

Development Model of English Reading Comprehension Skill by Using Cognitive Academic Language Learning Approach for Undergraduate Students at Mahachulalongkornrajavidyalaya University

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Abstract

This research studied of development model of English reading comprehension skill by using cognitive academic language learning approach for undergraduate students at Mahachulalongkornrajavidyalaya University. The objectives were 1) to study the English reading comprehension skill by using cognitive academic language learning approach for undergraduate students at Mahachulalongkornrajavidyalaya University, 2) to develop English reading comprehension skill by using cognitive academic language learning approach for undergraduate students at Mahachulalongkornrajavidyalaya University, 3) to test of using and evaluate the effectiveness of teaching and learning English reading comprehension skill by using cognitive academic language learning approach for undergraduate students at Mahachulalongkornrajavidyalaya University. This research has used the Research and Development (R & D) including one group pre-test and post-test design.

The results of this research were found that

1) the teacher's questionnaire of teaching plans, physiology, and problem solving for teachers was found that the overall average was 4.40 which was at high congruence level. The student's questionnaire of teaching plans, physiology, and problem solving for students was found that the overall average was 4.31 which was at high congruence level.

2) the evaluation of the validity of the model was found that the overall average was 4.45 which was at high congruence level. The evaluation of the appropriate and consistent of the model was found that the overall average was 4.36 which was at high congruence level.

3) the score of pre-tests of use experiments the manual of model for solving English speaking problems between Thai and foreign ($\bar{x} = 9.76$, S.D. = 1.33) was lower than

post of use experiments the manual of model for solving English speaking problems between Thai and foreign students in education faculty (\bar{X} = 17.76, S.D. = 1.05).

Keywords: English Academic Writing Skill; English Major; Process Approach

Introduction

1. The concepts of reading comprehension

Reading comprehension refers to the ability to understand, interpret, and analyze written text. It involves several key components and processes that work together to enable a reader to extract meaning from what they read. Here are some of the main concepts:

1) Decoding

Reading requires the ability to recognize words and understand their meaning. This is the foundation of reading, as without decoding, comprehension cannot occur.

2) Vocabulary

Understanding the meaning of words is crucial for comprehension. A strong vocabulary allows readers to make sense of the text and grasp complex ideas.

3) Fluency

Fluency is the ability to read text smoothly and with appropriate expression. Fluency affects comprehension because it frees up cognitive resources to focus on understanding the text rather than on decoding individual words.

4) Prior Knowledge

The information and experiences, a reader brings to a text can significantly impact their understanding. Prior knowledge helps in making connections between the new information in the text and what the reader already knows. (Nongnat Chawwang, 2008).

5) Inference

The ability to read between the lines and make logical guesses about the text's meaning, even when information is not explicitly stated. Inferences are drawn from context clues, background knowledge, and understanding of how language works.

6) The main idea and supporting details

The process of identifying the main idea of a text involves distinguishing it from its supporting details, which are the facts, examples, and explanations that support the main idea.

7) Text Structure

Understanding how different types of texts are organized, such as recognizing narrative structure in stories or the problem-solution structure in expository texts. Knowledge of text structure aids in predicting and understanding the flow of information.

8) Critical Thinking

Engaging with the text involves analyzing, evaluating, and forming opinions about it. This involves questioning the text's content, purpose, and the author's intent.

9) Summarization

The ability to condense a text into its essential points is crucial. Summarizing helps readers to focus on the most important aspects of the text and remember what they have read.

10) Monitoring Comprehension

You should be aware of whether or not you understand what you are reading and use strategies to fix any comprehension problems. This might involve rereading, looking up unfamiliar words, or asking questions about the text.

11) Integration

The process involves combining information from different parts of the text, or from different texts, to form a coherent understanding. Integration helps in making sense of complex or lengthy texts.

Together, these components create a holistic approach to reading comprehension, enabling readers to not only decode text but also interact with and derive meaning from it effectively.

2. Definition of reading comprehension

Reading is a crucial skill for English language learners, as it supports overall proficiency and provides access to essential information in the education world. According to Karen Tankersley, reading is a complex process that involves several interlocking skills and processes, making it a basic skill that improves learning by helping students understand text and increase their vocabulary for spelling and writing. Praveen and Patel also consider reading as the most useful and important skill for people, more important than speaking and writing.

Comprehension is an active process of constructing meaning from text, involving accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. It is regulated by cognitive, emotional, perceptual, and social experiences, and knowledge of the word plays a role in expressing and understanding the reading text. McNamara emphasizes that comprehension is not always effortless and fast, but rather the effectiveness of the reader's comprehension in comprehending the text.

Reading comprehension involves simultaneously extracting and constructing meaning through interaction with the text, which is interrelated across pre-reading, reading, and post-reading. Gordon Wainwright defines reading comprehension as a complex process that comprises the successful or unsuccessful use of many abilities, such as selecting the important point or main idea of the text, finding differences of fact or opinion, and

concluding an overall text. Judi Moreillon defines reading comprehension as the strategies and tools proficient readers use to solve comprehension problems they encounter in texts.

In conclusion, reading is a crucial skill for English language learners, requiring active use of knowledge and strategies to effectively understand and construct meaning from texts.

Based on the quotations above, it can be inferred that reading comprehension is looking for meaning, which involves much more than the reader's responses to the text to understand each new thing we read.

1. The models of reading

There are some models of reading:

1) The top-down model

In top-down processing, the readers or listeners get a general view of the reading or listening passage by, in some way, absorbing the overall picture.

2) The bottom-up model

Bottom-up is processing; on the other hand, the readers or listeners focus on individual words and phrases and achieve understanding by stringing these detailed elements together to build up a whole. In other words, bottom-up is the process by which the readers understand the linguistic signals (Jeremy Hermer, 2017).

2. The importance of learning reading

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in our personal and professional lives. The high-stakes tests that control advancement through elementary, middle, and high school and which determine entrance to college are, in large parts, a measure of reading comprehension skills. In short, building reading comprehension skills requires a long-term strategy in which all the areas of fluency and vocabulary will contribute to success. Reading comprehension is important for the students in the class because they understand much of the information that has been taken from the text.

1. Understanding the Reading Text

Stated that "understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would serve no purpose. It means that understanding the text is very important to be achieved by the students because reading is not simply about mechanical skill. It helps the readers understand the world, learn about the past, and plan for the future (Bronwen. Oberholzer, 2002).

In order to understand text, Westwood argues that readers must use information they already possess to filter, interpret, organize, and reflect upon the incoming information they get from the text. He thinks that efficient interpretation of text involves a combination of word recognition skills, linking new information to prior knowledge, and the application

of appropriate strategies such as locating the main idea, making connections, questioning, inferring, and predicting. Therefore, understanding the text is not an easy thing, so that is why many students find difficulties in understanding the text. That “someone’s understanding of a thing can be measured by whether or not he was answering questions related to it, and the difficulty can be seen from the mistakes he made while working on the questions, since the common questions in the text are primarily about the main ideas. Finding references, understanding the structure, and drawing an inference that can be drawn from the passages—the researcher considers that those questions are the basic difficulties faced by the students in understanding the text. Below, the researcher shows the possible difficulties faced by the students while understanding the text (Kuswidyastutik, 1997).

2. Extracting main ideas (skimming)

Skimming is a valuable reading strategy for learners, allowing them to quickly read a text to identify the main ideas. This helps readers guess the purpose of the passage, the main topic, or message, and possibly some supporting ideas. The main idea is a statement that tells the author’s point about the topic and provides the message of a paragraph or argument. It is important to identify the main idea as it is included in the overall idea of the paragraph and can be found in different places within a paragraph. (Kahayanto, E. 2003).

Skimming helps save time by allowing readers to select texts or parts of texts that are worth spending time on. It requires an overall view of the text and implies a definite reading competence. Research papers are relevant to our work or to keep ourselves superficially informed about matters that are not of great importance to us (Day, & Bamford, 1998). Various reading schemes recommend skimming as a starting process because it provides a framework to accommodate the whole text and is a quick process of reading. Skimming can help students avoid getting confused about the main idea of a passage and its location. (Karin K. Hess, 2005).

3. Reading for specific information (Scanning)

Scanning is a method of quickly searching for specific information in a text. It involves the reader examining the text to find specific details, such as names, dates, or definitions of key concepts. Brown’s definition of scanning suggests that the reader’s eyes wander over the text until they find what they are looking for, whether it’s a place name, a food type, a specific word, or specific information. This method is essential for effective reading and comprehension (Jacqueline Barber, 2010).

However, he thinks that enabling the student to scan effectively is not easy; he or she should know what kinds of information he or she needs; also, he or she should have a strong belief that he or she will find the information needed in the text (Kahayanto. E. A., 1998). Therefore, sometimes it is difficult for a student to see and distinguish between

important and unimportant information in the text in order to find specific pieces of information such as name, date, word or phrase, and references in the text.

Scanning is a reading technique that involves quickly moving our eyes across a text to search for specific information. It is primarily used when searching for the answer to a known question, such as when taking a test. Scanning involves moving our eyes down the page, seeking specific words and phrases. It is a surface-level process, mainly 'reader-driven', and involves rapid inspection of a text with occasional closer inspection. The goal is to find a 'match' between what the reader seeks and what the text provides. In scanning, very little information is processed for long-term retention or immediate action. Scanning is a reader-driven process, glancing rapidly through a text to search for specific information or to get an initial impression of whether the text is suitable for the given purpose.

4. The Search reading

Search reading is a teaching method where a teacher reads with the class or group using a large storybook, gradually allowing learners to take over the reading task. The purpose is to model reading strategies and address specific skills in reading. The teacher leads discussions about the cover and illustrations, placing the text within the learner's prior knowledge and encouraging them to predict what will happen in the story.

The teacher uses a pointer to point at words and checks the learners' understanding through discussion or questions. The benefits of search reading include modeling different reading comprehension strategies, catering to different learners' abilities, and creating a non-threatening environment for success.

During shared reading, the teacher teaches learners about reading styles, expressions, intonation, responses, text level, word level, or sentence level features, and modeling. Unlike skimming, search reading provides information to answer set questions, guided by predetermined topics. Search reading involves a longer period of 'closer attention' than other reading strategies, making it an appropriate type for students to answer questions set after a certain passage.

5. Group guided reading

Group-guided reading is a crucial component of a balanced language program, involving teacher-directed activities using carefully selected books at the learner's instructional level. It allows teachers to observe reading behaviors, identify areas of need, and help learners develop independence and confidence. The teacher's role is to bring learners to a higher level by demonstrating and encouraging them during reading. The scaffolding process leading to independence is linked to guided reading, where teachers prepare ahead of time, discuss comprehension strategies, introduce difficult words, and assist individual learners in practicing comprehension strategies. This approach integrates learners' growing knowledge of print conventions, letter-sound relationships, and other

foundational skills in context. During guided reading, learners are exposed to reading aloud and shared reading, while the teacher teaches them how to construct meaning from the text using strategies to self-pace, self-direct, and self-monitor. This support is linked to the belief that learners learn more when they receive support from knowledgeable others (Fountas & Pinnel, 2001).

6. Reading aloud

Reading aloud is a highly effective method for improving reading comprehension. It should be planned and planned, with the teacher being well-prepared and reading to the entire class or a small group. This approach is considered the best motivator for instilling a love for literature, increasing vocabulary, and motivating learners to read independently. It also enhances speaking skills through good pronunciation and language use, as well as thinking skills through comprehension and experience with cause and effect, including logical sequencing. Overall, reading aloud is a powerful tool for fostering a love for literature and improving reading comprehension. (Lane & Wright, 2007).

Reading aloud daily is essential for fostering interest in written texts. Key activities include before, during, and after reading. Teachers should monitor learners to ensure they are reading with understanding and can interpret what they read in different situations. Interactive participation and after-reading discussions can improve comprehension. However, the teacher's handbook, *Teaching Reading in Early Grades*, lacks clear guidelines for teaching comprehension in a home language classroom. The handbook for teaching reading in English has been widely distributed across Thai schools, but no one has been published for teaching reading in any other English language. Therefore, guidelines for teaching reading comprehension in other English languages are needed to assist English language teachers in their teaching.

7. Reading Strategies

Recent literature on reading strategies has been extensive, with researchers addressing the issue from various perspectives. Some researchers identify reading strategies available to different reader groups, while others recommend techniques to facilitate reading comprehension. Some studies investigate the effects of various reading strategies on improving comprehension. Students need to use complex reading strategies to develop into proficient readers in junior grades. Many students who were good readers in primary grades struggle to read in junior grades if they don't learn comprehension skills to deal with more complex text formats, features, and genres. To improve reading comprehension, students must learn to apply various reading strategies. Cunningham summarized six strategies based on research: prediction, think-aloud, using text structure, using visual cues, summarization, and answering and questioning. These skills are essential for reading comprehension and are described in their publications.

Predicting is a crucial technique in the reading process, as it helps readers predict what is likely to come next and what is not. This requires readers to use schemata about the way stories work, the way texts are constructed, and how people tend to think. By activating prior knowledge, readers can make connections about new information and organize the content into a logical framework for learning.

Think-aloud helps readers understand the thought processes of a competent reader, teaching them to make inferences and using metacognition skills to improve their learning. Think-aloud also helps struggling readers see that proficient readers are actively engaged in the text and are not just reading the words.

Text structure is essential for comprehension of fiction and non-fictional texts. Most readers understand fiction components better than non-fictional elements due to their experience reading fictional texts. Familiarity with various text forms and features helps readers recognize the components of different genres, which aids in comprehension. Students must also know how the features of a variety of text forms can be utilized to improve their understanding of the material.

Using visual cues, such as Venn diagrams or story webs, helps readers relate to the text and improves comprehension levels. Visualization cues may also be used to self-monitor for understanding, as a fluent reader can visualize a "movie" running through their mind when reading. If the movie or mind pictures stop, the text is too difficult or the reader is not engaged.

In summary, reading comprehension is influenced by various factors, including prediction, thinking-aloud, text structure, and visual cues. By understanding these techniques, readers can better comprehend and engage with the text they are reading.

8. The nature of reading

Reading is the silent understanding of written language forms at a reasonable speed. Silence refers to the absence of vocalization of written symbols, which depends on a student's pronunciation and speaking speed. Reading involves only the eyes and mind and has no connection to vocal cords. "Understanding" means that no translation is involved in interpreting written symbols. Students should learn to read English in the same way as Thais do. The speed of reading depends on the content and purpose of the reading, such as reading for pleasure or information. The speed of reading varies depending on the situation. The term "written form" includes vocabulary and structure of a language. Vocabulary is easily understood, but structures may be more challenging to comprehend. Students must understand sentences, paragraphs, and essays to read well. Overall, reading involves understanding the written forms of a language without any translations.

Research Questions

1. What are the components of the English reading comprehension skill by using cognitive academic language learning approach?
2. How do the students achieve the English reading comprehension skill by using cognitive academic language learning approach?
3. How much satisfaction and effectiveness are there in teaching and learning the English reading comprehension skill by using cognitive academic language learning approach for undergraduate students at Mahachulalongkornrajavidyalaya University?

Research Objectives

1. To study the model of English reading comprehension skill by using cognitive academic language learning approach.
2. To develop the model of English reading comprehension skill by using cognitive academic language learning approach.
3. To test and evaluate the effectiveness of the teaching and learning English reading model of English reading comprehension skill by using cognitive academic language learning approach.

Methodology

The research study examined the development model of English reading comprehension skill by using cognitive academic language learning approach for undergraduate students at Mahachulalongkornrajavidyalaya University. The researcher has created a model for English classes and used it to compare students' participation before and after employing the cognitive academic language learning approach for undergraduate students at Mahachulalongkornrajavidyalaya University, as well as to evaluate its effectiveness in terms of students' reading performance. In addition, the students' satisfaction after studying through the proposed model. This research has used research and development (R&D), including a group pre-test and post-test design. The research design is shown in the following details:

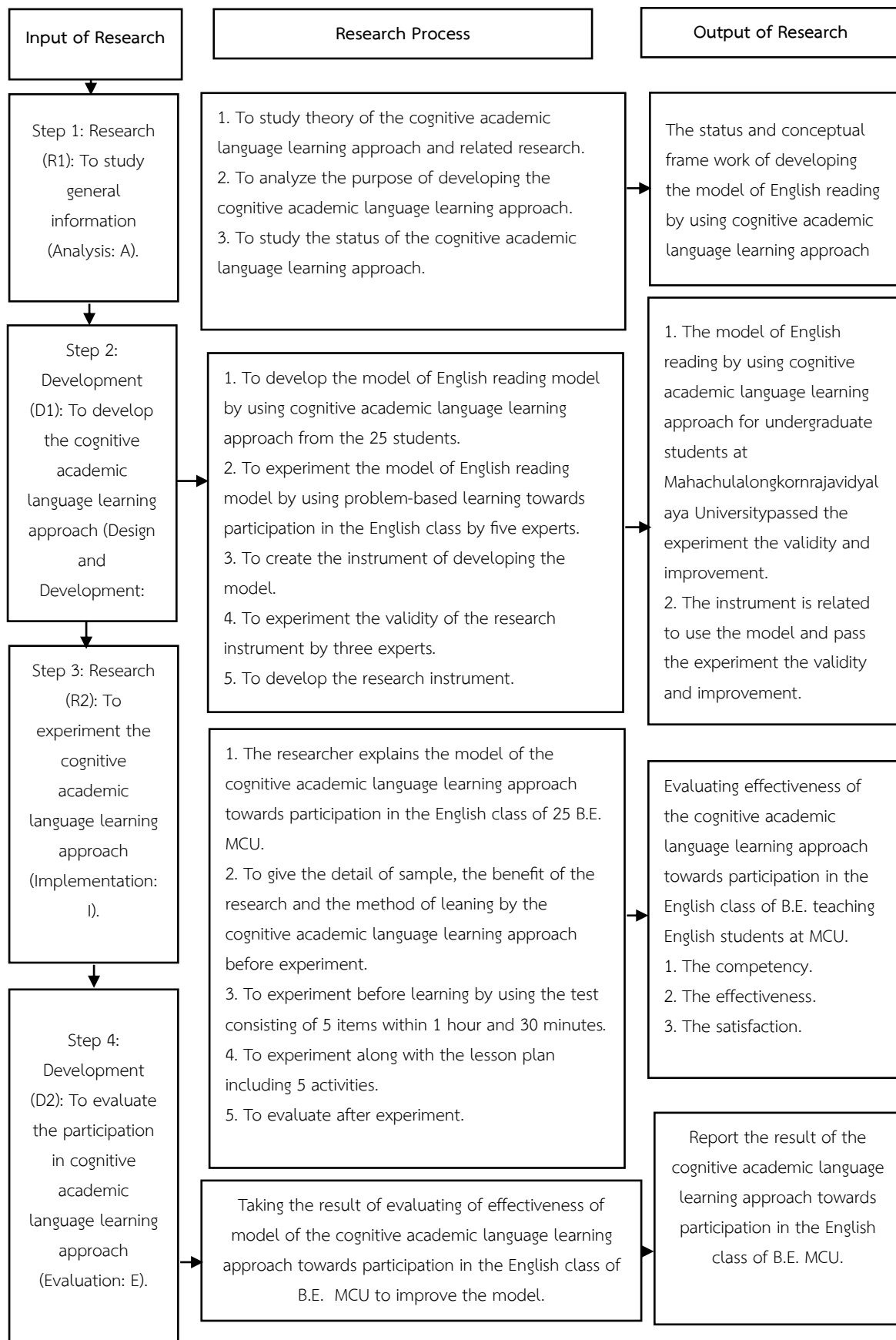
The research design is divided as follows:

Step 1: Research (R₁): To study general information (Analysis: A).

Step 2: Development (D₁): To develop model of English-Reading skill by using cognitive academic language learning approach (Design and Development: D&D).

Step 3: Research (R₂): To experiment the model of English-Reading skill by using cognitive academic language learning approach (Implementation: I).

Step 4: Development (D₂): To evaluate the participation in model of English-Reading skill by using cognitive academic language learning approach (Evaluation: E).



Research Results

1. General information of the respondents

The study sample consisted of 7 monk students (28.0%), 6 novice students (24.0%), 5 male students (20.0%), 4 nun students (16.0%), and 3 female students (12.0%). The age group of students aged 26-30 years was 40.0%, while the age group of students aged 31-35 years was 32.0%. The age group of students aged 20-25 years was 7 students.

2. The general information about cognitive academic language learning approach towards participation in the English class of undergraduate students at Mahachulalongkornrajavidyalaya University

The teacher's questionnaire focused on teaching plans, physiology, and problem-solving for teachers, with an overall average of 4.40. The highest average was found in the item "You already know about the topic," followed by activities that emphasize learning from various materials and media, such as printed text, video, or audio. The lowest level was found to be "The stories for reading comprehension are interesting for students."

The student's questionnaire focused on teaching plans, physiology, and problem-solving for students, with an overall average of 4.31. The highest average was found in the item "Studying English-reading skills by using cognitive academic language learning approach appears refreshing for both students." The second item was "The atmosphere in the classroom is relaxed," followed by "It talks about a problem (and sometimes says why there is a problem) and then gives one or more possible solutions." The lowest level was "A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples."

In conclusion, the teacher's and student's questionnaires showed high congruence levels in terms of teaching plans, physiology, and problem-solving. The students' behavior habits, emotions, and reasons were also high.

3. To evaluate the validity of the model

The model's validity was evaluated with an overall average of 4.45, indicating high congruence. The highest average was found in the provision of a comprehensive review of key content concepts and feedback for students' work. Reading materials also provided both familiar and challenging vocabularies, opportunities for interactions and discussion between teachers and students, and encouragement of elaborated responses. The lowest level was found in the variety of genres provided in reading materials, such as articles, letters, advertisements, reports, stories, poems, and songs. Overall, the model's validity was found to be high congruence.

4. To evaluate the appropriate and consistent of the model

The model's appropriateness and consistency were evaluated, with an overall average of 4.36. The highest average was found in identifying supplementary materials, using a variety of question types, explaining learning tasks and activities clearly, providing ample

opportunities for students to use strategies, and using various techniques to make content concepts clear. The lowest level was no, and the model also conducted assessments of student learning throughout the lesson on all lesson objectives. The overall model was found to be at a high congruence level, with the highest averages in the areas of identifying supplementary materials, using cognitive academic language learning approaches, providing ample opportunities for students to use strategies, and conducting assessments of student learning. Overall, the model demonstrated high congruence in its effectiveness.

The study aimed to assess the competency of English-reading skills using a cognitive academic language learning approach for undergraduate students at Mahachulalongkornrajavidyalaya University. The results showed that the pre-test and post-test scores were lower than the post-use experiment results, which showed higher achievement of the model.

The efficiency of the pre-test and post-test results indicated that students who scored higher in the post-test of using the model for solving English-speaking problems between Thai and foreign students were more satisfied with the model. The overall satisfaction level was 4.34, with the highest satisfaction levels being related to the content corresponding to the study objectives, expression of opinions and ideas, activities emphasizing learning from various materials and media, and the improvement and extension of the model.

The satisfaction of students' opinions towards the model of English-reading skill using a cognitive academic language learning approach was found to be satisfactory, with the highest satisfaction levels being related to the content corresponding to the study objectives, expression of opinions and ideas, activities emphasizing learning from various materials and media, and the improvement and extension of the model.

In conclusion, the study demonstrated that the cognitive academic language learning approach can effectively improve English-reading skills among undergraduate students at Mahachulalongkornrajavidyalaya University.

Discussion

The general information about cognitive academic language learning approach towards participation in the English class of the undergraduate students at Mahachulalongkornrajavidyalaya University.

The teacher's questionnaire is about teaching plans, physiology, and problem solving for teachers. It was found that the overall average was 4.40, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 9. "You already know about the topic." (\bar{x} = 4.60, S.D. = 0.50), and the second item was No. 7. "Activities that emphasize learning from

various materials and media, for example, printed text, video, or audio.” (\bar{x} = 4.52, S.D. = 0.51), and the third item was No. 5. “There is no ambiguity in the language in the language of the contents.” (\bar{x} = 4.48, S.D. = 0.51), and the lowest level was No. 3. “The stories for reading comprehension are interesting for students.” (\bar{x} = 4.24, S.D. = 0.44), respectively. In conclusion, the teacher’s questionnaire was about teaching plans, physiology, and problem solving for teachers, which was at a high congruence level.

The student’s questionnaire is about teaching plans, physiology, and problem solving for students. It was found that the overall average was 4.31, which was at a high congruence level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 6. “Studying English-reading skills by using cognitive academic language learning approach appears to be refreshing for both students.” (\bar{x} = 4.64, S.D. = 0.49), and the second item was No. 3. “When learning through cognitive academic language learning approach, the atmosphere in the classroom is relaxed.” (\bar{x} = 4.44, S.D. = 0.51), and the third item was No. 9. “It talks about a problem (and sometimes says why there is a problem) and then gives one or more possible solutions.” (\bar{x} = 4.40, S.D. = 0.58), and the lowest level was No. 4. “A topic, idea, person, place, or thing is described by listing its features, characteristics, or examples.” (\bar{x} = 4.12, S.D. = 0.60), respectively. In conclusion, the students’ behavior habits, emotions, and reasons were at a high congruence level, according to the study of **Phra Vanhxay Onechoumsitthi** investigated the English Writing skills of grade 6 students at Wat Sitaram School in Pomprap Sattruphai district, Bangkok. The results of this study found that the level of ability in writing of the students before using the writing materials designed was at 2.30%, and the level of ability in writing of the students after using the writing materials was at 3.50%. The results of this study found that the level and development of English Writing skills in the students textbook and the Buddha story book were different; that is, the writing skills of the students Buddha story book were better than the writing skills in the students’ textbook.

Study the achievement of the model of English-reading skill by using cognitive academic language learning approach for second- year students of the Bachelor of Education (Teaching English) (International Program) , Faculty of Education, Mahachulalongkornrajavidyalaya University.

The results of analyzing the efficiency of the pre-test and post-test in the use of the manual model of English-reading skill by using cognitive academic language learning approach for undergraduate students at Mahachulalongkornrajavidyalaya University indicates that comparison between the students’ pre-test and post-test in the use the manual of model of English-Reading skill by using cognitive academic language learning approach for second- year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University.

The pupils who have the score post-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{X} = 17.76$, S.D. = 1.05) are higher than pre-test of the score pre-test of use the manual of models for solving English speaking problems between Thai and foreign students ($\bar{X} = 9.76$, S.D. = 1.33) as statistically significant at 0.5, according to the study of **Jikamas Sukkasame** studied development of English Writing skill for the first- year students, faculty of engineering and industrial technology, Silpakorn university. The findings were as follows: 1) The students' English Writing skill after studying English writing was significantly higher than before at the .05 level. 2) The students' opinions toward English writing were at a good level.

Study the satisfaction of students' opinions towards model of English-reading skill by using cognitive academic language learning approach for second- year students of Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkorn rajavidyalaya University.

It illustrates the satisfaction of students' opinions towards a model of English-reading skill by using cognitive academic language learning approach. It was found that the overall average was 4.34, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item No. 5. "The content corresponds to the objectives of the study." ($\bar{X} = 4.64$, S.D. = 0.49), and the second item was No. 2. "Expressing opinions and ideas." ($\bar{X} = 4.56$, S.D. = 0.51), and the third item was No. 7. "Activities that emphasize learning from various materials and media, for example, printed text, video, or audio." ($\bar{X} = 4.52$, S.D. = 0.51), and the lowest level was No. 12. "The Model of English-Reading Skill by using cognitive academic language learning approach improves and extends my English-Reading skill." ($\bar{X} = 4.12$, S.D. = 0.60), respectively. In conclusion, we evaluated the satisfaction of students' opinions towards the model of English-reading skill by using cognitive academic language learning approach for second- year students of the Bachelor of Education (Teaching English) (International Program), Faculty of Education, Mahachulalongkornrajavidyalaya University, which was at a satisfactory level, according to the study of **Sasithida Saraiwang** studied the development of an English writing instructional model through English writing integrated with collaborative strategic writing to enhance writing comprehension ability and writing strategy use for undergraduates. The results were as follows: Students' opinions after using PADPE Model was at a high level

Knowledge of Research

The Development Model of English Reading Comprehension Skill Using the Cognitive Academic Language Learning Approach (CALLA) for Undergraduate Students at Mahachulalongkornrajavidyalaya University offers several benefits:

1. Enhances Cognitive Processing Skills

- CALLA focuses on metacognitive, cognitive, and social/affective strategies, helping students develop **higher-order thinking skills** such as analysis, synthesis, and evaluation.

2. Improves Academic Language Proficiency

- CALLA integrates **academic language learning** with content knowledge, making it easier for students to understand **complex texts** in English.

3. Boosts Reading Comprehension Ability

- The model helps students **decode, interpret, and analyze** reading materials effectively, leading to **better retention and understanding** of texts.

4. Encourages Active Learning Strategies

- CALLA promotes the use of **strategic learning techniques** such as summarization, questioning, and prediction, which improve **reading engagement and comprehension**.

5. Supports Buddhist Studies and Academic Growth

- Since Mahachulalongkornrajavidyalaya University focuses on **Buddhist studies**, this model helps students **comprehend religious and academic texts in English**, enhancing their **global communication skills**.

6. Enhances Critical Thinking and Problem-Solving

- Students learn to **think critically** about texts, identify main ideas, and make inferences, which are essential for **academic success**.

7. Facilitates Self-Regulated Learning

- CALLA encourages students to become **independent learners**, helping them **monitor their own comprehension and adjust their reading strategies** accordingly.

8. Promotes Long-Term Language Retention

- The approach integrates **content-based instruction**, ensuring that students retain language skills **beyond the classroom**.

Suggestions

1. The researcher should use experimental activities to teach listening, speaking, reading, and writing skills.

2. In the next study, the researcher should separate the levels of the students to be more specific in the lessons.

3. The researcher should continue using this kind of medium to develop other skills in English as well, not only writing skills, for example, listening comprehension, vocabulary comprehension, or writing comprehension.

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