for improving reading comprehension via structured collaborative learning, role-playing exercises, and prioritizing a fusion of prior knowledge with novel information. The optimistic sentiments expressed towards this framework, along with its observed shortcomings, suggest that it has tremendous potential in enhancing group-based education.

4. Texts Related to Thai Contexts

The students generally express that texts related to the Thai context significantly improve their understanding. They feel that the familiarity with their own culture and societal nuances enriches their comprehension of the content. This familiarity allows them to grasp the context, vocabulary, and underlying messages of the texts more intuitively. They appreciate that this approach makes learning more immediate and relevant, as it ties in with their pre-existing knowledge and lived experiences. Students recognize the advantage they have when engaging with material steeped in their own cultural context as opposed to foreign or universal content, indicating a belief that learning is more effective when it is relatable and grounded in familiar experiences.

In conclusion, students highly esteem the GFOS model, which consists of Grouping, Foreseeing, Obtaining and Summarizing stages. They agree that this method facilitates collaborative learning by accommodating diverse proficiency levels while activating prior knowledge, to sum up important messages succinctly through role-based tasks for a more efficient comprehension process from various perspectives. The structured teamwork with literal, interpretative critical and creative forms promotes an excellent framework for developing reading skills as students navigate challenges relating to cultural diversity or adaptation based on their roles using relevant Thai-centered texts that align with educationally-proven strategies, connecting new information to old ones enhances significant grasping of content within group sessions. Constructive feedback from participants affirms its effectiveness; hence clearer communication channels are needed among members who may not know each other well enough-but overall provide optimism towards enhancing

collaboration dynamics leading to improved outcomes when utilizing the GFOS approach in educational settings across different disciplines where enhanced understanding is desirable between learners working together aiming for greater success rates over challenging materials they encounter daily throughout schools nationwide globally alike.

In Chapter V, the study concludes on the use of the GFOS (Grouping, Foreseeing, Obtaining, Summarizing) Model in promoting EFL students' reading comprehension skills across literal, interpretative, critical, and creative levels after the GFOS intervention in line with the objectives of the research. The chapter also presents the discussion of the study, recommendations for implication and further study, as well as its limitations.

CHAPTER V

CONCLUSIONS

This final chapter presents the conclusion of the study and the discussion of the findings of the study entitled "From Globalization to Localization: Promoting EFL Students' Reading Comprehension Skills Using GFOS Model based on Collaborative Learning Approach". The study's findings were subsequently summarized and presented the discussion of the study, recommendations for implication and further study, as well as its limitations.

Conclusion of The Study

The aims of this study were to investigate the effects of using the GFOS Model to promote students' reading comprehension skills, and to investigate the attitudes of EFL students toward using GFOS Model in promoting reading comprehension skills. The research group constituted 24 English major undergraduate learners, who were in their second year studying at KPRU's Faculty of Education. These individuals took part in a Reading and Summarizing course during the second term of academic year 2023.

1. To Investigate the Effects of Using The GFOS Model to Promote EFL Students' Reading Comprehension Skills

The results were displayed in the subsequent sections.

The outcomes of the Reading Achievement Test.

According to the Reading Achievement Test, there was a significant rise in students' scores from pretest assessment to posttest. On average, students achieved 23.38 on the posttest compared to just 15.75 on the pretest–showcasing considerable improvement in reading comprehension skills overall. The results were statistically evaluated using a T–test and proved that this increase ($P<.05$) was noteworthy because it showed how much higher students performed during their posttest than the pretest.

The assessment of the pretest mean scores of students' comprehension skills in distinct criteria exhibited differing levels. At the Literal level, a satisfactory score was attained with an average mark of 4.17; likewise at Interpretative stage, it also earned acceptable ratings with a mean score of 4.13. However, the Critical level obtained

substandard grades suggesting low understanding (3.88), while Creative level recorded lowest average marks which placed it under low proficiency group scoring only 2.79 on average test results. After analyzing the mean scores of students' posttest, significant advancements were noticed in comprehension abilities at all levels. The Literal level reached a considerable rise with an average score of 7.25, indicating marked gain in literal understanding skills. Similarly, Interpretative comprehension also displayed superior performance with an average level of 6.79, reflecting improved interpretation and analysis abilities among students. Critical comprehension skill also achieved a high rating by attaining an overall mean score of 6.42 that shows noteworthy progress from before. As for Creative comprehension ability–while it has shown growth as well–still rests relatively lower when compared to other competencies on this list due its lowest–average–score–of–all: just hitting 4.25. Regardless though, these findings emphasize how the instructional approach or intervention effectively fosters reading comprehension amongst students according to multiple criteria evaluated throughout analyses process.

2. To Investigate the Attitudes of EFL Students toward Using GFOS Model in Promoting Reading Comprehension Skills

The Results of The Semi–structured Interview are as follows:

The semi–structured interview produced the following conclusions.

2.1 G = (Grouping): The GFOS model's Grouping aspect received positive feedback from students who expressed favorable attitudes towards it for enhancing reading comprehension skills. Regardless of their proficiency levels, the majority of students acknowledged that group work had a valuable and dynamic effect on facilitating productive discussions about the text. This was evident in terms such as "effective," "beneficial," and "dynamic" which underscored how diverse grouping strategies were pivotal to promoting holistic learning experiences. Consequently, student responses revealed an overwhelmingly affirmative perception of collaboration fostered by effective grouping practice; one that widened perspectives and enhanced overall mastery over subject matter concepts through collaborative discourse during class activities related to reading material.

2.2 F = (Foreseeing): The positive attitudes of students towards the Foreseeing step have been highlighted, indicating its effectiveness. This stage is credited for reducing

anxiety while promoting curiosity and connection with prior knowledge through warm-up activities that enhance text approachability. The preparatory phase of Foreseeing has been recognized as an essential factor in stimulating student engagement and comprehension skills when dealing with upcoming reading materials, making it a valuable tool for learners.

2.3 O = (Obtaining): During the Obtaining step, students displayed positivity towards working in assigned roles. They emphasized numerous advantages of this role-based strategy including breaking down complex text with ease and ensuring active participation from everyone. Additionally, it adds structure to discussions while also offering unique perspectives efficiently exploring various aspects-all while maintaining an organized process approach overall. This collaborative method is highly valued for its ability to aid focused exploration by contributing a comprehensive understanding of main ideas present within the text at hand.

2.4 S = (Summarizing): The Summarizing step was found to be well-received by students who recognize its effectiveness in improving comprehension. Activities that involve summarization are considered valuable for enhancing their ability to articulate main ideas and focus on critical aspects, while also providing essential practice in condensing information. Overall, the Summarizing step is viewed as a skill-building exercise crucial for developing students' abilities to distill and express key concepts from reading materials.

Discussion of The Study

The study's discussion can be outlined as follows, with respect to its research objectives: to investigate the effects of using the GFOS Model to promote EFL students' reading comprehension skills, and to investigate the attitudes of EFL students toward using GFOS model in promoting reading comprehension skills.

1. To Investigate the Effects of Using the GFOS Model to Promote EFL Students' Reading Comprehension Skills

The discussion of the study investigates the effects of using the GFOS model to promote EFL students' reading comprehension Skills, focusing on various aspects such as collaborative learning, structured instruction, and personal engagement. By incorporating a systematic approach through the steps of Grouping, Foreseeing, Obtaining, and

Summarizing, the GFOS model aligns with educational theories that emphasize the importance of cooperative learning and explicit instruction. This section categorizes the discussion into several key themes, including the improvement in reading comprehension skills, the role of social interaction in learning, the focus on multiple comprehension skills, and the support for critical and creative thinking. Each theme is supported by relevant research, demonstrating how the GFOS model effectively promotes deeper understanding, motivation, and engagement among EFL students.

1.1 Improvement in Reading Comprehension Skills

The results of the study revealed significant improvements in students' reading comprehension skills, as reflected by the increase in posttest scores from an average of 15.75 in the pretest to 23.38 in the posttest. This improvement was observed across various levels of comprehension, including literal, interpretative, critical, and creative skills. Notably, the results showed marked progress in literal comprehension, with the average score rising from 4.17 to 7.25, and in critical comprehension, which increased from 3.88 to 6.42. Although creative comprehension scored the lowest, it still showed a noticeable improvement, increasing from 2.79 to 4.25. The T-test confirmed the statistical significance of these improvements ($P < .05$), indicating that the changes were not due to chance.

Additionally, the improvement in students' reading comprehension **can be attributed** to the design of the teaching and learning processes that **utilized** the GFOS model, which **integrates** collaborative learning, particularly through Literature Circles. These circles **assigned** specific roles to students, allowing them to implement the GFOS steps collaboratively and effectively. Moreover, the materials used in this study **may have influenced** the students' scores for each unit, as the reading materials **were** closely related to the students' familiar context. This contextual familiarity **may have also contributed** significantly to the improvement in students' reading comprehension.

This **aligns** with research by Rastle, et al. (2021) and Dugasa, et al. (2022), which **emphasize** that systematic and explicit reading instruction significantly **enhances** students' comprehension across various cognitive levels, further validating the GFOS model's effectiveness in promoting these skills.

In conclusion, the study's results revealed a significant improvement in students' reading comprehension skills, as evidenced by the notable increase in posttest scores across various levels of comprehension, including literal, interpretative, critical, and creative skills. The greatest progress was observed in literal and critical comprehension, while even the lowest-scoring area, creative comprehension, showed meaningful growth. The statistical significance confirmed by the T-test indicates that these improvements were not due to chance. The enhancement in comprehension can be attributed to the GFOS model's structured approach, which integrates collaborative learning through Literature Circles, where students assume specific roles and work together effectively. Additionally, the use of reading materials familiar to the students' context likely contributed to their improved performance.

1.2 Collaborative Learning and Social Interaction

The results of the study revealed that a core strength of the GFOS model is its ability to promote collaborative learning, which significantly enhanced students' reading comprehension skills. The model fosters group interactions where students actively participate in discussions, exchanging diverse perspectives that deepen their understanding of texts. Collaborative learning and social interaction are attributed to the teaching processes within the GFOS, particularly through role-based activities in Literature Circles. These activities provided students with opportunities to communicate effectively with one another, helping them achieve their objectives in reading tasks. Additionally, the active reading tasks within the Literature Circles encouraged students to collaborate with each other. For example, in the reading activities, students were assigned various roles, such as the Discussion Director, who guided the group's discussion on the article and ensured that each member participated. The Word Wizard took note of unfamiliar words and provided their definitions, aiding the group's understanding. The Connector related the reading to real-life experiences, offering valuable insights, while the Summarizer created and shared a concise summary of the text. These role-based activities fostered teamwork and social interaction, which contributed to enhancing the students' reading comprehension.

This approach aligns with the cooperative learning strategies endorsed by Galappaththy and Karunarathne (2022), who emphasize the positive impact of social learning

on academic performance, especially in reading comprehension. Drawing from Vygotsky's (1978) social constructivist theory, the GFOS model enables students to co-construct knowledge, which is critical for deepening comprehension. Bhandari (2022) and Mishra (2023) further support the idea that social interaction is a key element in cognitive growth, making the GFOS model's collaborative framework an essential tool for enhancing reading comprehension.

In conclusion, the study reveals that a key strength of the GFOS model is its capacity to enhance students' reading comprehension through collaborative learning. By encouraging group interactions, the model enables students to actively participate in discussions and share diverse perspectives, which deepens their understanding of texts. Role-based activities in Literature Circles, such as the Discussion Director, Word Wizard, Connector, and Summarizer, foster effective communication and teamwork, resulting in improved reading comprehension.

1.3 Structured and Explicit Reading Instruction

The results of the study revealed that the GFOS model's structured and systematic approach significantly improved students' reading comprehension. By following the steps of Grouping, Foreseeing, Obtaining, and Summarizing, students demonstrated better clarity and understanding of the reading material, reducing confusion and increasing engagement. This improvement can be attributed to the model's four key steps: Grouping, Foreseeing, Obtaining, and Summarizing. In **Grouping**, students were organized into small groups with mixed proficiency levels and assigned roles within Literature Circles (Discussion Director, Word Wizard, Connector, and Summarizer) to collaboratively accomplish reading tasks. In **Foreseeing**, students activated prior knowledge, anticipated content, and generated interest by brainstorming and skimming the text for clues, such as headings and bolded words, to identify what they already knew and to predict what they would learn. During **Obtaining**, students worked together to identify the main idea of the text, using role-specific duties to analyze and comprehend the content. Finally, in **Summarizing**, students were guided to distill the key ideas by generating questions and reviewing the material, ultimately presenting summaries and writing down the most important points they learned.

This aligns with studies by Rastle, et al. (2021) and Dugasa, et al. (2022), which highlight the benefits of direct, structured reading instruction in enhancing students' phonemic awareness, decoding abilities, and comprehension skills. Astawa and Purnami (2023) also confirm that explicit instruction plays a critical role in helping students summarize and interpret texts, further validating the structured approach adopted by the GFOS model.

In conclusion, the GFOS model's structured and explicit approach to reading instruction plays a crucial role in enhancing students' reading comprehension by providing clear, methodical steps that guide learners through the reading process. By organizing students into small, collaborative groups with defined roles, the model ensures active engagement and effective teamwork, which promotes a deeper understanding of the text. The steps of Foreseeing, Obtaining, and Summarizing further scaffold students' cognitive processes, from activating prior knowledge to distilling key ideas, thus fostering critical reading skills. This systematic approach reduces confusion, increases engagement, and equips students with the necessary skills to comprehend complex texts effectively.

1.4 Focus on Multiple Comprehension Skills

The results of the study revealed that the GFOS model significantly enhanced students' reading comprehension across various skills, including literal, interpretative, critical, and creative. By engaging with a wide range of comprehension abilities, students demonstrated deeper, higher-order thinking and improved their overall understanding of texts. The GFOS model's focus on developing multiple comprehension skills—including literal, interpretative, critical, and creative—**aligns** with educational best practices for reading instruction. By addressing a wide range of comprehension abilities, the model **ensures t**hat students not only **grasp** surface-level information but also **engage** in deeper, higher-order thinking. For instance, literal comprehension **helps** students recall facts and details, while critical comprehension **encourages** analysis and evaluation of text. This multi-faceted approach **is supported** by Navarrete (2019), who **emphasizes** the importance of incorporating diverse reading strategies to foster comprehensive reading skills. Roomy (2022) **further highlights** that developing critical reading abilities significantly

enhances students' overall comprehension by prompting them to engage more deeply with texts and think beyond the surface.

In conclusion, the GFOS model effectively develops multiple comprehension skills—literal, interpretative, critical, and creative—by aligning with educational best practices for reading instruction. This comprehensive approach enables students to move beyond surface-level understanding and engage in higher-order thinking. By fostering the ability to recall facts through literal comprehension and encouraging deeper analysis and evaluation through critical comprehension, the model enhances overall reading proficiency.

1.5 Personal Engagement and Motivation

The results of the study revealed that the GFOS model significantly fostered personal engagement and motivation, which played a critical role in improving students' reading comprehension. By allowing students to connect their interests and creativity to the reading material, the model increased their motivation to actively participate in and succeed with the reading tasks.

The GFOS model **excels** in fostering personal engagement and motivation, which **are** crucial factors for improving reading comprehension. By encouraging students to connect their interests and creativity to the reading material, the model **promotes** a deeper connection with the text, increasing students' motivation to engage with and understand the material. This **suggests** that the teaching processes designed for reading tasks and roles **motivate** and promote students to engage and achieve their reading objectives. Moreover, the roles of each student through the Literature Circles **allow** students to enjoy participating in reading activities because each student **has** a specific role in the group, and they **are responsible** for their duties. Additionally, without teacher-led instruction, students **may feel** more comfortable in completing the provided activities.

Research by Poudel (2022) and Mishra (2023) **underscores** the importance of personal involvement in learning, showing that students are more likely to perform well when they are motivated by their interests. Muhammad, et al. (2023) **further validate** this by demonstrating that students who feel personally connected to their learning **tend to achieve** better academic outcomes. The GFOS model's ability to

incorporate personal engagement and creative expression **helps create** a more stimulating and effective learning environment, leading to better comprehension results.

In conclusion, The GFOS model excels at fostering personal engagement and motivation, both of which are vital for enhancing reading comprehension. By allowing students to connect their interests and creativity to the reading material, the model promotes a deeper connection with the text, which increases their motivation to engage with and understand the material. The roles students assume in Literature Circles create an enjoyable, responsibility-driven atmosphere, encouraging active participation without the direct involvement of a teacher.

1.6 Support for Critical and Creative Thinking

The results of the study revealed that the GFOS model significantly supported both critical and creative thinking, which are essential for advanced reading comprehension. By teaching students to analyze and evaluate texts critically while also encouraging creative expression, the model enhanced their ability to engage with reading materials on multiple levels.

The GFOS model **not only supports** critical comprehension but also **encourages** creative thinking, both of which **are** essential for advanced reading comprehension. Students **are taught** to analyze and evaluate texts critically while also expressing themselves creatively. This combination **enhances** their ability to engage with reading materials on multiple levels. In addition, the use of reading materials that were familiar to the students' context can enhance their critical and creative thinking because they can easily visualize what they read. Working in teams and exchanging information with peers can help them feel relaxed and comfortable sharing ideas, which supports their critical and creative thinking while completing tasks collaboratively in groups.

Roomy (2022) **notes** that critical thinking fosters deeper engagement with texts, while Paaβen, et al. (2022) **argue** that creativity in reading **leads** to more productive educational outcomes. Kuzina (2022) **also points out** that students who **apply** critical thinking skills to reading tasks **tend** to better grasp complex ideas, thus improving their overall comprehension. The GFOS model's dual focus on critical and creative thinking **ensures**

that students are not only decoding information but also interacting with it in meaningful ways.

In conclusion, the GFOS model effectively supports both critical and creative thinking, which are vital for advanced reading comprehension. By teaching students to analyze texts critically while encouraging creative expression, the model helps students engage with reading materials on deeper levels.

1.7 Application of Social Cognitive and Constructivist Theories

The results of the study revealed that the GFOS model significantly facilitated knowledge construction through social interaction and collaboration, which are key principles of social cognitive and constructivist theories. By working collaboratively in Literature Circles and assuming different roles, students were able to share and exchange knowledge, ultimately enhancing their reading comprehension and critical thinking skills. The GFOS model **is** deeply rooted in social cognitive theory and constructivist principles, both of which **emphasize** the importance of social interaction and collaboration in learning. This **can be attributed to** the fact that using the GFOS model **helped** promote students' ability to construct their knowledge through collaboration in group work, especially in the different roles within the Literature Circles. These roles **empowered** students to work collaboratively by sharing and exchanging knowledge, which, in turn, **facilitated** knowledge construction through social interaction.

By promoting cooperative learning and knowledge-sharing among peers, the model **aligns** with Sayegh and Rigopoulos' (2022) research, which **shows** that group-based interactions significantly **enhance** individual learning outcomes. Similarly, Mishra (2023) **highlights** the importance of constructivist learning, where students **construct** knowledge through active engagement with their peers. Douven and Schurz (2022) **also emphasize** the role of social learning in cognitive development, noting that group-based activities **foster** a more dynamic and interactive learning environment. The GFOS model's application of these educational theories **ensures** that students **benefit** from collaborative learning experiences that **enhance** their reading comprehension and critical thinking skills.

In conclusion, the GFOS model effectively applies social cognitive and constructivist theories by emphasizing social interaction and collaboration in learning. By working in Literature

Circles with distinct roles, students engage in cooperative learning, sharing and exchanging knowledge to construct understanding together.

2. To Investigate the Attitudes of EFL Students toward Using GFOS Model in Promoting Reading Comprehension Skills

Positive outcomes across various proficiency levels are linked to using the GFOS model: 1) Grouping, 2) Foreseeing, 3) Obtaining, 4) Summarizing, to promote students' reading comprehension skills. The outcomes include:

2.1 Grouping (G): The study revealed that **Mixed-Ability Dynamics (MAD)** during the **Grouping** step played a crucial role in balancing student outcomes in collaborative activities. The diverse range of abilities within groups—ranging from strong to weak—contributed to an average performance level, as described by the **F2 student**, ensuring that no individual performance was significantly above or below the group norm.

In the **Grouping** step, the **F2 student** reflected on the dynamics of mixed-ability groups, highlighting the value of **Mixed-Ability Dynamics (MAD)** during collaborative activities. The student noted that *"friends of varying abilities—strong, medium, weak"* contributed to a balanced outcome, explaining that the average performance in such groups tends to be moderate, neither outstanding nor too low. This insight illustrates how grouping students with diverse proficiency levels fosters a collaborative environment where the strengths of individuals are leveraged to balance the overall group performance, supporting the notion that heterogeneous groupings can enhance learning outcomes. This finding aligns with studies on collaborative learning that emphasize the benefits of mixed-ability groupings in promoting equitable participation and deeper understanding (Smith & MacGregor, 2020; Brown & Lee, 2021).

In conclusion, the study reveals that **Mixed-Ability Dynamics (MAD)** in the **Grouping** step played a significant role in promoting effective collaborative learning. The **F2 student's** reflection underscores how groups with varying abilities—strong, medium, and weak—contributed to a balanced outcome where each member's strengths were leveraged to improve overall performance. This finding supports the idea that heterogeneous groups encourage equitable participation and allow students to complement each other's learning capacities, leading to deeper understanding and moderated results.

The collaborative process, as described by the student, aligns with research highlighting the advantages of mixed-ability groupings, where diverse perspectives and skill levels foster an environment of shared responsibility and collective improvement. This emphasizes the importance of structured groupings in enhancing learning outcomes, particularly in diverse educational settings where students bring varied strengths to collaborative tasks.

2.2 Foreseeing (F): The **results of the study** showed that the **Foreseeing (F) step** of the GFOS model significantly enhanced reading comprehension through collaborative learning by linking predictions with prior experiences. The **L1 student's** reflection indicated that this phase of the activity helped the group connect new material with past knowledge, leading to a deeper understanding of the text.

In the **Foreseeing (F) step**, the **L1 student** reflected on how collaborative learning during this phase improved comprehension by linking predictions with prior experiences. The student explained, *"During this period, it involved predictions that are linked to experiences we have encountered, which helped us understand the content of what we read even more."* This response demonstrates how collaboration in the **Foreseeing step** facilitated **Improved Comprehension through Connection (ICC)**. By encouraging the group to reflect collectively on prior knowledge, the activity enabled them to anticipate and comprehend the reading material better. The discussion of past experiences reinforced the group's ability to make more accurate predictions, which in turn enhanced their understanding of the text. This outcome supports the idea that collaborative learning, especially when grounded in shared experiences, strengthens overall reading comprehension during foreseeing activities.

Research has shown that collaborative learning can significantly improve comprehension by linking new information to prior experiences. A study by Liu and Li (2021) emphasized that when students work together to predict and reflect on prior knowledge, their ability to understand new material increases significantly. Additionally, research by Green and Miller (2020) demonstrated how collaborative discussions allow students to integrate previous experiences with new content, leading to more meaningful learning outcomes.

In conclusion, the **Foreseeing (F) step** of the GFOS model effectively enhances reading comprehension through collaborative learning by connecting prior experiences with new content. The results of the study demonstrate that when students work together to make predictions based on their shared knowledge, they are better equipped to anticipate and understand the material. The **L1 student's** reflection on how the group's ability to link past experiences with new information improved their comprehension highlights the power of collaborative learning in this context. This finding is consistent with previous research, which shows that collaboration and the integration of prior knowledge lead to more meaningful learning outcomes. By these insights, it becomes evident that the collaborative approach within the **Foreseeing step** not only facilitates improved comprehension but also encourages deeper engagement with the text, reinforcing the importance of shared learning experiences in educational settings.

2.3 Obtaining (O): The **results of the study** revealed that the **Obtaining (O) step** in the GFOS model significantly enhanced **collaborative learning** and **reading comprehension** by fostering mutual support and diverse perspectives. The **F1** and **H1** students demonstrated that collaboration within the group improved their ability to navigate complex reading materials and resulted in a deeper understanding of the content.

In the **Obtaining (O) step**, both **F1** and **H1** students demonstrated how **collaborative learning** significantly enhanced their **reading comprehension** during the activity. The **F1 student** mentioned, *"The members in our group helped each other with reading articles,"* indicating that **Collaboration Strengthened (CS)** the group's ability to navigate and comprehend the reading material. Additionally, **F1** emphasized the importance of **Diversification of Viewpoints and Comprehension (DVC)**, stating that collaboration *"allowed us to understand the reading better, giving us different perspectives."* This suggests that working together enriched their comprehension by exposing them to diverse interpretations of the text.

Similarly, the **H1 student** reflected on how collaboration led to **Comprehensive Understanding (CU)**, noting that group work **"ensured a comprehensive grasp of the material."** This illustrates how collaboration allowed the

group to cover multiple aspects of the text, resulting in a deeper and more thorough understanding. These reflections support the argument that collaboration improves reading comprehension by enabling students to engage with diverse viewpoints and collectively work through complex material.

Research has supported the positive impact of collaboration on comprehension. According to Zhang and Yang (2022), group collaboration fosters a deeper understanding of reading material by encouraging critical discussions and viewpoint sharing. Additionally, Davis and Lee (2021) highlight that collaborative learning enhances comprehension by allowing students to fill gaps in each other's knowledge, thereby improving overall understanding.

In conclusion, the **Obtaining (O) step** of the GFOS model played a critical role in enhancing both **collaborative learning** and **reading comprehension** among the students. The reflections from **F1** and **H1** students demonstrated how collaboration strengthened their ability to navigate complex reading materials through mutual support and the sharing of diverse perspectives. The **F1 student** highlighted how working together helped them understand the text better by benefiting from different viewpoints, while the **H1 student** emphasized how collaboration ensured a comprehensive grasp of the material. Collectively, the findings indicate that collaborative learning not only improves the ability to process reading material but also fosters a deeper and more critical engagement with the content, making it an essential component of effective learning strategies.

2.4 Summarizing (S): The **results of the study** indicated that the **Summarizing (S) step** significantly enhanced **collaborative learning** and **reading comprehension** by promoting concise summarization and a focus on critical aspects of the text. The **L2** and **H1** students demonstrated that working together enabled them to distill the essence of the reading material and focus on key points, which improved their overall comprehension.

In the **Summarizing (S) step**, both the **L2** and **H1** students demonstrated how **collaborative learning** enhanced their **reading comprehension**. The **L2 student** reflected on how **Collaborative Compression (CC)** helped them work with group members to condense the material effectively, stating, *"Then, we and the group members were able*

to summarize the essence in just two to three lines..." This response illustrates how collaboration allowed the group to distill the key points of the reading into a concise summary, promoting a deeper understanding of the core message.

Similarly, the **H1 student** emphasized **Focused Comprehension (FC)** during the summarizing phase, noting that *"Summarizing required us to focus on the most critical aspects..."* This reflection highlights how the summarizing process helped the group prioritize essential information, reinforcing their ability to comprehend the text's most important ideas.

These reflections from the **Summarizing (S) step** illustrate the impact of collaboration on enhancing students' ability to process and retain key information. By working together, the students were able to focus on the critical elements of the reading, ensuring a more comprehensive and focused understanding of the material. This is supported by recent studies indicating that collaborative summarization improves students' comprehension by encouraging active participation and critical thinking (Brown & Lee, 2020; Nguyen & Tran, 2021).

In conclusion, the **Summarizing (S) step** of the GFOS model proved to be an essential phase in enhancing both **collaborative learning** and **reading comprehension**. Through group-based activities, students like **L2** and **H1** were able to effectively condense complex material into concise summaries, fostering a deeper understanding of the text. The collaborative nature of this step encouraged participants to focus on critical aspects of the content, as highlighted by the **L2 student's** reflection on **Collaborative Compression (CC)** and the **H1 student's** emphasis on **Focused Comprehension (FC)**. By working together, the students not only supported each other in navigating the reading material but also improved their critical thinking skills by identifying and retaining the most important information. Therefore, the **Summarizing step** demonstrates the value of collaborative learning in ensuring a comprehensive and meaningful grasp of reading material, reinforcing its role in effective educational strategies.

3. Discussion on The Comprehension Level Included 1) Literal, 2) Interpretative, 3) Critical, and 4) Creative Level are as the followings.

3.1 Literal level: The **results of the study** revealed that collaborative learning at the **Literal level** significantly enhanced students' reading comprehension skills. Specifically, the collaborative activities enabled students like **H2** and **F1** to improve their summarization abilities and deepen their understanding of vocabulary and grammar, leading to more accurate interpretations of the texts.

In the **Literal level** step, both the **H2** and **F1** students demonstrated the impact of **collaborative learning** and **reading comprehension** on their understanding. The **H2 student** reflected on how **Collaborative Improvement (CI)** helped the group enhance their summarization skills, stating, *"Everyone participates in improving summarization, making it more appealing and interesting."* This response highlights how collaboration fostered an engaging environment where all group members actively contributed to improving their summarization abilities, which in turn deepened their comprehension of the material.

Similarly, the **F1 student** emphasized the importance of **Word Meaning and Grammar Comprehension (WMGC)** by stating, *"Knowing the meanings of words and understanding grammar ensured I could reproduce the facts correctly."* This reflection illustrates how focusing on vocabulary and grammar in a collaborative setting enabled the student to accurately interpret and convey the details of the text, further enhancing their comprehension at the literal level.

These reflections from the **Literal level** step demonstrate how collaboration not only supports skill improvement, such as summarization, but also ensures a more precise understanding of the reading material by focusing on key language elements like vocabulary and grammar. Research supports these findings, showing that collaborative learning enhances reading comprehension by encouraging deeper language engagement (Smith & Lee, 2020; Carter & Nguyen, 2022).

In conclusion, the **Literal level** step of the GFOS model significantly enhanced both **collaborative learning** and **reading comprehension** by focusing on key language elements such as summarization, vocabulary, and grammar. The **H2 student's** reflection on **Collaborative Improvement (CI)** demonstrated how active participation in group activities improved summarization, making it a more engaging and effective process. Meanwhile, the **F1 student's** emphasis on **Word Meaning and Grammar**

Comprehension (WMGC) highlighted the importance of understanding language structures in accurately interpreting and reproducing textual information. Overall, the collaborative nature of the **Literal level** step not only supports individual skill development but also enhances group learning outcomes, ensuring a more comprehensive grasp of the text.

3.2 Interpretative level: the **results of the study** revealed that the **Interpretative level** step of the GFOS model significantly improved students' ability to comprehend texts by developing a **Depth of Understanding (DU).** The **L1 student** demonstrated enhanced reading comprehension by moving beyond surface information and identifying deeper relationships within the text.

In the **Interpretative level** step, the **L1 student** demonstrated significant growth in **reading comprehension**, particularly in developing a **Depth of Understanding (DU).** The student noted that *"going beyond the surface information, it helped us identify relationships and understand the text's significance."* This reflection indicates that the student moved beyond merely identifying explicit details to recognizing the deeper connections and implications within the text. By engaging with the material on a more profound level, the student was able to interpret the relationships between ideas, leading to a better understanding of the text's overall meaning. This aligns with the objectives of the **Interpretative level**, where students are encouraged to infer meaning, make connections, and understand the implications of the information presented, thus improving their interpretive reading skills (Johnson & Miller, 2020; Thomas & Zhang, 2021).

In conclusion, the **Interpretative level** step of the GFOS model greatly enhanced the **reading comprehension** of the **L1 student** by fostering a deeper engagement with the text. The student's reflection on **Depth of Understanding (DU)** shows how moving beyond surface–level details to explore relationships between ideas improved their ability to grasp the text's overall significance. By encouraging students to infer meaning and understand the implications of information, the **Interpretative level** helps build critical thinking and interpretive skills, ensuring a more comprehensive and reflective approach to reading. The synthesis of these strategies points to the effectiveness of structured reading approaches in enhancing comprehension by promoting deeper cognitive engagement with the material.

3.3 Critical level: The **results of the study** indicated that the use of **Collaborative Inquiry (CI)** in the **Critical level** step significantly improved students' critical thinking and reading comprehension. The **L1 student** emphasized how asking targeted questions to group members deepened their understanding of the material by facilitating a more thorough exploration of ideas.

In the **Critical level** step, the **L1 student** highlighted the role of **Collaborative Inquiry (CI)** in enhancing learning during the activity. The student stated, *"In the collaborative work, we need to ask questions to each person assigned."* This reflection shows that collaboration facilitated critical thinking by encouraging students to engage deeply with their peers' ideas. By asking targeted questions to assigned members, students were able to analyze different perspectives and evaluate their relevance to the overall task. This process of inquiry not only strengthened group collaboration but also deepened individual understanding of the subject matter. This supports the argument that critical-level tasks, when combined with collaborative strategies, can significantly improve cognitive engagement and promote a more thorough exploration of the content. This finding aligns with research emphasizing how collaborative learning and inquiry-based questioning enhance reading comprehension and critical thinking (Davis & Wong, 2021; Lee & Taylor, 2020).

In conclusion, the **Critical level** step of the GFOS model proved highly effective in fostering **Collaborative Inquiry (CI)** and enhancing students' critical thinking skills. The **L1 student's** reflection on the importance of asking targeted questions to group members illustrates how collaborative work deepened understanding and facilitated a thorough analysis of the text. By engaging in inquiry-based discussions, students not only shared their perspectives but also evaluated the relevance of each contribution, leading to more meaningful and informed interpretations. The findings suggest that integrating **Collaborative Inquiry** into the critical-level tasks can significantly enhance both individual and group learning outcomes, promoting deeper engagement with the text and a more comprehensive grasp of complex ideas.

3.4 Creative level: The **results of the study** revealed that the use of **Open-Ended Inquiry (OEI)** at the **Creative level** significantly enhanced student creativity and

collaboration. The **H2 student** highlighted how open-ended questions encouraged them to think beyond the text, promoting deeper reflection and imaginative approaches to understanding the material.

In the **Creative level** step, the **H2 student** emphasized the significance of **Open-Ended Inquiry (OEI)** in enhancing creativity and collaboration during the learning process. The student expressed that *"open-ended questions at the creative level prompted us to think beyond the presented material, encouraging creativity."* This statement highlights how collaborative learning activities at this level fostered an environment where students were encouraged to think imaginatively and explore ideas beyond the immediate text. The use of open-ended inquiry allowed students to engage in deeper reflection, fostering both individual creativity and group-based collaboration. This aligns with research findings on the importance of open-ended tasks in promoting critical thinking and creativity in collaborative learning settings (Jones & Patel, 2020; Williams & Thompson, 2021).

In conclusion, the study demonstrated that **Open-Ended Inquiry (OEI)** at the **Creative level** plays a pivotal role in fostering both creativity and collaboration among students. By encouraging students to think beyond the immediate content through open-ended questions, learners were able to engage in deeper reflection and imaginative exploration, as evidenced by the **H2 student's** remark about the positive impact of these inquiries on their creative thinking. This approach not only nurtured individual creativity but also enhanced group collaboration, allowing students to share and build upon diverse perspectives. The results align with existing research that underscores the effectiveness of open-ended tasks in promoting critical thinking and creativity in collaborative learning environments. This synthesis highlights the importance of integrating inquiry-based learning strategies, such as **OEI**, into educational settings to cultivate both individual and collective intellectual growth.

Local Contexts Using as Reading Materials

The results of the study showed how reading comprehension in local contexts, such as using texts related to the Thai context, played a significant role in students' understanding of the material. H1 student mentioned, "Using texts related to the Thai context helps a lot in understanding because they are about familiar things (Contextual

Familiarity (CF)," which helps recall past experiences and thus enhances comprehension. The use of culturally familiar materials, as stated by Kim and Park (2021), can improve comprehension by allowing students to draw on their prior knowledge and experiences, making the reading process more meaningful. H2 agreed, noting that using texts that are "close to us" (Contextual Proximity (CP) facilitated easier comprehension, emphasizing the importance of cultural and contextual proximity in reading materials. Glover and Davies (2020) support this finding, suggesting that when students engage with content that is culturally and contextually relevant, it leads to higher cognitive engagement and better understanding of the material. Furthermore, L1 explained that "Using texts about the context of Thailand helps us to better understand the content of the text," indicating that contextually appropriate materials aid in grasping the purpose of the text (Contextual Understanding Enhancement (CUE). F1 reinforced this, explaining that reading texts set in familiar social environments allows for quicker understanding of the content, compared to foreign topics, which may require more cognitive effort to comprehend that is "I think using texts that are about the context of Thailand helps us understand more because we are already in the Thai social environment." (Understanding the Cultural Context (UCC). L2 highlighted the value of recognizing the depth of the local context, stating, "Reading texts about the context of Thailand has shown me that Thailand has more to offer than I thought (Contextual Engagement (CE)," demonstrating the enriching role of local reading materials in broadening students' perspectives and enhancing their reading skills. This aligns with Glover and Davies's (2020) findings that local context in reading materials provides students with additional cognitive frameworks for understanding and analyzing texts.

In conclusion, the use of local context in reading materials significantly enhances students' reading comprehension by connecting new information to familiar cultural and contextual knowledge. As evidenced by the responses of the H1, H2, L1, L2, and F1 students, texts rooted in the Thai context enabled them to recall past experiences and understand the material more deeply and efficiently. The use of contextually relevant materials allowed for improved comprehension by reducing cognitive load, facilitating quicker understanding, and making the reading process more engaging. This suggests that integrating local contexts into reading materials not only supports comprehension but also

broadens students' perspectives, helping them to relate to the content on a personal level and improve their analytical skills. Thus, the implementation of such materials could be a valuable pedagogical strategy in EFL classrooms.

Recommendations

1. Recommendation for Implication

The GFOS model suggests the following recommendations:

1.1 Foster collaborative learning environments where students work in diverse, mixed-ability groups to deepen their understanding through peer interaction. Assigning specific roles within these groups encourages equitable participation and responsibility during reading tasks.

1.2 Promote knowledge construction through group work, encouraging students to collaborate, share, and build understanding together. Inquiry-based methods, such as open-ended discussions, should be used to stimulate critical thinking and allow students to explore ideas collectively.

1.3 Implement structured reading programs like the GFOS model to develop multiple comprehension skills, ensuring students engage in both surface-level and higher-order thinking. Incorporating literature circles with assigned roles (e.g., Discussion Director, Word Wizard) can further enhance active engagement and comprehension.

1.4 Use culturally relevant and contextually familiar materials to improve comprehension by making the content relatable and accessible. Reading texts that reflect students' local context reduces cognitive load and increases engagement, helping students connect with the material on a deeper level.

2. Recommendation for Further Study

2.1 Future studies could examine the long-term effects of the GFOS model on students' reading comprehension, tracking progress over extended periods. This would help determine if the initial improvements are sustained and how they influence critical and creative thinking over time.

2.2 Research could compare the GFOS model with other collaborative learning models to assess their relative effectiveness in promoting reading comprehension. This would identify which strategies are more effective for different student proficiency levels.

2.3 Future studies could investigate how the GFOS model performs in diverse cultural settings, especially with different reading materials. This would help understand how cultural familiarity impacts comprehension and engagement.

2.4 Research could explore how integrating digital tools like virtual collaboration platforms and digital reading materials influences the GFOS model's effectiveness. This could enhance collaborative learning and comprehension in a tech-based educational environment.

2.5 Studies could explore the impact of role-specific training in Literature Circles, assessing whether targeted instruction for roles like Discussion Director or Word Wizard enhances teamwork and reading comprehension outcomes.

2.6 Before starting the group activity and assigning roles, the teacher should create name tags for each role to help students remember who holds which role during the reading activity.

Limitation of the study

Based on the findings of the research, the study's limitations are summarized into four key areas.

1. Repeatedly performing identical tasks within the GFOS framework (Grouping, Foreseeing, Obtaining, and Summarizing) during instruction may lead to monotony for learners, which could affect their assessment results. A forthcoming study can focus on introducing innovative activities in the GFOS framework that cater to different learning styles and keep students engaged. Interactive and dynamic tasks may help promote sustained student interest, ultimately improving learners' performance in assessments.

2. Reading materials focusing solely on the Thai context could fail to provide students with sufficient exposure to the types of readings found in standardized English tests. Although incorporating local contexts into reading material can increase engagement, it is crucial to balance localized and multinational content while offering diverse text genres and levels of complexity for better-prepared learners. To ensure comprehensive preparation,

future research may explore mixing varied international contexts alongside familiar area-related topics for learners.

3. It is possible that the formation of study groups consisting of individuals with varying skill levels could impede certain students' success. To further investigate this matter, future studies should examine how group composition affects educational outcomes. Such research may involve determining the ideal combination of abilities within a group, devising approaches to enhance productive collaboration, and establishing mechanisms for aiding those who face difficulties in mixed-skill environments.

4. The authenticity of research results may be compromised if the interviewer assumes the teacher position during interviews, as students might not fully express their concerns. Future studies should use impartial interviewers who do not teach in that class. This could include hiring third-party educators or trained researchers to conduct unbiased interviews where students feel comfortable sharing honest feedback without fear of power play influence.

5. Grouping students with varying levels of English—high, fair, and low—can lead to issues when assigning roles. For example, if low-level student is assigned the role of Discussion Director, he/she may struggle to manage or lead the activity smoothly, causing delays in the group's progress and potentially affecting the activity's overall score.

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APPENDIX

APPENDIX A Lesson plans

Lesson Plan 1

Subject: Reading and Summarizing **Code:** 1213111

Unit –: Orientation **Time:** 3 hours

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1. Terminal Objectives:

1.1 Learners are able to use the GFOS model (grouping, foreseeing, obtaining, summarizing) in small group interactions on the given topic.

1.2 Learners apply the GFOS model independently during the reading activities.

2. Enabling Objectives:

After completing the unit, learners will be able to:

2.1 Correctly explain the meaning of the GFOS acronym.

2.2 Clearly and accurately state the objectives, duration, grading criteria, and classroom rules of the course.

2.3 Discuss and demonstrate, in groups, the use of the GFOS model to promote reading.

3. Language Contents:

3.1 Course objectives

3.2 Classroom rules

3.3 Grading criteria

4. Materials and Teaching Aids:

4.1 Power point

4.2 Pretest of reading comprehension

4.3 Literature Circles worksheet

5. Activities:

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre-teaching (60 minutes: individual work)	– Tell students about the GFOS's acronym, objectives, durations, gradings, and classroom rules of the course. – Do a pretest of reading comprehension.	– Discuss and explain with friends and ask questions if needed. – Do the given pretest individually.	– Power point – Computer – Pretest
While-teaching (30 minutes: individual and group work)	– Demonstrate the use of GFOS model in teaching and learning process by following the teaching step of pre-reading, while-reading and post-reading. (Teacher led-activities) – Present the G-Grouping, F-Foreseeing, O-Obtaining, and S-Summarizing. Grouping and Foreseeing will be used before the entire text for the lesson. Obtaining will be used during reading text, and Summarizing will be used after reading the given text. – Employ Thai and English in the classroom to support a complete understanding of the offered reading principles. In addition, the following instructional procedure steps are listed (pre-reading, while-reading, post-reading)	– Listen, discuss, and work with friends.	– Power point – Computer
(30 minutes: group work)	**Pre-reading** **1. Grouping** – Divide students into small	– Collaborate with peers in forming groups and assume their designated	– Reading passage – Whiteboard

Teaching process	Teacher's Activities	Students' Activities	Materials
	groups and provide each group with a copy of the reading passage. – Assign specific roles to group members: Discussion Director, Word Wizard, Connector, and Summarizer (based on the GFOS Model). – Literature Circles Role's worksheets and reading passage are passed out to each student. **2. Foreseeing** – Guide the groups in implementing the Foreseeing step, encouraging students to skim the text and identify key elements such as headings, pictures, and emphasized words.	roles for the reading activity. – Engage in brainstorming about the topic of the reading passage and activate prior knowledge.	and markers – Handouts for pre–reading, while–reading and post–reading activities
(20 minutes: group work)	**While–reading** **3. Obtaining** – Monitor group discussions and interactions during the while–reading phase. – Provide support and clarification to groups as they work to obtain the main ideas of the text.	In their groups, students assume their assigned roles: 1) Discussion Director: Leads group discussions and encourages participation by posing questions about the text. 2) Word Wizard: Identifies and records unfamiliar words, seeking definitions to aid comprehension. 3) Connector: Establishes	– Reading passage – Whiteboard and markers – Handouts for pre–reading, while–reading and post–reading activities

Teaching process	Teacher's Activities	Students' Activities	Materials
		connections between the text and real-life experiences to deepen understanding. 4) Summarizer: Prepares a summary of the reading for the post-reading activity.	
(20 minutes: group work)	**Post-reading** **4. Summarizing** – Facilitate the Summarizing step, instructing students to generate questions as if they were teachers assessing the class. – Provide question starters (who, what, when, where, why, how) to support students in creating effective questions. – Facilitate the presentation of each group's summary to the class. – Encourage class feedback and constructive suggestions for improvement. – Lead a reflection session, discussing the effectiveness of the employed strategies. – Assign a follow-up activity, such as writing a short essay or creating a visual representation of the main ideas from the reading passage, doing practices or quizzes to evaluate	– Participate in generating questions and review their summaries to consolidate their understanding of the text. – Reflect on the effectiveness of the reading strategies used during the lesson. – Summarizers present their group's summaries to the class. – Provide and receive feedback on the summaries and the overall reading experience. – Complete the assigned follow-up activity and apply the strategies learned in the lesson independently and do practices and quizzes provided. – Reflect on their learning experience and record their thoughts in a reading	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities – Quizzes

Teaching process	Teacher's Activities	Students' Activities	Materials
	comprehension.	journal.	
Post-teaching (20 minutes: group work)	– Share and discus with students from the demonstration and encourage them to give feedback if needed. – Ask for 1–2 students to explain how GFOS model was used in the class.	– Share or discus with friends and give feedback. – Present how the GFOS was used to the class.	–

6. Evaluation:

6.1 Reading comprehension test

6.2 Reading worksheet and exercises

Appendix

A Travel Guide

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

Where to stay

The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film The Beach stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

How to get around

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi–if you want to spend hours stuck in traffic jams–but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

Where to eat

The simple answer is: everywhere! Thai street food is among the best in the world, and for around $5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown–Yaowarat Street–and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

What to do

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

Reference: https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Reading-B1-A-travel-guide.pdf

Directions: Read the given passage again and choose the best answer.

Literal Level (3 items)

1. Where is Phra Kanong mentioned as an alternative place to stay?

A) It is a tourist attraction.

B) It is a quiet, authentic area.

C) It is a famous historical landmark.

D) It is known for nightlife and shopping.

Answer: B

2. What transportation method is described as fast and cheap for getting around the modern part of Bangkok?

A) Taxi

B) Tuk-tuk

C) Skytrain

D) River taxi

Answer: C

3. According to the guide, where can you get an affordable and filling Thai meal?

A) Chinatown

B) Phra Kanong

C) Khao San Road

D) Street food stalls

Answer: D

Interpretative Level (3 items)

4. What tone does the writer use when describing the Khao San Road?

A) Excited

B) Neutral

C) Negative

D) Enthusiastic

Answer: C

5. What is the purpose of mentioning the Skytrain in the travel guide?

A) To encourage tourists to visit only shopping malls

B) To offer a convenient and fast way to get around Bangkok

C) To warn tourists about traffic problems

D) To promote riverboat travel

Answer: B

6. What cause-effect relationship can be inferred from the description of Bangkok's traffic?

A) Because traffic is bad, taking a taxi is the best option.

B) Since traffic can be bad, the Skytrain and river taxi are good alternatives.

C) Due to traffic jams, it's better to visit historical sites.

D) Traffic in Bangkok has no real effect on transportation options.

Answer: B

Critical Level (2 items)

7. What point of view does the writer express about Khao San Road?

A) It is a traditional and beautiful place to stay.

B) It is not very Thai and has become noisy and unattractive.

C) It is the best place to experience Thai culture.

D) It is the most authentic area in Bangkok.

Answer: B

8. Is the travel guide biased towards a specific way of getting around the city?

A) Yes, the writer prefers taxis over all other methods.

B) No, the guide provides neutral information about all methods.

C) Yes, the guide favors the Skytrain and river taxis as better options.

D) No, the guide criticizes all forms of transport.

Answer: C

Creative Level (2 items)

9. How does the writer structure the information to help readers?

A) The writer uses detailed paragraphs focusing on each aspect of travel.

B) The writer mixes ideas about where to stay, eat, and how to get around.

C) The writer asks questions to engage the reader's imagination.

D) The writer uses a diary-style format to describe travel experiences.

Answer: A

10. What style does the writer use in the guide?

A) Formal and academic

B) Informal and conversational

C) Persuasive and aggressive

D) Poetic and descriptive

Answer: B

Literature Circles Roles Worksheet

Name: _____

Discussion Director

Title: _____

About this role: Your job is to develop a list of questions that your group might want to discuss about this part of the given passage or topic. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1._____

2._____

3._____

4._____

5._____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically–based?
- What motivates the characters or leads them to make the choices they do?
- An in–depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work

- Commentary on the social, political, or economic context in which a work was written – – how does the context influence the work?
- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.
- Ask questions using WH questions: what, who, when and why.

Literature Circles Roles Worksheet

Name: _____

Word Wizard

Title: _____

About this role: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

Word definitions:

1. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
2. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
3. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
4. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____

5. Word:_____ Page:_____

What I think it means: _____

Definition: _____

Sentence: _____

Literature Circles Roles Worksheet

Name: _____

Connector

Title: _____

About this role: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Literature Circles Roles worksheet

Name: _____

Summarizer

Title: _____

About this role: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1–2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

_____

_____

_____

_____

_____

_____

Key Points:

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

Connections: Did today's reading remind you of anything? Explain.

_____

_____

_____

_____

_____

_____

Group Reading Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next reading. This is to be completed at the conclusion of each literature circle discussion. Only one is needed per group, but all members must contribute to it.

Date: _____ Topic: _____ Pages: _____

Questioner/Discussion Director:	**Word Wizard:**
Connector:	**Summarizer:**

	Challenges	**Goals**
Speaking		
Listening		
Understanding the Text		

Scoring Sheet

Directions: This scoring sheet is to collect students' score in lesson plan 1.

Students' ID	Pretest 30 pt.	Exercise 10 pt.	Total 40 pt.
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			

Criteria: The students who pass must score (80%) or higher.

Assessment results:

Numbers of student .....

Pass ..... percentage .....%

Fail ..... percentage .....%

.....

(.....)

Teacher(s)

Lesson Plan 2

Subject: Reading and Summarizing **Code:** 1213111

Unit 1: Thai goes global **Time:** 3 hours

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1. Terminal Objectives:

1.1 Learners are able to use the GFOS model (grouping, foreseeing, obtaining, summarizing) in small group interactions on the given topic.

1.2 Learners apply the GFOS model independently during the reading activities.

2. Enabling Objectives:

After completing the unit, learners will be able to:

2.1 Comprehend the given topic by working collaboratively in groups, using the GFOS as a process.

2.2 Summarize their comprehension in their own words.

2.3 Develop a positive attitude towards learning reading through the GFOS model."

3. Language Contents:

3.1 Language skill: Reading comprehension

3.2 Grammar: Present simple

3.3 Vocabularies: 1) Culture 2) Traditional 3) Cuisine 4) Award-winning 5) International 6) Acclaim 7) Commercials 8) Heartstrings 9) Portrayal 10) Icon 11) Festival 12) Humour

4. Materials and Teaching Aids:

4.1 GFOS worksheet and exercises

4.2 Knowledge sheet

4.3 Literature Circles worksheet

4.4 Reading comprehension test

5. Activities:

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre-reading 1. Grouping (20 minutes: group work)	– Divide students into small groups and provide each group with a copy of the reading passage. – Assign specific roles to group members: Discussion Director, Word Wizard, Connector, and Summarizer (based on the GFOS Model). – Literature Circles Role's worksheets and reading passage are passed out to each student.	– Collaborate with peers in forming groups and assume their designated roles for the reading activity.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities
2. Foreseeing (40 minutes: group work)	– Guide the groups in implementing the Foreseeing step, encouraging students to skim the text and identify key elements such as headings, pictures, and emphasized words.	– Engage in brainstorming about the topic of the reading passage and activate prior knowledge.	
While-reading 3. Obtaining (60 minutes: group work)	– Monitor group discussions and interactions during the while-reading phase. – Provide support and clarification to groups as they work to obtain the main ideas of the text.	In their groups, students assume their assigned roles: 1) Discussion Director: Leads group discussions and encourages participation by posing questions about the text. 2) Word Wizard: Identifies and	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-

Teaching process	Teacher's Activities	Students' Activities	Materials
		records unfamiliar words, seeking definitions to aid comprehension. 3) Connector: Establishes connections between the text and real-life experiences to deepen understanding. 4) Summarizer: Prepares a summary of the reading for the post-reading activity.	reading activities
Post-reading 4. Summarizing (60 minutes: group and individual work)	- Facilitate the Summarizing step, instructing students to generate questions as if they were teachers assessing the class. - Provide question starters (who, what, when, where, why, how) to support students in creating effective questions. - Facilitate the presentation of each group's summary to the class. - Encourage class feedback and constructive suggestions for improvement. - Lead a reflection session, discussing the effectiveness of the employed strategies.	- Participate in generating questions and review their summaries to consolidate their understanding of the text. - Reflect on the effectiveness of the reading strategies used during the lesson. - Summarizers present their group's summaries to the class. - Provide and receive feedback on the summaries and the overall reading experience. - Complete the assigned follow-up activity and apply the strategies learned in the lesson independently and do practices and quizzes provided individually. After finish gather all scores gained from each person in the group to calculate in percentages and	- Reading passage - Whiteboard and markers - Handouts for pre-reading, while-reading and post-reading activities - Quizzes

Teaching process	Teacher's Activities	Students' Activities	Materials
	– Assign a follow-up activity, such as writing a short essay or creating a visual representation of the main ideas from the reading passage, doing practices or quizzes to evaluate comprehension.	inform which team has the highest score. – Reflect on their learning experience and record their thoughts in a reading journal.	

6. Evaluation:

6.1 Reading comprehension test

6.2 Reading worksheet and exercises

Appendix

Thai goes global

by Gary Boyle

Photo: IMDB/YouTube

[1]Blackpink's Lisa spread Thai culture around the world by wearing a traditional Thai headdress in the MV for her hit Lalisa. [2]Guru breaks down a few more things that help spread Thai culture around the world.

THAI CUISINE

[3]Search for "Thai restaurants near me" in a foreign country and you'll find a list of places you can go. [4]There are a few award-winning Thai restaurants outside of Thailand like Farang London, which has a Michelin award. [5]There are also restaurants that have made a name for themselves in the country and outside, like Somtum Der, which serves Isan goodness in Bangkok, New York and Tokyo.

MOVIES & TV SHOWS

[6]Director Apichatpong Weerasethakul has flown the Thai flag with films like *Uncle Boonmee Who Can Recall His Past Lives*, which won the Palme d'Or at the 2010 Cannes Film Festival. [7]Classic films like *Ong Bak* and *Tom Yum Goong* with martial artist Tony Jaa proved that Jackie Chan wasn't the only Asian actor with insane stunts. [8]There's also the movie *Bad Genius*, which gained international acclaim because there's nothing like a movie about cheating at exams, right?

HILARIOUS/SAD ADS

[9]Commercials have proven that Thai humour is something people outside Thailand also enjoy. [10]But it's not just humour. Heartstrings have been pulled and many tears have been shed over Thai commercials with many people wondering just what they're watching in the first few seconds. [11]As for commercials that give you a good cry, look no further than the Thai Life Insurance YouTube channel where they have all their heart-warming/heart-wrenching commercials.

CELEBRITIES & POP CULTURE ICONS

[12]Thai stars have been on the rise in the last few years thanks to TV shows and movies being watched internationally and certain stars being part of a girl group that's a global hit. Chicha "Kitty" Amatayakul has become a well-known actress in more recent times thanks to her portrayal of Nanno in *Girl From Nowhere*. [13]Another famous actress that's made the international rounds is the Thai-Belgian Davika Hoorne and let us not forget Lalisa "Lisa" Manoban. [14]Thanks to her MV, the traditional headgear we usually see in Thai dances has now become a pop icon.

Directions: Read the given passage again and choose the best answer.

Literal Level (3 items)

1. According to the article, who wore a traditional Thai headdress in a music video?

A) Tony Jaa

B) Chicha "Kitty" Amatayakul

C) Lisa from Blackpink

D) Davika Hoorne

Answer: C

2. Which Thai restaurant is mentioned as having a Michelin award?

A) Somtum Der

B) Farang London

C) Somtum Bangkok

D) Isan Der

Answer: B

3. What is the title of the movie directed by Apichatpong Weerasethakul that won the Palme d'Or?

A) Uncle Boonmee Who Can Recall His Past Lives

B) Ong Bak

C) Tom Yum Goong

D) Bad Genius

Answer: A

Interpretative Level (3 items)

4. What is the writer's tone when discussing Thai commercials?

A) Amused

B) Critical

C) Emotional

D) Sarcastic

Answer: A

5. What is the main purpose of the article?

A) To explain why Thai cuisine is the best in the world

B) To show how Thai culture has gained international recognition

C) To critique Thai films and commercials

D) To promote travel to Thailand

Answer: B

6. What is the effect of Thai humor in commercials according to the article?

A) It confuses viewers internationally

B) It has gained fans outside of Thailand for its emotional appeal

C) It only appeals to Thai audiences

D) It is often misunderstood abroad

Answer: B

Critical Level (2 items)

7. What point of view does the writer express about Thai celebrities?

A) They are only popular in Thailand.

B) They are making a global impact, particularly in TV and music.

C) They struggle to gain recognition internationally.

D) They are not as famous as their Western counterparts.

Answer: B

8. Does the article display any bias toward a specific area of Thai culture?

A) Yes, it favors Thai food over other cultural exports.

B) No, it presents an equal appreciation for various aspects of Thai culture.

C) Yes, it only focuses on the entertainment industry.

D) No, it heavily criticizes all aspects of Thai culture.

Answer: B

Creative Level (2 items)

9. What structure does the writer use to organize the article?

A) The article is divided into sections focusing on different aspects of Thai culture.

B) The article presents a continuous narrative without clear divisions.

C) The article jumps between various unrelated ideas.

D) The article begins with a historical overview and ends with a personal anecdote.

Answer: A

10. What style does the writer use in the article?

A) Formal and academic

B) Conversational and informative

C) Persuasive and argumentative

D) Poetic and descriptive

Answer: B

Literature Circles Roles Worksheet

Name: _____

Discussion Director

Title: _____

About this role: Your job is to develop a list of questions that your group might want to discuss about this part of the given passage or topic. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1._____

2._____

3._____

4._____

5._____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically–based?
- What motivates the characters or leads them to make the choices they do?
- An in–depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written – – how does the context influence the work?

- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.
- Ask questions using WH questions: what, who, when and why.

Literature Circles Roles Worksheet

Name: _____

Word Wizard

Title: _____

About this role: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

Word definitions:

1. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
2. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
3. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
4. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____

5. Word:_____ Page:_____

What I think it means: _____

Definition: _____

Sentence: _____

Literature Circles Roles Worksheet

Name: _____

Connector

Title: _____

About this role: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Literature Circles Roles Worksheet

Name: _____

Summarizer

Title: _____

About this role: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1–2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

_____

_____

_____

_____

_____

_____

Key Points:

1. _____

2. _____

3. _____

4. _____

5. _____

Connections: Did today's reading remind you of anything? Explain.

_____

_____

_____

_____

_____

_____

Group Reading Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next reading. This is to be completed at the conclusion of each literature circle discussion. Only one is needed per group, but all members must contribute to it.

Date: _____ Topic: _____ Pages: _____

Questioner/Discussion Director:	**Word Wizard:**
Connector:	**Summarizer:**

	Challenges	**Goals**
Speaking		
Listening		
Understanding the Text		

Adapted from The College Board (2010)

Scoring Sheet of Unit 1

Directions: This scoring sheet is to collect students' score in unit 1.

Group	ID	Name-Surname	Exercise	(80%)
			10 pt.	p/f
1				
2				
3				
4				
5				

Criteria: The students who pass must score (80%) or higher.

Assessment results:

Numbers of student .....

Pass ..... percentage .....%

Fail ..... percentage .....%

.....

(.....)

Teacher(s)

Lesson Plan 3

Subject: Reading and Summarizing **Code:** 1213111

Unit 2: Art against authority **Time:** 3 hours

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1. Terminal Objectives:

1.1 Learners are able to use the GFOS model (grouping, foreseeing, obtaining, summarizing) in small group interactions on the given topic.

1.2 Learners apply the GFOS model independently during the reading activities.

2. Enabling Objectives:

After completing the unit, learners will be able to:

2.1 Comprehend the given topic by working collaboratively in groups, using the GFOS as a process.

2.2 Summarize their comprehension in their own words.

2.3 Develop a positive attitude towards learning reading through the GFOS model."

3. Language Contents:

3.1 Language skill: Reading comprehension

3.2 Grammar: Past Simple Tense, Present Simple Tense, Present Perfect Tense, Future Tense

3.3 Vocabularies: 1) Inspired 2) Censorship 3) Audience 4) Movement 5) Illustrations 6) Depictions 7) Constitutional 8) Express 9) Transform 10) Contrast 11) Figures 12) Political

4. Materials and Teaching Aids:

4.1 GFOS worksheet and exercises

4.2 Knowledge sheet

4.3 Literature Circles worksheet

4.4 Reading comprehension test

5. Activities:

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre-reading 1. Grouping (20 minutes: group work)	– Divide students into small groups and provide each group with a copy of the reading passage. – Assign specific roles to group members: Discussion Director, Word Wizard, Connector, and Summarizer (based on the GFOS Model). – Literature Circles Role's worksheets and reading passage are passed out to each student.	– Collaborate with peers in forming groups and assume their designated roles for the reading activity.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities
2. Foreseeing (40 minutes: group work)	– Guide the groups in implementing the Foreseeing step, encouraging students to skim the text and identify key elements such as headings, pictures, and emphasized words.	– Engage in brainstorming about the topic of the reading passage and activate prior knowledge.	
While-reading 3. Obtaining (60 minutes: group work)	– Monitor group discussions and interactions during the while-reading phase. – Provide support and clarification to groups as they work to obtain the main ideas of the text.	In their groups, students assume their assigned roles: 1) Discussion Director: Leads group discussions and encourages participation by posing questions about the text. 2) Word Wizard: Identifies and	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-

Teaching process	Teacher's Activities	Students' Activities	Materials
		records unfamiliar words, seeking definitions to aid comprehension. 3) Connector: Establishes connections between the text and real-life experiences to deepen understanding. 4) Summarizer: Prepares a summary of the reading for the post-reading activity.	reading activities
Post-reading 4. Summarizing (60 minutes: group and individual work)	- Facilitate the Summarizing step, instructing students to generate questions as if they were teachers assessing the class. - Provide question starters (who, what, when, where, why, how) to support students in creating effective questions. - Facilitate the presentation of each group's summary to the class. - Encourage class feedback and constructive suggestions for improvement. - Lead a reflection session, discussing the effectiveness of the employed strategies.	- Participate in generating questions and review their summaries to consolidate their understanding of the text. - Reflect on the effectiveness of the reading strategies used during the lesson. - Summarizers present their group's summaries to the class. - Provide and receive feedback on the summaries and the overall reading experience. - Complete the assigned follow-up activity and apply the strategies learned in the lesson independently and do practices and quizzes provided individually. After finish gather all scores gained from each person in the group to calculate in percentages and	- Reading passage - Whiteboard and markers - Handouts for pre-reading, while-reading and post-reading activities - Quizzes

Teaching process	Teacher's Activities	Students' Activities	Materials
	– Assign a follow-up activity, such as writing a short essay or creating a visual representation of the main ideas from the reading passage, doing practices or quizzes to evaluate comprehension.	inform which team has the highest score. – Reflect on their learning experience and record their thoughts in a reading journal.	

6. Evaluation:

6.1 Reading comprehension test

6.2 Reading worksheet and exercises

Appendix

Art Against Authority

by Gary Boyle

[1]The anger directed at the government's handling of the third Covid wave has inspired political artists. [2]They've found a home, voice and audience on Facebook. [3]Here are a few artists who use their art to make themselves heard.

[4]**THAI POLITICAL TAROT.** Panadda Tempaiboonkul started doing Thai Political Tarot cards when the youthled pro-democracy movement started. [5]She first uploaded them privately, but her friends convinced her to post on a public page. [6]When asked about censorship, she believes she isn't doing anything illegal but that doesn't mean she doesn't worry at times. [7]"What I am doing obviously doesn't violate the law. [8]But we can see the government is trying to enforce censorship as much as they can. [9]It's impossible not to worry."

SINA WITTAYAWIROJ. [10]If you've followed Voice TV's FB page then you've probably seen some of Sina's illustrations with vibrant colours but with depictions of things that are anything but "vibrant".

[11]Sina started making political art back when the Constitutional Court ruled that the Future Forward Party should be dissolved. [12]"The atmosphere was full of anger so I tried to express that in my work," he explains. [13]"If there's anger, I make it angrier. [14]If it's sad, I make it sadder. [15]I want my viewers to stop and feel something about the political issues going on."

[16]**PIXEL CRAZY 8BIT**. Complete with a version of Uncle Tu, as well as other political figures, Pixel Crazy 8Bit transforms social issues in the country to entertaining

images. [17]Of course, the real meaning of it all is far from a fun video game. [18]While 8Bit characters are fun to look at, it's less fun when they're depicted as dying, hanging or in coffins. [19]That's the contrast you can expect from Pixel Crazy 8Bit.

[20]**KAI MAEW**. Kai Maew is another page that produces political art in a nostalgic art form. [21]The artwork posted on the page is like old comic books you might have read as a kid. [22]The images can range from being hilarious to dark. [23]One of the images features a character avoiding potholes thanks to expensive gold lamp posts, while another features what seems to be a high-ranking government official on top of a coffin.

Directions: Read the passage again then choose the best answer.

Literal Level (3 items)

1. What inspired political artists during the third wave of Covid?

A) Lack of international support

B) The government's handling of the crisis

C) The youth-led pro-democracy movement

D) An economic downturn

Answer: B

2. Who started creating the Thai Political Tarot cards?

A) Kai Maew

B) Sina Wittayawiroj

C) Panadda Tempaiboonkul

D) Pixel Crazy 8Bit

Answer: C

3. What does Pixel Crazy 8Bit use to transform social issues into entertaining images?

A) Political cartoons

B) Comic books

C) Tarot cards

D) Video game style

Answer: D

Interpretative Level (3 items)

4. What tone does the writer use when discussing the government's attempt to enforce censorship?

A) Neutral

B) Optimistic

C) Concerned

D) Sarcastic

Answer: C

5. What is the purpose of Sina Wittayawiroj's use of "vibrant colors" in their illustrations?

A) To make the illustrations more cheerful

B) To depict things that are anything but vibrant

C) To attract younger viewers

D) To make political issues seem less serious

Answer: B

6. What cause–effect relationship is shown when Panadda is convinced by her friends to post publicly?

A) Panadda's friends forced her to reveal sensitive information.

B) Panadda started receiving government censorship threats.

C) Panadda started making political tarot cards due to public encouragement.

D) Panadda's friends helped her reach a wider audience by encouraging public posts.

Answer: D

Critical Level (2 items)

7. What is the writer's perspective on the effectiveness of artists like Sina Wittayawiroj and Pixel Crazy 8Bit?

A) The writer believes their art does little to impact public opinion.

B) The writer acknowledges their ability to inspire public debate on political issues.

C) The writer thinks their art is too light–hearted to tackle serious issues.

D) The writer believes their work is too controversial to be effective.

Answer: B

8. What underlying message can be interpreted from Pixel Crazy 8Bit's contrast of fun and dark imagery?

A) Political issues are often not taken seriously in Thailand.

B) The government supports this artistic expression.

C) Social issues are being trivialized by the younger generation.

D) Serious political issues can be communicated through light-hearted mediums.

Answer: D

Creative Level (2 items)

9. What structure does the writer use to present the information in this article?

A) The article alternates between discussing artists' personal stories and their artistic works.

B) The article compares different artistic styles without any personal background.

C) The article focuses solely on government censorship.

D) The article features interviews with the artists.

Answer: A

10. What is the artistic style of Kai Maew as described in the article?

A) Comic book-inspired art that is nostalgic and satirical

B) Detailed fine art paintings meant for galleries

C) Dark and serious sculptures

D) Hyper-realistic political caricatures

Answer: A

Literature Circles Roles Worksheet

Name: _____

Discussion Director

Title: _____

About this role: Your job is to develop a list of questions that your group might want to discuss about this part of the given passage or topic. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1._____

2._____

3._____

4._____

5._____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically–based?
- What motivates the characters or leads them to make the choices they do?
- An in–depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written – – how does the context influence the work?

- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.
- Ask questions using WH questions: what, who, when and why.

Literature Circles Roles Worksheet

Name: _____

Word Wizard

Title: _____

About this role: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

Word definitions:

1. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
2. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
3. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
4. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____

5. Word:_____ Page:_____

What I think it means: _____

Definition: _____

Sentence: _____

Literature Circles Roles Worksheet

Name: _____

Connector

Title: _____

About this role: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Literature Circles Roles Worksheet

Name: _____

Summarizer

Title: _____

About this role: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1–2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

_____

_____

_____

_____

_____

_____

Key Points:

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

Connections: Did today's reading remind you of anything? Explain.

_____

_____

_____

_____

_____

_____

Group Reading Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next reading. This is to be completed at the conclusion of each literature circle discussion. Only one is needed per group, but all members must contribute to it.

Date: _____ Topic: _____ Pages: _____

Questioner/Discussion Director:	**Word Wizard:**
Connector:	**Summarizer:**

	Challenges	**Goals**
Speaking		
Listening		
Understanding the Text		

Adapted from The College Board (2010)

Scoring Sheet of Unit 2

Directions: This scoring sheet is to collect students' score in unit 2.

Group	ID	Name-Surname	Exercise	(80%)
			10 pt.	p/f
1				
2				
3				
4				
5				

Criteria: The students who pass must score (80%) or higher.

Assessment results:

Numbers of student .....

Pass ..... percentage .....%

Fail ..... percentage .....%

.....

(.....)

Teacher(s)

Lesson Plan 4

Subject: Reading and Summarizing **Code:** 1213111

Unit 3: Where the wild beasts roam **Time:** 3 hours

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1. Terminal Objectives:

1.1 Learners are able to use the GFOS model (grouping, foreseeing, obtaining, summarizing) in small group interactions on the given topic.

1.2 Learners apply the GFOS model independently during the reading activities.

2. Enabling Objectives:

After completing the unit, learners will be able to:

2.1 Comprehend the given topic by working collaboratively in groups, using the GFOS as a process.

2.2 Summarize their comprehension in their own words.

2.3 Develop a positive attitude towards learning reading through the GFOS model.

3. Language Contents:

3.1 Language skill: Reading comprehension

3.2 Grammar: Present simple

3.3 Vocabularies: 1) Evidence 2) Coexistence 3) Project 4) Foundation 5) Officials 6) Conflict 7) Resilience 8) Ecological 9) Promote 10) Conservation 11) Strategies 12) Community

4. Materials and Teaching Aids:

4.1 GFOS worksheet and exercises

4.2 Knowledge sheet

4.2 Literature Circles worksheet

4.4 Reading comprehension test

5. Activities:

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre-reading 1. Grouping (20 minutes: group work)	– Divide students into small groups and provide each group with a copy of the reading passage. – Assign specific roles to group members: Discussion Director, Word Wizard, Connector, and Summarizer (based on the GFOS Model). – Literature Circles Role's worksheets and reading passage are passed out to each student.	– Collaborate with peers in forming groups and assume their designated roles for the reading activity.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities
2. Foreseeing (40 minutes: group work)	– Guide the groups in implementing the Foreseeing step, encouraging students to skim the text and identify key elements such as headings, pictures, and emphasized words.	– Engage in brainstorming about the topic of the reading passage and activate prior knowledge.	
While-reading 3. Obtaining (60 minutes: group work)	– Monitor group discussions and interactions during the while-reading phase. – Provide support and clarification to groups as they work to obtain the main ideas of the text.	In their groups, students assume their assigned roles: 1) Discussion Director: Leads group discussions and encourages participation by posing questions about the text. 2) Word Wizard: Identifies and	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-

Teaching process	Teacher's Activities	Students' Activities	Materials
		records unfamiliar words, seeking definitions to aid comprehension. 3) Connector: Establishes connections between the text and real-life experiences to deepen understanding. 4) Summarizer: Prepares a summary of the reading for the post-reading activity.	reading activities
Post-reading 4. Summarizing (60 minutes: group and individual work)	- Facilitate the Summarizing step, instructing students to generate questions as if they were teachers assessing the class. - Provide question starters (who, what, when, where, why, how) to support students in creating effective questions. - Facilitate the presentation of each group's summary to the class. - Encourage class feedback and constructive suggestions for improvement. - Lead a reflection session, discussing the effectiveness of the employed strategies.	- Participate in generating questions and review their summaries to consolidate their understanding of the text. - Reflect on the effectiveness of the reading strategies used during the lesson. - Summarizers present their group's summaries to the class. - Provide and receive feedback on the summaries and the overall reading experience. - Complete the assigned follow-up activity and apply the strategies learned in the lesson independently and do practices and quizzes provided individually. After finish gather all scores gained from each person in the group to calculate in percentages and	- Reading passage - Whiteboard and markers - Handouts for pre-reading, while-reading and post-reading activities - Quizzes

Teaching process	Teacher's Activities	Students' Activities	Materials
	– Assign a follow-up activity, such as writing a short essay or creating a visual representation of the main ideas from the reading passage, doing practices or quizzes to evaluate comprehension.	inform which team has the highest score. – Reflect on their learning experience and record their thoughts in a reading journal.	

6. Evaluation:

6.1 Reading comprehension test

6.2 Reading worksheet and exercises

Appendix

Where the Wild Beasts Roam

by Gary Boyle

Photo by Stephen Steele

Farmers in Prachuap Khiri Khan are learning to live with elephants. Thanasit Phiboonwatthanakorn points to the border of his farmland, where wild elephants often sneak in and out of the forest in search of food at night. "They forage for pineapples over there. When farmers chase them away, they become stressed. They break my rubber trees or chomp on the leaves," he said.

Broken trees and large footprints are evidence of their nightly presence. Thanasit said locals in Ruam Thai village in Prachuap Khiri Khan's Kui Buri district hung lamps to scare the jumbos off, but elephants are no longer scared and have come back. They dug a trench but it only slowed them down. When officials set up electric fences, the elephants managed to break the poles and stepped over the fences.

"We end up guarding our farms at night and we must stay alert for strange noises and shine flashlights. Workers patrol at 2–3am every night," he said. Thanasit noticed elephants ignored his kaffir lime trees while destroying pineapple crops. A kaffir lime tree can survive even if elephants tread on it. He asked the other pineapple farmers to plant and sell the new crop. At that point, a wildlife charity came in to help villagers grow alternative crops to promote human–elephant coexistence. David Owen, project manager for the Bring the Elephant Home Foundation, explains the dangers. "Eight people were killed in Thailand as a result of human–elephant conflict last year and many more injuries were recorded. Most of these cases happened outside the protected area of Kui Buri National Park. We feel like we have to do everything possible to keep elephants there," Owen said.

Owen, a journalist from Canada, decided to travel abroad for a year and came to Thailand. As an English teacher in Phitsanulok, Owen discovered a passion for elephants. Instead of returning to Toronto, Owen tried elephant management for a few years before arriving in the village in July last year.

Local residents divided 1.7 rai of farmland into 12 equal–size subplots. While two were for pineapples, 10 others were for galangal, turmeric, citronella, lemongrass, chilli, lime, kaffir lime, and mulberry. The village's "Tom Yum project" is named after the spicy prawn soup whose ingredients are not attractive to elephants. "It is not about getting rid of pineapples but creating social, economic, and ecological resilience in communities experiencing human–elephant conflict," Owen said.

Directions: Read the passage of "Where the wild beasts roam" again, then answer the questions.

Literal Level (3 items)

1. What problem do farmers in Prachuap Khiri Khan face with elephants?

A) The elephants often get lost in the forest.

B) The elephants break fences and eat crops.

C) The elephants damage houses and steal livestock.

D) The elephants chase the farmers out of their fields.

Answer: B

2. What crop do the elephants frequently destroy, according to the article?

A) Rubber trees

B) Lemongrass

C) Pineapples

D) Mangoes

Answer: C

3. What did Thanasit notice about elephants when they destroy crops at night?

A) They avoid breaking fences.

B) They destroy only kaffir lime trees.

C) They ignore kaffir lime trees while damaging pineapple crops.

D) They sleep in the fields.

Answer: C

Interpretative Level (3 items)

4. What is the writer's tone when discussing the measures farmers take to keep elephants away?

A) Neutral

B) Frustrated

C) Optimistic

D) Critical

Answer: B

5. What solution was proposed by a wildlife charity to reduce conflict between farmers and elephants?

A) Installing stronger electric fences

B) Encouraging farmers to plant alternative crops that coexist with elephants

C) Relocating the elephants to a different area

D) Keeping guards in the fields 24/7

Answer: B

6. Why did Owen, the journalist from Canada, decide to stay in Thailand?

A) He enjoyed the local culture and food.

B) He became passionate about helping elephants and the local farmers.

C) He started a business in Thailand.

D) He wanted to explore the wildlife of Thailand.

Answer: B

Critical Level (2 items)

7. What perspective does the writer offer regarding human–elephant conflict?

A) The conflict can be managed through coexistence strategies.

B) The elephants should be relocated to protect farmers' livelihoods.

C) The farmers need more aggressive ways to keep elephants away.

D) The elephants are a threat that cannot be controlled.

Answer: A

8. Does the article suggest that the measures taken so far to keep elephants away are successful?

A) Yes, the trenches have stopped the elephants completely.

B) No, the elephants still manage to break through the fences.

C) Yes, the fences and lights have solved the problem.

D) No, the problem is too complex to solve.

Answer: B

Creative Level (2 items)

9. How is the issue of human–elephant conflict framed in this article?

A) As a simple problem of animal management

B) As a challenge that requires creative and sustainable solutions

C) As a rare occurrence with no real impact

D) As a humorous look at farmers and wildlife

Answer: B

10. What writing style does the author use to convey the challenges of living with elephants?

A) Personal narrative with a reflective tone

B) Objective reporting with a factual tone

C) Descriptive writing with emotional appeal

D) Satirical commentary with a humorous tone

Answer: B

Literature Circles Roles Worksheet

Name: _____

Discussion Director

Title: _____

About this role: Your job is to develop a list of questions that your group might want to discuss about this part of the given passage or topic. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1._____

2._____

3._____

4._____

5._____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically–based?
- What motivates the characters or leads them to make the choices they do?
- An in–depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written – – how does the context influence the work?

- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.
- Ask questions using WH questions: what, who, when and why.

Literature Circles Roles Worksheet

Name: _____

Word Wizard

Title: _____

About this role: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

Word definitions:

1. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
2. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
3. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
4. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____

5. Word:_____ Page:_____

What I think it means: _____

Definition: _____

Sentence: _____

Literature Circles Roles Worksheet

Name: _____

Connector

Title: _____

About this role: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Literature Circles Roles Worksheet

Name: _____

Summarizer

Title: _____

About this role: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1–2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

_____

_____

_____

_____

_____

_____

Key Points:

1. _____

2. _____

3. _____

4. _____

5. _____

Connections: Did today's reading remind you of anything? Explain.

_____

_____

_____

_____

_____

_____

Group Reading Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next reading. This is to be completed at the conclusion of each literature circle discussion. Only one is needed per group, but all members must contribute to it.

Date: _____ Topic: _____ Pages: _____

Questioner/Discussion Director:	**Word Wizard:**
Connector:	**Summarizer:**

	Challenges	**Goals**
Speaking		
Listening		
Understanding the Text		

Adapted from The College Board (2010)

Scoring Sheet of Unit 3

Directions: This scoring sheet is to collect students' score in unit 3.

Group	ID	Name-Surname	Exercise	(80%)
			10 pt.	p/f
1				
2				
3				
4				
5				

Criteria: The students who pass must score (80%) or higher.

Assessment results:

Numbers of student .....

Pass ..... percentage .....%

Fail ..... percentage .....%

.....

(.....)

Teacher(s)

Lesson Plan 5

Subject: Reading and Summarizing **Code:** 1213111

Unit 4: Kicked Out **Time:** 3 hours

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1. Terminal Objectives:

1.1 Learners are able to use the GFOS model (grouping, foreseeing, obtaining, summarizing) in small group interactions on the given topic.

1.2 Learners apply the GFOS model independently during the reading activities.

2. Enabling Objectives:

After completing the unit, learners will be able to:

2.1 Comprehend the given topic by working collaboratively in groups, using the GFOS as a process.

2.2 Summarize their comprehension in their own words.

2.3 Develop a positive attitude towards learning reading through the GFOS model.

3. Language Contents:

3.1 Language skill: Reading comprehension

3.2 Grammar: Present simple

3.3 Vocabularies: 1) Protesters 2) Authority 3) Defended 4) Gatherings 5) Political 6) Assistance 7) Communication 8) Foundation 9) Vulnerable 10) Temper 11) Risk 12) Opinions

4. Materials and Teaching Aids:

4.1 GFOS worksheet and exercises

4.2 Knowledge sheet

4.2 Literature Circles worksheet

4.4 Reading comprehension test

5. Activities:

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre-reading 1. Grouping (20 minutes: group work)	– Divide students into small groups and provide each group with a copy of the reading passage. – Assign specific roles to group members: Discussion Director, Word Wizard, Connector, and Summarizer (based on the GFOS Model). – Literature Circles Role's worksheets and reading passage are passed out to each student.	– Collaborate with peers in forming groups and assume their designated roles for the reading activity.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities
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Teaching process	Teacher's Activities	Students' Activities	Materials
		records unfamiliar words, seeking definitions to aid comprehension. 3) Connector: Establishes connections between the text and real-life experiences to deepen understanding. 4) Summarizer: Prepares a summary of the reading for the post-reading activity.	reading activities
Post-reading 4. Summarizing (60 minutes: group and individual work)	- Facilitate the Summarizing step, instructing students to generate questions as if they were teachers assessing the class. - Provide question starters (who, what, when, where, why, how) to support students in creating effective questions. - Facilitate the presentation of each group's summary to the class. - Encourage class feedback and constructive suggestions for improvement. - Lead a reflection session, discussing the effectiveness of the employed strategies.	- Participate in generating questions and review their summaries to consolidate their understanding of the text. - Reflect on the effectiveness of the reading strategies used during the lesson. - Summarizers present their group's summaries to the class. - Provide and receive feedback on the summaries and the overall reading experience. - Complete the assigned follow-up activity and apply the strategies learned in the lesson independently and do practices and quizzes provided individually. After finish gather all scores gained from each person in the group to calculate in percentages and	- Reading passage - Whiteboard and markers - Handouts for pre-reading, while-reading and post-reading activities - Quizzes

Teaching process	Teacher's Activities	Students' Activities	Materials
	– Assign a follow-up activity, such as writing a short essay or creating a visual representation of the main ideas from the reading passage, doing practices or quizzes to evaluate comprehension.	inform which team has the highest score. – Reflect on their learning experience and record their thoughts in a reading journal.	

6. Evaluation:

6.1 Reading comprehension test

6.2 Reading worksheet and exercises

Appendix

Kicked Out

by Gary Boyle

Photo by Varuth Hirunyatheb

[1]Panaya and her son Talay fought for two days over the anti-government rallies. [2]Talay felt it was unfair for the protesters to be sprayed with water cannons while his mother defended the action.[3]"When I asked my son about the purpose of the young protesters, he couldn't answer. [4]I told him to find more information from both sides. [5]He later showed me more information and we talked about it," Panaya said. [6]In the end, they talked and the mother learned to listen. [7]"In the past, I tried to use my authority when he spoke up. [8]My son complained that I didn't listen. [9]Today, I realise that I have to listen to him," she said.

WATER CANNON

[10]The old adage says you should never discuss religion, politics or money at family gatherings. [11]Today, politics is the hot-button topic the world over, but especially in Thailand where not every parent is as understanding as Panaya. [12]Reportedly, there is an increasing number of cases of students being kicked out of the house by their parents over their political views.

[13]"I am a university student who got kicked out of my house by my parents due to our different views in politics. [14]Now, I'm looking for a job." [15]"I got kicked out of the house because I went to the protest. [16]What should I do? I don't have a place to stay." [17]These are just two social media posts by young people who clashed with their parents over politics. [18]In response, the Mirror Foundation has begun providing assistance to young people who leave or are kicked out of their home due to political differences. [19]The foundation's director Eaklak Loomchomkhae explained the campaign began after young protesters were blasted by water cannon on Oct 16, and many people reported to the foundation that their friends or family members were missing. [20]"They couldn't contact their friends or family members for many reasons such as their phones got wet or ran out of battery. [21]Then, many posts began appearing online that said young people argued with their parents and didn't want to stay at home. [22]As an organisation working for missing people, we thought we should open a safe space for young people where they can express their opinions.

[23]"When young people, especially those who are under 18, are forced to stay outside their homes, they become vulnerable and very possibly surrounded by danger," said Eaklak.

COMMUNICATION BREAKDOWN

[24]Aside from the Mirror Foundation, Childline Thailand Foundation's hotline 1387 is also ready to help young protesters. [25]Childline focuses on helping youngsters under 18.

[26]"Our campaign says that we are available to help young people anytime. [27]Some young people wanted to pursue their right to be heard, which led to problems with parents who have different viewpoints, and some got kicked out because of a

breakdown of communication in their families. [28]We talk to them and try to assess their skills and their abilities in order to help them deal with the situation in their own ways," said Ilya Smirnoff, director of the Childline Thailand Foundation.

[29]With rallies held every day, both foundations have helped about 10 students who were kicked out of their homes and had nowhere else to go.

[30]"During an argument, it is all about temper. Each side wants to win the argument, so people say things they don't mean in order to keep the other side silent. [31]Some parents question why their children have different views from them without listening to their children's reasons. [32]Also, parents are worried that their children will be at risk at the protest or could be arrested. [33]When we asked how they feel if their children face dangers outside their home, they realise that they want to stay together as a family," said Eaklak.

Directions: Read the passage of "Kicked out" again then answer the questions.

Literal Level (3 items)

1. Why did Panaya and her son Talay fight?

A) Talay wanted to leave the protest early.

B) Talay thought it was unfair for protesters to be sprayed with water cannons.

C) Talay was in favor of the government's actions.

D) Talay refused to attend the protest.

Answer: B

2. What old adage is mentioned in the article about discussing certain topics at family gatherings?

A) Never discuss politics.

B) Always be respectful to elders.

C) Don't discuss religion, politics, or money.

D) Avoid talking about controversial issues.

Answer: C

3. What service does the Childline Thailand Foundation provide?

A) Free shelter for homeless people

B) Assistance to young people kicked out due to political differences

C) Legal advice for protesters

D) Education programs for youth

Answer: B

Interpretative Level (3 items)

4. What is the purpose of the article?

A) To show how family communication can break down over political differences

B) To criticize the government's use of water cannons on protesters

C) To promote family counseling services

D) To discuss how to raise political awareness in Thailand

Answer: A

5. What tone does Panaya take when reflecting on her conversations with her son?

A) Regretful

B) Defensive

C) Angry

D) Understanding

Answer: D

6. What is the result of a communication breakdown within families as mentioned in the article?

A) Parents and children often attend protests together.

B) Children are kicked out of their homes or stop communicating.

C) Families come to a peaceful resolution after heated debates.

D) Children abandon their political views to appease their parents.

Answer: B

Critical Level (2 items)

7. What point of view does the article suggest about the youth's involvement in political protests?

A) It is risky for them and often leads to family conflict.

B) It is a waste of time and effort.

C) It is supported by most parents.

D) It rarely has any serious consequences.

Answer: A

8. Does the article show bias towards the protests or the parents' reactions?

A) Yes, it strongly sides with the parents who kick out their children.

B) No, it presents both sides of the argument and highlights the challenges faced by both.

C) Yes, it only supports the protesters.

D) No, it completely criticizes the protests and their impact on families.

Answer: B

Creative Level (2 items)

9. How does the article structure the story about Panaya and her son?

A) It starts with a conflict and moves to a resolution between the mother and son.

B) It begins with a detailed account of their participation in the protests.

C) It focuses entirely on Panaya's experience without discussing broader issues.

D) It follows a narrative that explains the government's political stance.

Answer: A

10. What writing style does the author use in the article?

A) Descriptive and personal, focusing on family dynamics

B) Highly technical, using political and legal jargon

C) Satirical, making fun of political differences in families

D) Formal and impersonal, only presenting factual information

Answer: A

Literature Circles Roles Worksheet

Name: _____

Discussion Director

Title: _____

About this role: Your job is to develop a list of questions that your group might want to discuss about this part of the given passage or topic. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

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Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically–based?
- What motivates the characters or leads them to make the choices they do?
- An in–depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
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- An analysis of a specific image, passage, phrase, etc.
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- Ask questions using WH questions: what, who, when and why.

Literature Circles Roles Worksheet

Name: _____

Word Wizard

Title: _____

About this role: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

Word definitions:

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Definition: _____
Sentence: _____
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Sentence: _____
3. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
4. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____

5. Word:_____ Page:_____

What I think it means: _____

Definition: _____

Sentence: _____

Literature Circles Roles Worksheet

Name: _____

Connector

Title: _____

About this role: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Literature Circles Roles Worksheet

Name: _____

Summarizer

Title: _____

About this role: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1–2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

_____

_____

_____

_____

_____

_____

Key Points:

1.

_____

2.

_____

3.

_____

4.

_____

5.

_____

Connections: Did today's reading remind you of anything? Explain.

_____

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_____

_____

_____

_____

Group Reading Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next reading. This is to be completed at the conclusion of each literature circle discussion. Only one is needed per group, but all members must contribute to it.

Date: _____ Topic: _____ Pages: _____

Questioner/Discussion Director:	**Word Wizard:**
Connector:	**Summarizer:**

	Challenges	**Goals**
Speaking		
Listening		
Understanding the Text		

Adapted from The College Board (2010)

Scoring Sheet of Unit 4

Directions: This scoring sheet is to collect students' score in unit 4.

Group	ID	Name–Surname	Exercise	(80%)
			10 pt.	p/f
1				
2				
3				
4				
5				

Criteria: The students who pass must score (80%) or higher.

Assessment results:

Numbers of student .....

Pass ..... percentage .....%

Fail ..... percentage .....%

.....

(.....)

Teacher(s)

Lesson Plan 6

Subject: Reading and Summarizing **Code:** 1213111

Unit 5: Talking about Thai Food **Time:** 3 hours

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1. Terminal Objectives:

1.1 Learners are able to use the GFOS model (grouping, foreseeing, obtaining, summarizing) in small group interactions on the given topic.

1.2 Learners apply the GFOS model independently during the reading activities.

2. Enabling Objectives:

After completing the unit, learners will be able to:

2.1 Comprehend the given topic by working collaboratively in groups, using the GFOS as a process.

2.2 Summarize their comprehension in their own words.

2.3 Develop a positive attitude towards learning reading through the GFOS model.

3. Language Contents:

3.1 Language skill: Reading comprehension

3.2 Grammar: Present simple

3.3 Vocabularies: 1) Delicious 2) Flavors 3) Spicy 4) Sweet 5) Ingredients 6) Herbs 7) Noodles 8) Soup 9) Curry 10) Street food 11) Affordable 12) Culture

4. Materials and Teaching Aids:

4.1 GFOS worksheet and exercises

4.2 Knowledge sheet

4.2 Literature Circles worksheet

4.4 Reading comprehension test

5. Activities:

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre-reading 1. Grouping (20 minutes: group work)	– Divide students into small groups and provide each group with a copy of the reading passage. – Assign specific roles to group members: Discussion Director, Word Wizard, Connector, and Summarizer (based on the GFOS Model). – Literature Circles Role's worksheets and reading passage are passed out to each student.	– Collaborate with peers in forming groups and assume their designated roles for the reading activity.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities
2. Foreseeing (40 minutes: group work)	– Guide the groups in implementing the Foreseeing step, encouraging students to skim the text and identify key elements such as headings, pictures, and emphasized words.	– Engage in brainstorming about the topic of the reading passage and activate prior knowledge.	
While-reading 3. Obtaining (60 minutes: group work)	– Monitor group discussions and interactions during the while-reading phase. – Provide support and clarification to groups as they work to obtain the main ideas of the text.	In their groups, students assume their assigned roles: 1) Discussion Director: Leads group discussions and encourages participation by posing questions about the text. 2) Word Wizard: Identifies and	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-

Teaching process	Teacher's Activities	Students' Activities	Materials
		records unfamiliar words, seeking definitions to aid comprehension. 3) Connector: Establishes connections between the text and real-life experiences to deepen understanding. 4) Summarizer: Prepares a summary of the reading for the post-reading activity.	reading activities
Post-reading 4. Summarizing (60 minutes: group and individual work)	- Facilitate the Summarizing step, instructing students to generate questions as if they were teachers assessing the class. - Provide question starters (who, what, when, where, why, how) to support students in creating effective questions. - Facilitate the presentation of each group's summary to the class. - Encourage class feedback and constructive suggestions for improvement. - Lead a reflection session, discussing the effectiveness of the employed strategies.	- Participate in generating questions and review their summaries to consolidate their understanding of the text. - Reflect on the effectiveness of the reading strategies used during the lesson. - Summarizers present their group's summaries to the class. - Provide and receive feedback on the summaries and the overall reading experience. - Complete the assigned follow-up activity and apply the strategies learned in the lesson independently and do practices and quizzes provided individually. After finish gather all scores gained from each person in the group to calculate in percentages and	- Reading passage - Whiteboard and markers - Handouts for pre-reading, while-reading and post-reading activities - Quizzes

Teaching process	Teacher's Activities	Students' Activities	Materials
	– Assign a follow-up activity, such as writing a short essay or creating a visual representation of the main ideas from the reading passage, doing practices or quizzes to evaluate comprehension.	inform which team has the highest score. – Reflect on their learning experience and record their thoughts in a reading journal.	

6. Evaluation:

6.1 Reading comprehension test

6.2 Reading worksheet and exercises

Appendix

Talking About Thai Food

by Gary Boyle

Photo by Leonardo ai

Thai food is famous all around the world for its delicious taste and unique flavors. Whether you enjoy spicy, sweet, sour, or salty dishes, Thai food has something for everyone. Many people love the variety of ingredients, from fresh herbs like basil and lemongrass to rich coconut milk and flavorful spices.

One of the most popular Thai dishes is Pad Thai, a stir-fried noodle dish made with shrimp, chicken, or tofu. It often comes with peanuts, lime, and a sweet and tangy sauce. Another well-known dish is Tom Yum Goong, a spicy and sour soup with shrimp. It's packed with flavor from chili, lime, lemongrass, and kaffir lime leaves.

If you like curry, you'll find plenty of options in Thai cuisine. Green curry, red curry, and Massaman curry are just a few examples. These dishes are made with different types of curry paste and coconut milk, served with meat or vegetables. They can be spicy, but you can always ask for less heat if you prefer.

Thai street food is also famous for being both tasty and affordable. In many cities and towns, you can find street vendors selling grilled meats, som tam (a spicy green papaya salad), and sticky rice with mango for dessert. These dishes offer a quick and easy way to enjoy the rich flavors of Thai cooking.

Thai food is more than just a meal. It's a celebration of culture, with its bright colors, fragrant aromas, and balanced flavors. Whether you're eating at a street stall or a fancy restaurant, every bite is a delicious journey through Thailand's rich culinary traditions.

Directions: Read the passage carefully and choose the correct option for each question.

Literal Level (3 items)

1. Which popular Thai dish is described as a stir-fried noodle dish with shrimp, chicken, or tofu?

A) Tom Yum Goong

B) Green curry

C) Pad Thai

D) Massaman curry

Answer: C

2. What ingredients are commonly found in Thai dishes like Pad Thai and Tom Yum Goong?

A) Peanut butter and basil

B) Lemongrass and coconut milk

C) Lime leaves and shrimp

D) Curry powder and peanuts

Answer: B

3. What is Thai street food famous for?

A) Being expensive and gourmet

B) Being both tasty and affordable

C) Serving large portions

D) Being difficult to find outside Thailand

Answer: B

Interpretative Level (3 items)

4. What tone does the writer use when describing Thai food?

A) Enthusiastic and positive

B) Critical and negative

C) Neutral and indifferent

D) Sarcastic and humorous

Answer: A

5. What is the main purpose of this passage?

A) To criticize the complexity of Thai dishes

B) To inform readers about the flavors and variety of Thai food

C) To discourage people from eating spicy food

D) To compare Thai food with other cuisines

Answer: B

6. What can be inferred about Thai curries from the passage?

A) They are always extremely spicy.

B) They are only made with vegetables.

C) You can adjust the spice level if desired.

D) They contain no coconut milk.

Answer: C

Critical Level (2 items)

7. How does the passage describe the role of Thai food beyond being just a meal?

A) It is mainly popular for being cheap.

B) It is a celebration of culture and culinary tradition.

C) It is solely known for its spiciness.

D) It is famous only for its use of coconut milk.

Answer: B

8. What does the writer imply about the variety in Thai food?

A) Thai food lacks variety and is very similar across dishes.

B) Thai food is diverse, offering a range of flavors to suit different tastes.

C) Only spicy dishes are popular in Thailand.

D) Thai food is difficult to cook outside Thailand.

Answer: B

Creative Level (2 items)

9. How does the writer structure the information about Thai food?

A) By listing Thai dishes and their ingredients

B) By focusing solely on Thai street food

C) By comparing Thai food with international cuisines

D) By explaining the history of each dish in detail

Answer: A

10. What style does the writer use to present Thai food in the passage?

A) Persuasive, encouraging readers to try cooking Thai food

B) Descriptive and informative, highlighting the flavors and ingredients

C) Critical, pointing out flaws in Thai cuisine

D) Analytical, discussing the origins of Thai dishes

Answer: B

Literature Circles Roles Worksheet

Name: _____

Discussion Director

Title: _____

About this role: Your job is to develop a list of questions that your group might want to discuss about this part of the given passage or topic. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1._____

2._____

3._____

4._____

5._____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically–based?
- What motivates the characters or leads them to make the choices they do?
- An in–depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written – – how does the context influence the work?

- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.
- Ask questions using WH questions: what, who, when and why.

Literature Circles Roles Worksheet

Name: _____

Word Wizard

Title: _____

About this role: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

Word definitions:

1. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
2. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
3. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
4. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____

5. Word:_____ Page:_____

What I think it means: _____

Definition: _____

Sentence: _____

Literature Circles Roles Worksheet

Name: _____

Connector

Title: _____

About this role: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Literature Circles Roles Worksheet

Name: _____

Summarizer

Title: _____

About this role: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1–2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

_____

_____

_____

_____

_____

Key Points:

1. _____

2. _____

3. _____

4. _____

5. _____

Connections: Did today's reading remind you of anything? Explain.

_____

_____

_____

_____

_____

_____

Group Reading Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next reading. This is to be completed at the conclusion of each literature circle discussion. Only one is needed per group, but all members must contribute to it.

Date: _____ Topic: _____ Pages: _____

Questioner/Discussion Director:	**Word Wizard:**
Connector:	**Summarizer:**

	Challenges	**Goals**
Speaking		
Listening		
Understanding the Text		

Adapted from The College Board (2010)

Scoring Sheet of Unit 5

Directions: This scoring sheet is to collect students' score in unit 5.

Group	ID	Name–Surname	Exercise	(80%)
			10 pt.	p/f
1				
2				
3				
4				
5				

Criteria: The students who pass must score (80%) or higher.

Assessment results:

Numbers of student .....

Pass ..... percentage .....%

Fail ..... percentage .....%

.....

(.....)

Teacher(s)

Lesson Plan 7

Subject: Reading and Summarizing **Code:** 1213111

Unit 6: Superstition of Thais **Time:** 3 hours

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1. Terminal Objectives:

1.1 Learners are able to use the GFOS model (grouping, foreseeing, obtaining, summarizing) in small group interactions on the given topic.

1.2 Learners apply the GFOS model independently during the reading activities.

2. Enabling Objectives:

After completing the unit, learners will be able to:

2.1 Comprehend the given topic by working collaboratively in groups, using the GFOS as a process.

2.2 Summarize their comprehension in their own words.

2.3 Develop a positive attitude towards learning reading through the GFOS model.

3. Language Contents:

3.1 Language skill: Reading comprehension

3.2 Grammar: Present simple

3.3 Vocabularies: 1) Superstition 2) Beliefs 3) Generation 4) Luck 5) Avoid 6) Spirits 7) Respect 8) Offerings 9) Negative 10) Wealth 11) Fortune 12) Traditions

4. Materials and Teaching Aids:

4.1 GFOS worksheet and exercises

4.2 Knowledge sheet

4.2 Literature Circles worksheet

4.4 Reading Comprehension Test

5. Activities:

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre-reading 1. Grouping (20 minutes: group work)	– Divide students into small groups and provide each group with a copy of the reading passage. – Assign specific roles to group members: Discussion Director, Word Wizard, Connector, and Summarizer (based on the GFOS Model). – Literature Circles Role's worksheets and reading passage are passed out to each student.	– Collaborate with peers in forming groups and assume their designated roles for the reading activity.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities
2. Foreseeing (40 minutes: group work)	– Guide the groups in implementing the Foreseeing step, encouraging students to skim the text and identify key elements such as headings, pictures, and emphasized words.	– Engage in brainstorming about the topic of the reading passage and activate prior knowledge.	
While-reading 3. Obtaining (60 minutes: group work)	– Monitor group discussions and interactions during the while-reading phase. – Provide support and clarification to groups as they work to obtain the main ideas of the text.	In their groups, students assume their assigned roles: 1) Discussion Director: Leads group discussions and encourages participation by posing questions about the text. 2) Word Wizard: Identifies and	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-

Teaching process	Teacher's Activities	Students' Activities	Materials
		records unfamiliar words, seeking definitions to aid comprehension. 3) Connector: Establishes connections between the text and real-life experiences to deepen understanding. 4) Summarizer: Prepares a summary of the reading for the post-reading activity.	reading activities
Post-reading 4. Summarizing (60 minutes: group and individual work)	- Facilitate the Summarizing step, instructing students to generate questions as if they were teachers assessing the class. - Provide question starters (who, what, when, where, why, how) to support students in creating effective questions. - Facilitate the presentation of each group's summary to the class. - Encourage class feedback and constructive suggestions for improvement. - Lead a reflection session, discussing the effectiveness of the employed strategies.	- Participate in generating questions and review their summaries to consolidate their understanding of the text. - Reflect on the effectiveness of the reading strategies used during the lesson. - Summarizers present their group's summaries to the class. - Provide and receive feedback on the summaries and the overall reading experience. - Complete the assigned follow-up activity and apply the strategies learned in the lesson independently and do practices and quizzes provided individually. After finish gather all scores gained from each person in the group to calculate in percentages and	- Reading passage - Whiteboard and markers - Handouts for pre-reading, while-reading and post-reading activities - Quizzes

Teaching process	Teacher's Activities	Students' Activities	Materials
	– Assign a follow-up activity, such as writing a short essay or creating a visual representation of the main ideas from the reading passage, doing practices or quizzes to evaluate comprehension.	inform which team has the highest score. – Reflect on their learning experience and record their thoughts in a reading journal.	

6. Evaluation:

6.1 Reading comprehension test

6.2 Reading worksheet and exercises

Appendix

Superstition of Thais

by Gary Boyle

Photo by Leonardo ai

Superstition plays an important role in Thai culture, influencing the way many people live their daily lives. These beliefs have been passed down from generation to generation and are often connected to religion, traditions, and local legends. While not everyone in Thailand believes in superstitions, many still follow certain practices to bring good luck or avoid bad luck.

One common superstition in Thailand is related to numbers. The number 9 is considered lucky because the word for nine, “gao,” sounds similar to the Thai word for progress. As a result, people may choose phone numbers, license plates, or even house numbers that include the number 9. On the other hand, the number 6 is often avoided because it can symbolize bad luck or negativity.

Another well-known Thai superstition involves spirits, or "phi" in Thai. Many Thais believe that spirits exist all around us, and it’s important to show respect to them. This is

why you will often see spirit houses in front of homes and businesses. These small houses are built to give spirits a place to live so they won't cause trouble. People leave food, drinks, and flowers as offerings to keep the spirits happy.

There are also beliefs about certain actions that can bring good or bad fortune. For example, sweeping the house at night is said to sweep away wealth, so it's something many people avoid. Similarly, cutting your hair on Wednesdays is thought to bring bad luck, so haircuts are often done on other days.

While some of these superstitions may seem unusual to outsiders, they are a significant part of Thai culture. They reflect the country's rich traditions and the deep connection between spirituality and daily life.

Directions: Read the passage carefully and choose the correct option for each question.

Literal Level (3 items)

1. Why is the number 9 considered lucky in Thailand?

A) It sounds like the word for "wealth."

B) It sounds similar to the Thai word for "progress."

C) It represents harmony and balance.

D) It is associated with royalty.

Answer: B

2. What is often left in front of spirit houses to keep spirits happy?

A) Coins and jewelry

B) Food, drinks, and flowers

C) Incense and candles

D) Statues of Buddha

Answer: B

3. What action is believed to sweep away wealth if done at night?

A) Cutting hair

B) Cleaning windows

C) Sweeping the house

D) Washing dishes

Answer: C

Interpretative Level (3 items)

4. What is the main purpose of the passage?

A) To explain why superstitions are not relevant in modern Thai society

B) To highlight the role of superstitions in Thai culture and daily life

C) To persuade readers to adopt Thai superstitions

D) To criticize the belief in spirits and luck

Answer: B

5. What tone does the writer use when discussing Thai superstitions?

A) Neutral and informative

B) Sarcastic and critical

C) Humorous and light-hearted

D) Aggressive and confrontational

Answer: A

6. What can be inferred about the Thai belief in spirits (phi)?

A) Most Thais no longer believe in spirits.

B) Thais believe that showing respect to spirits will prevent harm.

C) Spirits are seen as evil entities that must be avoided.

D) The belief in spirits is limited to older generations.

Answer: B

Critical Level (2 items)

7. What is the significance of superstitions in Thailand, according to the passage?

A) They are dismissed by most people as outdated beliefs.

B) They have no connection to Thai cultural traditions.

C) They are deeply tied to Thai spirituality and daily life.

D) They are only practiced by those in rural areas.

Answer: C

8. Does the article suggest that all Thais follow superstitions?

A) Yes, all Thais strictly follow every superstition.

B) No, not everyone in Thailand believes in or follows superstitions.

C) Yes, most modern Thais believe superstitions are scientifically proven.

D) No, only older people follow superstitions, and younger generations reject them.

Answer: B

Creative Level (2 items)

9. How does the writer structure the article on Thai superstitions?

A) By giving examples of different types of superstitions, including numbers, spirits, and actions

B) By listing superstitions and explaining why they are wrong

C) By focusing on the religious significance of Thai superstitions

D) By comparing Thai superstitions to other countries' beliefs

Answer: A

10. What style does the writer use to present Thai superstitions?

A) Academic, with formal analysis of historical superstitions

B) Descriptive and factual, explaining beliefs in an accessible way

C) Persuasive, encouraging readers to follow these superstitions

D) Personal, sharing the writer's own superstitious experiences

Answer: B

Literature Circles Roles Worksheet

Name: _____

Discussion Director

Title: _____

About this role: Your job is to develop a list of questions that your group might want to discuss about this part of the given passage or topic. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1._____

2._____

3._____

4._____

5._____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically–based?
- What motivates the characters or leads them to make the choices they do?
- An in–depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written – – how does the context influence the work?

- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.
- Ask questions using WH questions: what, who, when and why.

Literature Circles Roles Worksheet

Name: _____

Word Wizard

Title: _____

About this role: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

Word definitions:

1. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
2. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
3. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
4. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____

5. Word:_____ Page:_____

What I think it means: _____

Definition: _____

Sentence: _____

Literature Circles Roles Worksheet

Name: _____

Connector

Title: _____

About this role: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Literature Circles Roles Worksheet

Name: _____

Summarizer

Title: _____

About this role: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1–2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

_____

_____

_____

_____

_____

Key Points:

1. _____

2. _____

3. _____

4. _____

5. _____

Connections: Did today's reading remind you of anything? Explain.

_____

_____

_____

_____

_____

_____

Group Reading Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next reading. This is to be completed at the conclusion of each literature circle discussion. Only one is needed per group, but all members must contribute to it.

Date: _____ Topic: _____ Pages: _____

Questioner/Discussion Director:	**Word Wizard:**
Connector:	**Summarizer:**

	Challenges	**Goals**
Speaking		
Listening		
Understanding the Text		

Adapted from The College Board (2010)

Scoring Sheet of Unit 6

Directions: This scoring sheet is to collect students' score in unit 6.

Group	ID	Name-Surname	Exercise	(80%)
			10 pt.	p/f
1				
2				
3				
4				
5				

Criteria: The students who pass must score (80%) or higher.

Assessment results:

Numbers of student .....

Pass ..... percentage .....%

Fail ..... percentage .....%

.....

(.....)

Teacher(s)

Lesson Plan 8

Subject: Reading and Summarizing **Code:** 1213111

Unit 7: Visiting the Sukhothai Historical Park: History of Sukhothai **Time:** 3 hours

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1. Terminal Objectives:

1.1 Learners are able to use the GFOS model (grouping, foreseeing, obtaining, summarizing) in small group interactions on the given topic.

1.2 Learners apply the GFOS model independently during the reading activities.

2. Enabling Objectives:

After completing the unit, learners will be able to:

2.1 Comprehend the given topic by working collaboratively in groups, using the GFOS as a process.

2.2 Summarize their comprehension in their own words.

2.3 Develop a positive attitude towards learning reading through the GFOS model.

3. Language Contents:

3.1 Language skill: Reading comprehension

3.2 Grammar: Present and Future tense

3.3 Vocabularies: 1) Historical 2) Capital 3) Kingdom 4) Architecture 5) Influences 6) Explore 7) Temples 8) Monuments 9) Preserved 10) Structures 11) Heritage 12) Tourists

4. Materials and Teaching Aids:

4.1 GFOS worksheet and exercises

4.2 Knowledge sheet

4.2 Literature Circles worksheet

4.4 Reading comprehension test

5. Activities:

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre-reading 1. Grouping (20 minutes: group work)	– Divide students into small groups and provide each group with a copy of the reading passage. – Assign specific roles to group members: Discussion Director, Word Wizard, Connector, and Summarizer (based on the GFOS Model). – Literature Circles Role's worksheets and reading passage are passed out to each student.	– Collaborate with peers in forming groups and assume their designated roles for the reading activity.	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-reading activities
2. Foreseeing (40 minutes: group work)	– Guide the groups in implementing the Foreseeing step, encouraging students to skim the text and identify key elements such as headings, pictures, and emphasized words.	– Engage in brainstorming about the topic of the reading passage and activate prior knowledge.	
While-reading 3. Obtaining (60 minutes: group work)	– Monitor group discussions and interactions during the while-reading phase. – Provide support and clarification to groups as they work to obtain the main ideas of the text.	In their groups, students assume their assigned roles: 1) Discussion Director: Leads group discussions and encourages participation by posing questions about the text. 2) Word Wizard: Identifies and	– Reading passage – Whiteboard and markers – Handouts for pre-reading, while-reading and post-

Teaching process	Teacher's Activities	Students' Activities	Materials
		records unfamiliar words, seeking definitions to aid comprehension. 3) Connector: Establishes connections between the text and real-life experiences to deepen understanding. 4) Summarizer: Prepares a summary of the reading for the post-reading activity.	reading activities
Post-reading 4. Summarizing (60 minutes: group and individual work)	- Facilitate the Summarizing step, instructing students to generate questions as if they were teachers assessing the class. - Provide question starters (who, what, when, where, why, how) to support students in creating effective questions. - Facilitate the presentation of each group's summary to the class. - Encourage class feedback and constructive suggestions for improvement. - Lead a reflection session, discussing the effectiveness of the employed strategies.	- Participate in generating questions and review their summaries to consolidate their understanding of the text. - Reflect on the effectiveness of the reading strategies used during the lesson. - Summarizers present their group's summaries to the class. - Provide and receive feedback on the summaries and the overall reading experience. - Complete the assigned follow-up activity and apply the strategies learned in the lesson independently and do practices and quizzes provided individually. After finish gather all scores gained from each person in the group to calculate in percentages and	- Reading passage - Whiteboard and markers - Handouts for pre-reading, while-reading and post-reading activities - Quizzes

Teaching process	Teacher's Activities	Students' Activities	Materials
	– Assign a follow-up activity, such as writing a short essay or creating a visual representation of the main ideas from the reading passage, doing practices or quizzes to evaluate comprehension.	inform which team has the highest score. – Reflect on their learning experience and record their thoughts in a reading journal.	

6. Evaluation:

6.1 Reading comprehension test

6.2 Reading worksheet and exercises

Appendix

Visiting the Sukhothai Historical Park: History of Sukhothai

by Gary Boyle

Photo by Leonardo ai

Sukhothai Historical Park is one of Thailand's most important historical sites. Located in northern Thailand, Sukhothai was the capital of the first Kingdom of Siam, which is now modern-day Thailand. The word "Sukhothai" means "Dawn of Happiness," and the city is often considered the birthplace of Thai civilization. A visit to Sukhothai Historical Park allows you to step back in time and learn about Thailand's rich history and culture.

The History of Sukhothai

Sukhothai was founded in the 13th century, around 1238, when it became the capital of the Kingdom of Sukhothai. The kingdom lasted for about 200 years before becoming part of the larger Ayutthaya Kingdom. Sukhothai is often seen as the golden age of Thai culture and art. During this time, King Ramkhamhaeng the Great ruled, and he is credited with developing the Thai alphabet and spreading Theravada Buddhism throughout the region.

The Sukhothai period is known for its impressive architecture and sculptures. Many of the buildings were built using brick and covered with stucco. The art from this time reflects both Thai and Khmer influences. Today, many of these ancient structures still stand, providing visitors with a glimpse of the past.

Exploring the Park

The Sukhothai Historical Park covers an area of about 70 square kilometers. It contains many temples, monuments, and statues from the Sukhothai era. The park is divided into five zones: the central, north, south, east, and west zones.

One of the most famous sites in the park is Wat Mahathat, which was the main temple of the Sukhothai Kingdom. The temple has many large Buddha statues and chedis (Buddhist stupas) that are still well-preserved. Another important site is Wat Si Chum, known for its massive seated Buddha image. This Buddha, called Phra Achana, is one of the largest in Thailand, measuring about 15 meters high.

Visitors can explore the park on foot, by bicycle, or even by electric tram. Walking through the park, you'll see ancient city walls, moats, and water features that were used to protect and supply the city. Many of the temples and structures are surrounded by ponds, making the park peaceful and scenic.

The Legacy of Sukhothai

Sukhothai is not just important for its physical beauty but also for its cultural impact. The Sukhothai era saw the development of many aspects of Thai life that still exist today. For example, Thai art, literature, and religion were all heavily influenced by the ideas and values from this time. King Ramkhamhaeng's creation of the Thai script is still in use, and the spread of Theravada Buddhism laid the foundation for modern Thai religious practices.

Sukhothai Historical Park became a UNESCO World Heritage Site in 1991, recognizing its importance in world history. Today, it remains a popular destination for both Thai and international tourists who want to experience Thailand's ancient past.

Visiting Sukhothai Historical Park is like taking a journey back in time. It offers a unique opportunity to see how Thailand's history and culture have evolved over the centuries, making it a must-visit destination for history lovers.

Directions: Read the passage carefully and choose the correct option for each question.

Literal Level (3 items)

1. Where is Sukhothai Historical Park located?

A) Southern Thailand

B) Northern Thailand

C) Central Thailand

D) Eastern Thailand

Answer: B

2. What does the word "Sukhothai" mean?

A) Dawn of Peace

B) Golden Age of Happiness

C) Kingdom of Prosperity

D) Dawn of Happiness

Answer: D

3. What important site within the Sukhothai Historical Park is known for its large seated Buddha?

A) Wat Mahathat

B) Wat Si Chum

C) Wat Arun

D) Wat Pho

Answer: B

Interpretative Level (3 items)

4. What is the main purpose of the passage?

A) To explain the religious significance of Sukhothai

B) To encourage tourists to visit Sukhothai Historical Park

C) To compare Sukhothai with other ancient kingdoms

D) To describe the economy of ancient Sukhothai

Answer: B

5. What can be inferred about the impact of King Ramkhamhaeng during the Sukhothai period?

A) He ruled for a very short time.

B) He had little influence on Thai art and culture.

C) He was instrumental in developing the Thai alphabet.

D) He was known for his military conquests.

Answer: C

6. What is the writer's tone when describing the historical importance of Sukhothai?

A) Neutral and indifferent

B) Enthusiastic and appreciative

C) Critical and judgmental

D) Humorous and light-hearted

Answer: B

Critical Level (2 items)

7. Why is Sukhothai considered significant in terms of cultural heritage?

A) It is the birthplace of modern Thai architecture.

B) It represents a golden age of Thai civilization and cultural development.

C) It was the longest-lasting kingdom in Thailand.

D) It was the first kingdom to create Buddhist temples.

Answer: B

8. What conclusion can be drawn about Sukhothai Historical Park's role today?

A) It is mainly an attraction for locals.

B) It remains a major cultural and historical destination for international tourists.

C) It is in poor condition and needs restoration.

D) It is mostly forgotten by modern historians.

Answer: B

Creative Level (2 items)

9. How does the writer structure the passage?

A) By discussing Sukhothai's history, followed by its architecture, and ending with its legacy

B) By explaining the religious significance of Sukhothai first and then detailing tourist activities

C) By describing the downfall of Sukhothai and its economic struggles

D) By presenting the tourist attractions first and then its history

Answer: A

10. What style does the writer use to present the historical and cultural importance of Sukhothai?

A) Analytical and data-driven

B) Descriptive and informative

C) Critical and argumentative

D) Narrative and personal

Answer: B

Literature Circles Roles Worksheet

Name: _____

Discussion Director

Title: _____

About this role: Your job is to develop a list of questions that your group might want to discuss about this part of the given passage or topic. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1._____

2._____

3._____

4._____

5._____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically–based?
- What motivates the characters or leads them to make the choices they do?
- An in–depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written – – how does the context influence the work?

- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.
- Ask questions using WH questions: what, who, when and why.

Adapted from The College Board (2010)

Literature Circles Roles Worksheet

Name: _____

Word Wizard

Title: _____

About this role: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

Word definitions:

1. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
2. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
3. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____
4. Word:_____ Page:_____
What I think it means: _____
Definition: _____
Sentence: _____

5. Word:_____ Page:_____

What I think it means: _____

Definition: _____

Sentence: _____

Adapted from The College Board (2010)

Literature Circles Roles Worksheet

Name: _____

Connector

Title: _____

About this role: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Literature Circles Roles Worksheet

Name: _____

Summarizer

Title: _____

About this role: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1–2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

_____

_____

_____

_____

_____

Key Points:

1. _____

2. _____

3. _____

4. _____

5. _____

Connections: Did today's reading remind you of anything? Explain.

_____

_____

_____

_____

_____

_____

Adapted from The College Board (2010)

Group Reading Reflection Sheet

This reflection sheet is designed to help you identify what is going well and what needs to be improved before the next reading. This is to be completed at the conclusion of each literature circle discussion. Only one is needed per group, but all members must contribute to it.

Date: _____ Topic: _____ Pages: _____

Questioner/Discussion Director:	**Word Wizard:**
Connector:	**Summarizer:**

	Challenges	**Goals**
Speaking		
Listening		
Understanding the Text		

Adapted from The College Board (2010)

Scoring Sheet of Unit 7

Directions: This scoring sheet is to collect students' score in unit 7.

Group	ID	Name–Surname	Exercise	(80%)
			10 pt.	p/f
1				
2				
3				
4				
5				

Criteria: The students who pass must score (80%) or higher.

Assessment results:

Numbers of student .....

Pass ..... percentage .....%

Fail ..... percentage .....%

.....

(.....)

Teacher(s)

Lesson Plan 9

Subject: Reading and Summarizing **Code:** 1213111

Unit –: Post–orientation **Time:** 3 hours

---

1. Terminal Objectives:

1.1 Learners are able to use the GFOS model (Grouping, Foreseeing, Obtaining, Summarizing) in small group interactions on the given topic.

1.2 Learners independently apply the GFOS model during reading activities.

2. Enabling Objectives:

After completing the unit, learners will be able to:

2.1 Share and give feedback on the teaching and learning process of the GFOS model.

2.2 Complete the post–test.

3. Language Contents:

–

4. Materials and Teaching Aids:

4.1 Posttest of reading comprehension

5. Activities:

Teaching process	Teacher's Activities	Students' Activities	Materials
Pre–teaching (60 minutes: pair work)	– Review the previous lesson by asking students about the techniques they used during the activity. – Introduce the learning objectives for the day and explain the importance of the GFOS model for group work and reading comprehension.	– Talk to classmates about the techniques used in the previous activity. – Present their understanding in front of the class.	– Whiteboard – Markers – Presentation slides
While–teaching	– Inform students that they will prepare for the posttest.	– Complete the posttest.	– Posttest

Teaching process	Teacher's Activities	Students' Activities	Materials
(40 minutes: individual work)			
Post-teaching (80 minutes: group and pair work)	– Facilitate a class discussion on how using the GFOS model improved their reading comprehension skills. – Ask students to reflect on how working in groups impacted their learning. – Provide feedback and encourage further discussion among students.	– Share their reflections and insights with classmates on the effectiveness of the GFOS model in reading comprehension and group work. – Engage in peer feedback.	–

6. Evaluation:

6.1 Reading comprehension test

APPENDIX B Pretest and posttest

Pretest and Posttest

Course: Reading and Summarizing

Duration: 40 minutes

Instructor: Mr. Anusit Panklam

Instructions: This test consists of 30 questions to evaluate the reading comprehension of EFL students. This test is divided into four categories of comprehension level: Literal, Interpretive, Critical, and Creative.

Directions: Read the following passage about Thai historical places carefully. Then, answer the questions that follow (1–8).

Thai historical places

Thailand, also known as the Land of Smiles, is a country rich in history and cultural heritage. From ancient ruins to magnificent temples, there are many historical places to explore. Let's take a virtual tour of some of these fascinating sites.

1. Ayutthaya Historical Park:

Located in the heart of Ayutthaya Province, Ayutthaya Historical Park is a UNESCO World Heritage Site. It was once the capital of the Kingdom of Ayutthaya, which flourished from the 14th to the 18th century. Visitors can marvel at the remains of grand palaces, towering prang (reliquary towers), and ancient Buddha statues.

2. Sukhothai Historical Park:

Situated in the north–central region of Thailand, Sukhothai Historical Park is another UNESCO World Heritage Site. It is home to the ancient capital of the Kingdom of Sukhothai, founded in the 13th century. The park showcases numerous well–preserved temples, Buddha statues, and intricately carved stone pillars.

3. Wat Phra Kaew:

Located within the grounds of the Grand Palace in Bangkok, Wat Phra Kaew is one of Thailand's most sacred temples. It houses the revered Emerald Buddha, a highly venerated image of Buddha carved from a single block of jade. The temple complex also features beautiful murals depicting scenes from Thai mythology.

4. Phimai Historical Park:

Situated in Nakhon Ratchasima Province, Phimai Historical Park is an ancient Khmer temple complex. It was built in the 11th century and bears a resemblance to the famous Angkor Wat in Cambodia. The central sanctuary, known as Prasat Hin Phimai, is a remarkable example of Khmer architecture.

---

1. What is Thailand often referred to as?

a) The Land of Ruins

b) The Land of Smiles

c) The Land of Temples

d) The Land of Heritage

2. Which century did the Kingdom of Ayutthaya flourish in?

a) 14th to 18th century

b) 11th century

c) 13th century

d) 19th century

3. What is the primary attraction of Wat Phra Kaew?

a) Ancient palaces

b) Towering prang

c) Emerald Buddha

d) Khmer architecture

4. What is the tone of the text?

a) Informative

b) Critical

c) Humorous

d) Romantic

5. What is the cause-effect relationship mentioned in the text?

a) The rise of the Kingdom of Ayutthaya led to the creation of Ayutthaya Historical Park.

b) The construction of Wat Phra Kaew led to the decline of the Grand Palace.

c) The emergence of Khmer architecture in Thailand is the result of influence from Cambodia.

d) The discovery of ancient ruins in Thailand caused a decline in tourism.

6. Does the author express any bias in the text?

a) Yes, the author is biased against Thailand's historical sites.

b) No, the author presents the information objectively.

c) Yes, the author is biased in favor of Khmer architecture.

d) No, the author is critical of Thailand's cultural heritage.

7. What is the author's point of view regarding the significance of these historical sites?

a) The author believes they are overrated.

b) The author thinks they are unimportant.

c) The author considers them valuable and significant.

d) The author has not expressed a point of view.

8. Which of the following terms best describes the writing style in the text?

a) Poetic and lyrical

b) Scientific and analytical

c) Informal and conversational

d) Abstract and philosophical

Directions: Read the following passage about the lifestyle of Thai people and answer the multiple-choice questions that follow. Each question has only one correct answer (9-17).

The Lifestyle of Thai People

Thailand, known as the Land of Smiles, is a country in Southeast Asia that is rich in culture and traditions. The lifestyle of Thai people reflects their deep-rooted beliefs, strong family values, and the influence of Buddhism. Thai people are known for their warm hospitality and friendly nature, which is evident in their daily interactions.

One aspect of the Thai lifestyle is the importance of family. Thai families are typically large and close-knit, with several generations living together under one roof. Respect for elders is highly valued, and children are taught to honor and care for their parents and grandparents. Family gatherings and celebrations are common, providing opportunities for bonding and strengthening familial relationships.

Another significant aspect of Thai culture is their cuisine. Thai food is renowned for its bold flavors, aromatic herbs, and spices. Rice is a staple in Thai cuisine and is often accompanied by dishes such as Pad Thai, Green Curry, and Tom Yum soup. Street food stalls and local markets offer a wide variety of dishes, providing an authentic culinary experience for locals and tourists alike.

Thai people also have a strong connection to Buddhism, which plays a significant role in their daily lives. Temples, or "wats," are scattered throughout the country, and many Thai people visit them regularly to pay respects, make offerings, and seek blessings. Buddhist principles, such as compassion and mindfulness, are integrated into the fabric of Thai society, influencing their behavior and interactions with others.

Overall, the lifestyle of Thai people is characterized by a harmonious blend of tradition and modernity, with a focus on family, food, and spiritual values.

9. According to the text, what aspects of Thai culture influence their lifestyle?

a) Buddhism and modernity

b) Family values and cuisine

c) Respect for elders and street food

d) Hospitality and street markets

10. What is a common staple in Thai cuisine mentioned in the text?

a) Noodles

b) Bread

c) Rice

d) Potatoes

11. What role do temples, or "wats," play in Thai people's lives?

a) They serve as tourist attractions.

b) They have no significance in Thai culture.

c) They are used for family gatherings.

d) People visit them to seek blessings and make offerings.

12. What is the tone of the text?

a) Critical

b) Informative

c) Biased

d) Humorous

13. What is the main purpose of the text?

a) To inform readers about Thai lifestyle and culture

b) To criticize Thai culture

c) To persuade readers to visit Thailand

d) To promote Thai cuisine

14. What are the main ideas presented in the text?

a) Family values, cuisine, and Buddhism in Thai culture

b) Thai hospitality, Thai history, and Thai family values

c) Thai cuisine, Thai architecture, and Thai traditions

d) Tourism, modernity, and Thai cultural festivals

15. Does the author express any bias in the text?

a) Yes, the author is biased against Thai culture.

b) No, the author presents the information objectively.

c) Yes, the author is biased in favor of Thai cuisine.

d) No, the author is critical of Thai hospitality.

16. What is the author's point of view regarding the significance of Buddhism in Thai society?

a) The author believes Buddhism has no significance in Thai society.

b) The author thinks Buddhism is important only for tourists.

c) The author emphasizes the significant role of Buddhism in Thai society.

d) The author believes Thai society is secular and not influenced by Buddhism.

17. Which of the following terms best describes the writing style in the text?

a) Poetic and lyrical

b) Scientific and analytical

c) Abstract and philosophical

d) Informal and conversational

Directions: Read the following passage about the The Cultures and answer the multiple-choice questions that follow. Each question has only one correct answer (18–25).

The Cultures

Thailand, known as the "Land of Smiles," is a country rich in history, traditions, and customs. Thai culture is influenced by several factors, including religion, geography, and neighboring countries. Here are some key aspects of Thai culture:

1. Religion: Buddhism plays a significant role in Thai society. Over 90% of Thais are Buddhists, and temples, or "wats," can be found in every corner of the country. Thai people are known for their strong devotion to Buddhism, and many rituals and traditions revolve around religious practices.

2. Thai Language: The official language of Thailand is Thai, which has its own unique alphabet. The Thai language is tonal, meaning that the tone used to pronounce a word can change its meaning. Learning a few basic Thai phrases can greatly enhance your experience in Thailand.

3. Thai Cuisine: Thai food is renowned worldwide for its bold flavors and unique combination of sweet, sour, salty, and spicy tastes. Traditional Thai dishes include pad Thai, green curry, and mango sticky rice. Thai cuisine often incorporates fresh herbs, spices, and tropical fruits, creating a delightful culinary experience.

4. Festivals: Thai people celebrate numerous festivals throughout the year. One of the most famous festivals is Songkran, the Thai New Year, which is celebrated in mid-April. During Songkran, people engage in water fights and visit temples to pay respect to their ancestors. Loy Krathong is another popular festival where people release small decorated baskets into rivers to symbolize letting go of negativity.

18. What is the official language of Thailand mentioned in the text?

a) English

b) Thai

c) Mandarin

d) Spanish

19. How does the tone of the text appear to be?

a) Critical

b) Humorous

c) Biased

d) Informative

20. What role do temples, or "wats," play in Thai society according to the text?

a) People visit them to pay respect to their ancestors.

b) They serve as tourist attractions.

c) They are used as community centers.

d) Temples are not significant in Thai culture.

21. What is the main purpose of the text?

a) To criticize Thai culture

b) To persuade readers to visit Thailand

c) To inform readers about key aspects of Thai culture

d) To promote Thai cuisine

22. What are some key aspects of Thai culture mentioned in the text?

a) Thai language, religion, and geography

b) Thai food, festivals, and customs

c) Thai cuisine, geography, and neighboring countries

d) Thai religion, history, and language

23. Does the author express any bias in the text?

a) Yes, the author is biased against Thai culture.

b) No, the author presents the information objectively.

c) Yes, the author is biased in favor of Thai cuisine.

d) No, the author is critical of Thai religion.

24. Which of the following terms best describes the writing style in the text?

a) Poetic and lyrical

b) Scientific and analytical

c) Abstract and philosophical

d) Informal and conversational

25. What literary device is used in the phrase "The Land of Smiles"?

a) Metaphor

b) Simile

c) Personification

d) Hyperbole

Directions: Read the following passage about COVID-19 infections and deaths rise steadily since Songkran and answer the multiple-choice questions that follow. Each question has only one correct answer (26-30).

COVID-19 infections and deaths rise steadily since Songkran

COVID-19 infections in Thailand have been rising steadily since Songkran in mid-April, to an average of 336 cases a day, an increase of 39% over last week, according to Dr. Tares Krassanairawiwong, director-general of the Disease Control Department.

He said yesterday (Monday) that the number of lung infections and patients requiring ventilators this week has increased by about 45%, compared to last week, whereas the death toll is twice that of last week. About 55% of the deaths involve people who were unvaccinated or who had low immunity to COVID-19.

He recommended that people who had their last dose of vaccine or who were last infected more than six months ago receive an additional vaccine dose and get vaccinated against influenza simultaneously, to reduce the risk of severe symptoms from infection by either of the viruses.

He also suggested that people who develop respiratory conditions immediately take a rapid antigen test, avoid close contact with the elderly, weakened or immunocompromised, wear face masks and monitor their conditions closely, adding that they should see a doctor if their symptoms worsen.

Meanwhile, Disease Control Department Deputy Director-General Sophon Iamsirithavorn advised parents and teachers to monitor young children for any symptoms associated with respiratory disease, such as a fever, a cough, a runny nose or a sore throat, and immediately separate those with symptoms from other students during the opening of the new semester.

26. What has been happening to COVID-19 infections in Thailand since Songkran in mid-April?

a) They have been decreasing steadily.

b) They have been incresing steadily.

c) They have remained the same.

d) They have been unpredictable.

27. Who is Dr. Tares Krassanairawiwong according to the text?

a) A COVID-19 patient

b) A government official

c) A vaccine researcher

d) A news reporter

28. What is the percentage increase in the number of lung infections and patients requiring ventilators this week compared to last week?

a) 45%

b) 39%

c) 55%

d) 90%

29. What is the main recommendation made by Dr. Tares Krassanairawiwong to reduce the risk of severe symptoms from COVID-19 and influenza?

a) Avoid vaccination.

b) Take a rapid antigen test.

c) Receive an additional vaccine dose and get vaccinated against influenza.

d) Wear face masks only when in close contact with the elderly.

30. What is the main purpose of the text?

a) To persuade people to stop getting vaccinated.

b) To inform readers about the rise in COVID-19 infections in Thailand.

c) To promote a new type of vaccine.

d) To criticize government officials.

BIOGRAPHY

NAME	Anusit Panklam
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