

Using Cooperative Strategic Reading (CSR) Model for Developing English Reading Skill of the Students in Thailand

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Abstract

The objective of this study was to develop the reading comprehension skills of students majoring in English at the Faculty of Education, Lampang Rajabhat University, using the Cooperative Strategy Reading (CSR) instructional model. The sample group consisted of 54 third-year English major students enrolled in the first semester of the academic year 2024, selected through purposive sampling. The research instruments included: 1) the lesson plan, consisting of five plans, and 2) the post-test used for data collection. The research findings revealed that the 54 students achieved an average score of 23.49, which corresponds to 78.30%, with a standard deviation of 4.28, which met the hypothesis set by the researcher.

Keywords: CSR teaching reading model, reading achievement, reading comprehension

1. Introduction

In Thailand, English language instruction is formally integrated into the 2008 Basic Education Core Curriculum within the Foreign Language learning area. Its primary objectives are to equip students with the ability to communicate effectively in English across various contexts, foster a positive disposition toward the language, and develop essential skills in listening, speaking, reading, and writing that serve as a foundation for future academic and professional pursuits. Nevertheless, despite years of formal English education, Thai learners continue to encounter persistent difficulties across all language domains.

One of the most prominent challenges in English language learning is the development of listening skills. Learners often struggle to distinguish between phonetically similar words, which frequently leads to misinterpretations. Moreover, many students encounter difficulties in understanding native speakers due to insufficient emphasis on listening instruction within the classroom. While local teachers tend to speak at a slower and clearer pace to aid comprehension, this pedagogical approach may limit students' exposure to natural speech patterns. Consequently, learners often fail to understand rapid or connected speech, which can lead to confusion and miscommunication. Vandergrift (2007) emphasized that second language listeners require explicit instruction in listening strategies, as well as regular practice with authentic speech, to improve comprehension and cope with the cognitive demands of real-time processing. A lack of such training can hinder students' ability to extract meaning from oral input and may ultimately affect their speaking performance as well, given the interdependence between receptive and productive language skills.

Another enduring challenge in English language education among Thai learners is mispronunciation. Common phonological issues include the omission of final consonant sounds, incorrect syllable stress, and the confusion of phonetically similar phonemes, all of which significantly impede intelligibility. These difficulties are often attributed to insufficient exposure to native or near-native speech models and to inherent differences between the phonological systems of Thai and English. Additionally, many students exhibit a lack of confidence in oral communication, particularly in classroom environments, where the fear of negative evaluation by peers contributes to heightened anxiety and reduced participation. Woodrow (2006) emphasized that speaking anxiety plays a crucial role in diminishing learners' willingness to communicate, especially when pronunciation accuracy is a concern. This psychological barrier not only hinders student engagement in speaking tasks but also contributes to diminished oral proficiency and a recurring cycle of avoidance that further impairs spoken

language development.

Writing constitutes another domain in which language learners commonly face considerable challenges. A limited vocabulary repertoire often constrains students' ability to articulate ideas with clarity and appropriateness. Lexical deficiencies, for instance, may result in erroneous word choices—such as the substitution of “close” for “turn off” in the expression “I close the light”—thereby distorting intended meaning. Beyond vocabulary limitations, grammatical accuracy presents a persistent difficulty. Many learners tend to rely heavily on rote memorization of grammatical rules without a comprehensive understanding of their functional use, which frequently leads to recurring errors, particularly in verb tense usage and sentence structure. As Ferris (2003) observed, second language writers often encounter difficulties in applying grammatical knowledge effectively within context, especially when the target language's syntactic patterns diverge substantially from those of their native language. These compounded challenges in vocabulary and grammar acquisition significantly impede students' ability to produce written texts that are both coherent and linguistically accurate.

Finally, reading comprehension remains a persistent challenge for many learners of English as a Foreign Language (EFL). This difficulty is often attributed to learners' limited vocabulary, which frequently interrupts the reading process as they encounter unfamiliar words. Such disruptions hinder the continuity of reading, thereby impeding learners' ability to infer meaning and establish connections between sentences and paragraphs. As noted by Grabe (2009), both vocabulary breadth and automaticity are essential for fluent reading and overall comprehension. In the absence of adequate instructional support and explicit strategy training, learners are likely to engage in superficial reading or disengage from the reading task altogether. Furthermore, a general disinterest in reading, coupled with insufficient guidance in reading strategies, commonly results in learners failing to grasp main ideas or synthesize information effectively from texts.

In conclusion, the persistent challenges related to listening, speaking, writing, and reading skills within the Thai educational context significantly hinder students' overall success in English language acquisition. These issues constitute a substantial obstacle in English language instruction and thus warrant immediate pedagogical attention and systematic intervention.

In addition to linguistic competence, the successful acquisition of a foreign language—particularly English—relies heavily on learner motivation. Gardner and Lambert (1972) emphasized a strong correlation between motivation and achievement in language learning, highlighting its multifaceted nature. Motivation comprises several interrelated dimensions, including goal setting, sustained effort, the aspiration for achievement, and a positive disposition toward the learning process. Learners with high levels of motivation are more likely to persevere in the face of challenges, demonstrate autonomous learning behaviors, and engage more meaningfully with the target language. Dörnyei (2001) further delineated motivation into two primary categories: integrative motivation, which involves a desire to identify with and integrate into the target language community, and instrumental motivation, which pertains to practical objectives such as academic success or professional advancement. While some studies (e.g., Noels et al., 2000; Csizér & Dörnyei, 2005) suggest that instrumental motivation may be more prominent in certain educational contexts, both forms are considered critical to sustaining learner engagement and facilitating successful language acquisition. Therefore, cultivating motivation should be regarded as a key priority in the design and implementation of language education programs.

In response to the critical need to improve reading comprehension among learners, a variety of instructional methodologies have been developed to support and enhance reading proficiency. Among these, cooperative learning strategies have garnered substantial empirical support due to their demonstrated effectiveness. One notable example is the Jigsaw technique, a structured collaborative learning model designed to promote both interdependence and individual accountability. Within this framework, each student in a “Home Group” is assigned a specific subtopic, which they explore in-depth within a temporary “Expert Group” composed of peers focusing on the same content. Upon mastering their assigned subtopics, students reconvene in their original Home Groups to disseminate their acquired knowledge, thereby facilitating a collaborative reconstruction of the overall content. This process not only encourages peer-assisted learning and cooperative engagement but also significantly improves content retention and comprehension. Aronson et al. (1978), the originators of the Jigsaw approach, reported its efficacy in enhancing academic achievement, particularly in heterogeneous classrooms. Subsequent studies have corroborated these findings, highlighting the method's value in language education contexts, where meaningful interaction and cooperative learning contribute to notable improvements in reading comprehension (Slavin, 1995).

An additional instructional approach that has demonstrated effectiveness in enhancing English reading comprehension is the Team Assisted Individualization (TAI) technique, a cooperative learning method introduced by Slavin (1995). This approach integrates the advantages of individualized instruction with the collaborative dynamics of group-based learning. Within the TAI framework, students are assigned to heterogeneous teams and engage in self-paced learning tasks that are aligned with their respective proficiency levels. Although learners complete tasks independently, the group-based structure fosters peer assistance, mutual accountability, and the pursuit of shared academic goals. Notably, the assessment process in TAI encompasses both individual achievements and group performance, thereby promoting a balance between personal responsibility and collaborative engagement. Interactions between high- and low-achieving students yield reciprocal benefits: more advanced students consolidate their knowledge by mentoring peers, while less proficient learners gain support in a low-anxiety, supportive environment. Empirical studies have indicated that TAI can significantly improve reading comprehension outcomes by encouraging cognitive engagement and fostering a sense of interdependence among learners (Slavin, 1995).

An instructional approach that has demonstrated considerable efficacy in enhancing reading comprehension is the SQ4R strategy, originally introduced by Robinson (1970). The acronym represents six structured stages: Survey, Question, Read, Record, Recite, and Reflect—each designed to guide learners through an active, systematic reading process. This strategy is particularly advantageous for learners who encounter difficulties in identifying central ideas or maintaining focus during reading tasks. By prompting students to preview content, formulate guiding questions, read attentively, take structured notes, verbally recall information, and engage in reflective thinking, the SQ4R method fosters metacognitive awareness and facilitates deeper comprehension. McCormick and Zutell (2011) emphasized that such methodical reading frameworks not only enhance the understanding of complex texts but also promote the development of constructive reading habits and positive learner attitudes. When students are provided with explicit and organized reading strategies, they are more likely to engage with texts confidently and with greater effectiveness.

Another extensively adopted instructional strategy to enhance reading comprehension is the KWL Plus method, an extension of the original KWL framework developed by Ogle (1986). This pedagogical approach is designed to activate students' prior knowledge and stimulate curiosity prior to reading engagement. The method comprises three principal phases: Pre-Reading, During Reading, and Post-Reading. In the initial phase, learners articulate their existing knowledge in the "K" (What I Know) column and formulate inquiries in the "W" (What I Want to Know) column. During the reading phase, students actively monitor their comprehension by recording newly acquired information and emerging questions. In the final phase, they consolidate their understanding in the "L" (What I Learned) column through structured discussion and summarization tasks. This instructional model not only facilitates cognitive scaffolding but also cultivates critical thinking and active engagement with textual content. Empirical studies have demonstrated the effectiveness of the KWL strategy in enabling learners to integrate new information with pre-existing cognitive schemas, thereby promoting deeper comprehension and long-term retention (Ogle, 1986; Grabe, 2009).

Among the numerous instructional approaches aimed at enhancing reading comprehension, Collaborative Strategic Reading (CSR) emerges as one of the most comprehensive and empirically validated methods, demonstrating particular effectiveness in linguistically and academically diverse classrooms. Originally developed by Klingner and Vaughn (2004), the CSR model integrates cooperative learning with explicit instruction in reading strategies, thereby rendering it highly adaptable to learners across a range of language proficiency levels. Rooted in both sociocultural theory and cognitive learning principles, CSR fosters not only the development of reading comprehension skills but also encourages meaningful peer interaction, the cultivation of metacognitive awareness, and systematic vocabulary acquisition.

The Collaborative Strategic Reading (CSR) model employs a structured four-phase procedure designed to actively engage learners in the construction of meaning. The initial phase, Preview (Predict), encourages students to survey the text and activate relevant prior knowledge in order to establish a clear purpose for reading. In the subsequent phase, Click and Clunk, learners identify vocabulary and concepts they comprehend ("clicks") as well as those that present difficulty ("clunks"). Through peer collaboration, they employ strategies such as contextual inference, dictionary consultation, and teacher guidance to resolve misunderstandings. The third phase, Get the Gist, requires students to extract and summarize the main ideas of each paragraph or section in concise language, thereby promoting deeper comprehension and retention. The final phase, Wrap Up, engages students in group-based questioning and summarization exercises, facilitating the consolidation of knowledge and reflection on the overarching themes of the text.

What sets Collaborative Strategic Reading (CSR) apart from other reading strategies is its integrated emphasis on both individual accountability and group interdependence. Within the CSR framework, each student assumes an active role, thereby ensuring equitable participation and mutual benefit from the collective knowledge of the group, irrespective of individual proficiency levels. As noted by Klingner, Vaughn, and Boardman (2015), CSR contributes not only to improved reading comprehension outcomes but also to the development of learner autonomy, cognitive engagement, and intrinsic motivation. This model has demonstrated particular effectiveness for English language learners and students with learning difficulties, as it offers structured pedagogical support while simultaneously promoting higher-order thinking skills.

Moreover, the Collaborative Strategic Reading (CSR) model is closely aligned with established principles of second language acquisition, particularly the emphasis on comprehensible input, instructional scaffolding, and peer-mediated interaction. By systematically integrating these elements throughout the instructional process, CSR fosters an inclusive, interactive, and strategically enriched learning environment. A growing body of empirical research, conducted in both mainstream and English as a Foreign Language (EFL) contexts, has substantiated the model's efficacy. Notably, Vaughn et al. (2013) reported significant improvements in content-area reading comprehension and retention among middle school students utilizing CSR. The consistency of such findings across diverse educational settings highlights the adaptability and pedagogical value of the CSR framework.

In conclusion, Collaborative Strategic Reading (CSR) should not be regarded solely as a reading instructional method, but rather as a comprehensive pedagogical framework that fosters both cognitive development and collaborative learning. Its structured and student-centered design renders it particularly effective in addressing language proficiency disparities and enhancing deep reading comprehension. Supported by robust theoretical foundations and empirical evidence, CSR represents a foundational approach that merits widespread implementation in English language education.

Given the complex challenges inherent in English reading instruction—such as learners' limited vocabulary, inadequate strategic reading skills, low motivation, and the limited effectiveness of traditional pedagogical methods—it is essential to implement an instructional approach that is both systematically organized and learner-centered. Following a comprehensive review of evidence-based strategies including Jigsaw, Team Assisted Individualization (TAI), SQ4R, and KWL Plus, the researcher determined that Collaborative Strategic Reading (CSR) represents the most comprehensive and contextually appropriate instructional model. CSR effectively integrates cognitive reading strategies with cooperative learning principles, thereby enabling students with diverse proficiency levels to engage in structured, collaborative roles while simultaneously developing key reading comprehension skills, including prediction, summarization, clarification, and questioning. The model's demonstrated efficacy in both first and second language contexts, its alignment with principles of active learning and metacognitive development, and its flexibility across varied classroom settings collectively underscore its suitability for addressing the reading comprehension challenges encountered by Thai EFL learners. Accordingly, this study employs CSR as the core instructional framework for enhancing English reading proficiency among undergraduate students enrolled in the English program.

2. Literature Review

2.1 Challenges in English Reading Comprehension Among EFL Learners

Reading comprehension has long been regarded as one of the most cognitively demanding competencies for English as a Foreign Language (EFL) learners, particularly within educational paradigms that have historically prioritized grammar-translation approaches and rote memorization over communicative proficiency. In diverse EFL contexts, including Thailand, learners frequently exhibit deficiencies in core linguistic skills fundamental to successful reading, such as expansive lexical knowledge, syntactic parsing abilities, and inferential reasoning (Grabe, 2009). The lack of these essential proficiencies substantially impairs students' capacity to construct coherent interpretations of texts, often culminating in fragmented comprehension and subsequent disengagement from reading activities.

Nation (2009) underscores the pivotal role of reading fluency and vocabulary acquisition in achieving effective comprehension. However, many English as a Foreign Language (EFL) learners are deprived of sufficient exposure and practice necessary to cultivate these competencies. The prevailing emphasis on high-stakes standardized testing further compounds the issue by encouraging superficial reading habits, wherein students prioritize answering test items over engaging critically with textual content. This problem is exacerbated by the limited provision of explicit instruction in strategic reading approaches, resulting in learners navigating texts without a coherent or purposeful framework. Such deficiencies often foster negative affective responses,

including anxiety and diminished motivation, ultimately reinforcing avoidance behaviors and hindering the development of reading proficiency. These persistent challenges highlight the urgent need for a pedagogical paradigm that emphasizes strategic scaffolding, learner autonomy, and motivational engagement to foster meaningful comprehension outcomes.

2.2 Instructional Strategies to Enhance Reading Comprehension

In response to the persistent challenges encountered by English as a Foreign Language (EFL) learners, scholars and educators have proposed and implemented a variety of instructional strategies aimed at enhancing reading comprehension and cultivating more effective reading behaviors. These pedagogical approaches typically incorporate structured, stage-based processes that systematically support learners through the pre-reading, while-reading, and post-reading phases. One widely recognized technique is the Jigsaw method (Aronson et al., 1978), a form of cooperative learning in which each student is assigned a specific portion of the reading text to study in depth before returning to share their insights with their original group. This method has been shown to promote not only individual accountability but also active participation and the development of oral summarization skills, thereby reinforcing comprehension through peer interaction and collaborative meaning-making.

The Team Assisted Individualization (TAI) technique, as introduced by Slavin (1995), represents an instructional approach that integrates individualized learning with cooperative group dynamics. Within this framework, learners engage in academic tasks at their own pace while simultaneously benefiting from peer support, thereby fostering a balance between learner autonomy and collaborative interdependence. Empirical studies have indicated that TAI is particularly effective in heterogeneous educational settings, where student abilities are markedly diverse, as it promotes differentiated learning while maintaining a cohesive classroom structure.

Another widely acknowledged instructional strategy is the SQ4R method—Survey, Question, Read, Record, Recite, and Reflect—as articulated by McCormick and Zutell (2011). This structured reading framework systematically guides learners through phases that foster enhanced information retention and the development of critical thinking skills. In a similar vein, the KWL Plus strategy (Ogle, 1986) prompts students to activate prior knowledge and establish specific learning objectives prior to engaging with a text, thereby fostering deeper cognitive engagement. As learners progress through the reading process, they are encouraged to continuously assimilate new information, integrate it with existing knowledge, and evaluate their comprehension. Collectively, these approaches embody the pedagogical shift in language education toward active, metacognitive, and strategy-based learning. They serve as robust scaffolding mechanisms that contribute meaningfully to the advancement of reading comprehension among English as a Foreign Language (EFL) learners.

2.3 Collaborative Strategic Reading (CSR) as an Integrated Framework

Among various pedagogical frameworks aimed at enhancing reading comprehension, Collaborative Strategic Reading (CSR) emerges as a particularly robust and empirically grounded model that synthesizes explicit strategy instruction with cooperative learning principles. Initially conceptualized by Klingner and Vaughn (2004) to facilitate reading comprehension among students with learning disabilities in inclusive classroom environments, CSR has since been widely implemented across diverse educational contexts, including both general education and English as a Foreign Language (EFL) settings. The model is structured around four sequential phases—Preview, Click and Clunk, Get the Gist, and Wrap Up—each of which integrates systematic, research-informed strategies that guide learners in constructing meaning from texts with intentionality and increased autonomy.

The Preview phase engages learners in the activation of prior knowledge and facilitates the formulation of predictions regarding textual content, thereby establishing a purposeful framework for reading. In the Click & Clunk stage, students distinguish between familiar and unfamiliar vocabulary or concepts—termed “clicks” and “clunks” respectively—and collaboratively employ contextual analysis, peer discussion, and strategy-based problem-solving to resolve comprehension barriers. The Get the Gist phase guides learners to extract and articulate the central idea of each paragraph, fostering succinct interpretation and enhancing attention to textual coherence. Lastly, the Wrap Up stage encompasses structured group-based questioning and summarization, enabling consolidation of understanding and resolution of residual ambiguities.

One of the distinctive strengths of Collaborative Strategic Reading (CSR) lies in its integration of cognitive strategy instruction with structured social collaboration. This dual emphasis not only fosters strategic engagement with textual materials but also promotes learner autonomy through peer-supported interactions. By participating in CSR, students are encouraged to take active responsibility for their reading development while simultaneously drawing upon the varied linguistic and cognitive resources of their peers. Empirical evidence

supports the efficacy of this approach; for instance, Boardman et al. (2016) reported substantial gains in reading comprehension across diverse educational settings, while Vaughn et al. (2013) confirmed CSR's utility in facilitating the understanding of complex, content-rich academic texts.

Furthermore, the Collaborative Strategic Reading (CSR) model is grounded in the principles of sociocultural learning theory, particularly reflecting Vygotsky's concept of scaffolding and the zone of proximal development (ZPD), which posits that learners can achieve higher levels of understanding when provided with appropriate support and social interaction. The implementation of clearly defined group roles within the CSR framework enhances learner accountability, mitigates performance-related anxiety, and fosters intrinsic motivation. Given its strong empirical foundation, pedagogical flexibility, and alignment with inclusive educational practices, CSR can be considered a best-practice instructional model for English as a Foreign Language (EFL) contexts, particularly for addressing heterogeneous learner needs and promoting equitable learning outcomes.

A synthesis of the relevant literature underscores the enduring challenges that English as a Foreign Language (EFL) learners encounter in cultivating reading comprehension skills. These difficulties often stem from constrained vocabulary knowledge, insufficient exposure to strategic reading instruction, and diminished learner engagement and motivation. Conventional pedagogical approaches have frequently proven inadequate in addressing these issues comprehensively. In contrast, a range of evidence-based instructional frameworks—such as the Jigsaw technique, Team-Assisted Individualization (TAI), SQ4R, and KWL Plus—have demonstrated efficacy in fostering active reading, peer collaboration, and learner autonomy.

Among these pedagogical models, Collaborative Strategic Reading (CSR) has emerged as a particularly compelling and integrative approach. CSR synergizes the strengths of explicit reading strategy instruction with the dynamics of cooperative learning, rendering it especially suitable for linguistically heterogeneous classrooms. Grounded in both cognitive and sociocultural learning theories, CSR has been consistently associated with measurable gains in reading comprehension across a variety of educational contexts. Its structured, student-centered design not only promotes metacognitive awareness and critical thinking but also aligns closely with contemporary best practices in language pedagogy. In light of these advantages, the present study adopts CSR as the principal instructional framework for enhancing English reading comprehension among undergraduate EFL learners in the Thai context.

3. Method

3.1 Population and Sample

The target population of this study comprised undergraduate students enrolled in the English program at the Faculty of Education, Lampang Rajabhat University.

The participants in this study were selected through purposive sampling. Specifically, the sample comprised 54 third-year undergraduate students majoring in English at the Faculty of Education, Lampang Rajabhat University, who were enrolled in the first semester of the 2024 academic year.

3.2 The Variables under Study are as Follows

The independent variable is the Cooperative Strategic Reading (CSR) model.

The dependent variable is English reading skills of undergraduate students majoring in English at the Faculty of Education, Lampang Rajabhat University.

3.3 Instruments Used in Research

The instruments used in this research consist of tools for data collection, which are divided into two categories as follows:

- (1) Instruments used for experimentation: Lesson plans
- (2) Instruments used for data collection: Post-test

3.3.1 The Development of Research Tools

The researcher has developed and assessed the quality of the tools used in the research. The details are as follows:

(1) The Learning Management Plans using the Collaborative Strategic Reading (CSR) Teaching Model Involved the Following Steps for Development and Quality Assessment: The Researcher Followed the Steps Below

- 1) Studied the principles and methods for creating a learning management plan.
- 2) Developed a total of 5 learning management plans, each lasting 4 hours.

3) Submitted the developed learning management plans to 3 experts for evaluation.

The experts assessed the appropriateness, accuracy, and alignment of the learning objectives with the activities based on the framework of the developed teaching model. The rating scale for evaluation was as follows: 5 for Excellent, 4 for Very Good, 3 for Good, 2 for Fair, and 1 for Needs Improvement. The evaluation criteria are as follows:

4.51 – 5.00: Indicates that the learning management plan is at an excellent level.

3.51 – 4.50: Indicates that the learning management plan is at a very good level.

2.51 – 3.50: Indicates that the learning management plan is at a good level.

1.51 – 2.50: Indicates that the learning management plan is at a satisfactory level.

1.00 – 1.50: Indicates that the learning management plan is at a level that requires improvement.

4) The learning management plans have been revised and improved based on the suggestions of experts.

(2) The Post-test has been Developed and Validated through the Following Steps: The Researcher Followed the Procedures Outlined Below

1) Reviewed relevant literature on the creation of achievement tests for English reading comprehension to serve as a guide in developing the post-test.

2) Developed a 30-item multiple-choice post-test with four options.

3) The developed test was reviewed by three experts for quality assurance.

To verify the content validity of the test, the researcher employed the Index of Item-Objective Congruence (IOC), a method commonly used in educational research to assess whether test items align with intended learning objectives. According to Rovinelli and Hambleton (1977), an IOC value of 0.50 or higher is typically considered acceptable, indicating that the item adequately represents the construct it is intended to measure. This process involved expert judgment to ensure the clarity, relevance, and alignment of test items with the targeted reading comprehension skills.

The criteria for evaluation were as follows:

+1 point when confident that the test measures the intended objectives.

0 points when unsure whether the test measures the intended objectives.

-1 point when confident that the test does not measure the intended objectives.

4) The revision of the English reading achievement test post-instruction based on the experts' recommendations.

5) The post-test was administered to the sample group of students after they were taught using the Collaborative Strategic Reading (CSR) instructional model.

3.4 Scope of Content

In this research, the researcher implemented the Collaborative Strategic Reading (CSR) model to organize reading activities in English for third-year students in the English program at the Faculty of Education, Lampang Rajabhat University, Lampang Province. For content design, five lesson plans were developed, covering five sessions, as follows:

Lesson Plan 1: Disneyworld!

Lesson Plan 2: Writing Essay is Fun

Lesson Plan 3: Watching TV is Good for Children

Lesson Plan 4: Mountain or Beach

Lesson Plan 5: The Causes of Poverty in Mexico

3.5 The Scope of the Time Period

The duration of the research is the academic year 2024.

The period for data collection and pilot testing of research instruments is from July 1, 2024 to July 31, 2024.

3.6 Expected Benefits

(1) The development of teaching methods that can be applied to enhance students' English reading comprehension skills.

- (2) A guideline for conducting research aimed at improving English reading comprehension.
- (3) The 54 third-year students majoring in English at the Faculty of Education, Lampung Rajabhat University (sample group), will show improvement in their English reading comprehension according to the established criteria.
- (4) A valuable resource for educational personnel and the general public to apply in practical settings.

3.7 Data Collection

The researcher collected data following the steps outlined below:

- (1) Conducted a study to develop the CSR-based English reading instruction model.
- (2) Organized a seminar titled "KM: How to Solve Problems of the Students' English Reading Skill" to gather information for the development of the model.
- (3) Developed the CSR-based English reading instruction model.
- (4) Created experimental tools (lesson plans) based on the CSR English reading instruction model.
- (5) Assessed the quality of the tools.
- (6) Conducted a trial of the lesson plan based on the CSR English reading instruction model.
- (7) Revised and improved the lesson plan according to the CSR-based English reading instruction model.
- (8) Collected the data.
- (9) Administered a post-test.
- (10) Analyzed and discussed the collected data.
- (11) Used the results to refine the instructional model.
- (12) Developed a manual for implementing the instructional model.

3.8 The Analysis of Data and Statistics Used in the Research

In the research on the use of the Cooperative Strategy Reading (CSR) model to develop English reading skills in students, the researcher employed statistical methods to analyze the data, including percentage, mean, and standard deviation.

3.9 Research Objective

The objective is to develop reading comprehension skills for students majoring in English at the Faculty of Education, Lampung Rajabhat University, through the implementation of the Collaborative Strategic Reading (CSR) teaching model.

3.10 Research Hypothesis

The students of the English program, Faculty of Education, Lampung Rajabhat University, will achieve a reading comprehension performance of at least 70% after learning through the Collaborative Strategic Reading (CSR) model.

3.11 Definition of Terminology

- (1) Cooperative Strategic Reading (CSR) refers to a group-based cooperative learning model used in teaching. Each group consists of students with varying levels of reading ability: high, medium, and low. The teaching activities within this model are based on four main components: the prediction phase (Preview), the vocabulary comprehension phase (Click & Clunk), the phase of reading for gist (Get the Gist), and the summarization phase (Wrap Up).
- (2) English Reading Skills refers to the achievement in English reading comprehension, where students are able to read and answer questions based on the material they have read.
- (3) Students refers to third-year students majoring in English at the Faculty of Education, Lampung Rajabhat University, a total of 54 students, who were specifically selected.

4. Results

This study investigated the effectiveness of the Cooperative Strategic Reading (CSR) model in enhancing English reading comprehension among undergraduate students. The primary objective was to develop the reading comprehension skills of third-year English majors at the Faculty of Education, Lampung Rajabhat University through the implementation of CSR model. A purposive sampling technique was employed to select a

cohort of 54 students enrolled in the first semester of the 2024 academic year. The findings derived from the data analysis are presented below:

Table 1. The mean scores, percentages, and standard deviations of the post-test for 54 third-year English major students who enrolled in the first semester of the academic year 2024

The average score after the course.	
The full score is 30 points.	
Average score	23.49
Percentage	78.30
Standard Deviation	4.28

Based on Table 1, it was found that the entire sample group of 57 students achieved an average post-test score of 23.49, which corresponds to 78.30%. The standard deviation was 4.28, which is consistent with the hypothesis established by the researcher.

5. Discussion

The findings of the present study demonstrate that the implementation of the Collaborative Strategic Reading (CSR) model had a substantial impact on enhancing students' English reading comprehension skills. The participants, comprising 54 English major undergraduates, attained a mean post-test score of 23.49 out of 30 (equivalent to 78.30%), with a standard deviation of 4.28, thereby satisfying the pre-established criterion of the study. These results suggest that CSR is a pedagogically sound instructional strategy, particularly effective in heterogeneous learning environments where students exhibit diverse levels of reading proficiency. The CSR framework integrates systematic reading strategies with structured peer collaboration, allowing students to engage in prediction, questioning, clarification, and summarization tasks. Such practices not only promote analytical thinking and comprehension but also encourage cooperative learning. Notably, higher-proficiency students often serve as peer facilitators, providing support to their lower-proficiency counterparts, thereby fostering reciprocal learning and reinforcing conceptual understanding. This outcome is consistent with prior empirical evidence (e.g., Boardman et al., 2016), which underscores the efficacy of CSR in cultivating critical reading skills and improving content comprehension within English language teaching contexts.

The findings of this study further underscore the effectiveness of Collaborative Strategic Reading (CSR) in fostering a supportive and inclusive learning environment. Participants reported that collaborative group work under the CSR framework alleviated the anxiety often associated with classroom participation, particularly in responding to questions or expressing personal viewpoints. Students perceived that their contributions were both acknowledged and valued within the group setting, which in turn cultivated a heightened sense of motivation and self-efficacy (Freeman & Freeman, 2014). Notably, many respondents indicated that the CSR approach facilitated a deeper understanding of content compared to conventional lecture-based instruction. These observations align with prior research, such as Vaughn et al. (2013), which demonstrated the efficacy of CSR in enhancing reading comprehension among middle school students with diverse linguistic and educational backgrounds in the United States. The integration of systematic reading strategies and peer collaboration continues to be a critical determinant of CSR's success across varied instructional contexts. Consequently, the present study affirms that CSR is a pedagogically sound and adaptable instructional model suitable for application in higher education settings within the Thai EFL context.

While the findings of this study provide valuable insights into the effectiveness of the Collaborative Strategic Reading (CSR) model in improving English reading comprehension among Thai EFL undergraduate learners, several limitations warrant careful consideration.

First, the absence of a control group limits the strength of causal claims. Without a comparative baseline using either a traditional instruction group or an alternative strategy, attributing observed improvements solely to the CSR intervention remains speculative (Creswell & Creswell, 2018). Employing experimental or quasi-experimental designs in future research could enhance the internal validity of findings and enable more definitive conclusions regarding the efficacy of CSR (Fraenkel et al., 2019).

Second, the use of purposive sampling, while appropriate for focused educational inquiry, constrains the generalizability of results. The sample comprised third-year English major students from a single university in northern Thailand, which may not represent broader populations of EFL learners from diverse academic disciplines, regions, or educational levels. According to Etikan, Musa, and Alkassim (2016), purposive sampling is susceptible to selection bias and limits external validity, particularly in educational contexts where learner

diversity is a critical factor.

Additionally, the study relied solely on a post-test to measure learning outcomes, without administering a pre-test or conducting delayed assessments to examine long-term retention. This limits the ability to assess actual gains and the sustainability of the learning effect over time. Furthermore, while student perceptions gathered informally suggest a positive reception of CSR, such feedback may be influenced by social desirability bias, as students may feel inclined to report favorable experiences (Dörnyei & Taguchi, 2010).

To address these concerns, future studies should incorporate more rigorous research designs such as randomized controlled trials (RCTs), longitudinal tracking of learning outcomes, and mixed-methods approaches combining quantitative data with qualitative insights. In particular, triangulating results through interviews, classroom observations, or learner journals could offer deeper understanding of the cognitive and affective mechanisms that mediate CSR's impact on reading comprehension (Mertens, 2020).

6. Recommendations

6.1 Suggestions for Implementing Research Findings

In addressing the heterogeneity of students' language proficiency within the classroom, it is pedagogically sound to adopt differentiated instructional strategies that begin with a systematic assessment of learners' foundational linguistic competencies. Diagnostic assessments serve as a basis for grouping students with comparable proficiency levels, thereby enabling instructors to tailor instruction to the needs of each subgroup more effectively (Tomlinson, 2014). Research in second language acquisition has consistently demonstrated that proficiency-based grouping enhances both individual and collective learning outcomes by fostering peer support, reducing learner anxiety, and enabling the implementation of appropriate linguistic scaffolds (Lightbown & Spada, 2013).

Once student groups are established, instructors should design tiered learning activities that address specific needs. For learners with lower proficiency levels, targeted tasks such as identifying key ideas in simplified texts, vocabulary mapping, and guided comprehension exercises can serve as effective scaffolding tools (Vygotsky, 1978; Hammond, 2001). These structured supports not only assist students in accessing textual meaning but also promote the development of metacognitive strategies essential for independent reading comprehension. Moreover, the gradual release of responsibility model (Pearson & Gallagher, 1983) underscores the importance of moving students from supported to autonomous engagement through carefully designed instructional sequences.

By systematically aligning learning activities with students' proficiency levels and embedding scaffolded supports, educators can cultivate a more inclusive and cognitively engaging learning environment. This approach not only enhances academic achievement but also contributes to students' confidence and readiness to engage with more complex linguistic and cognitive tasks in subsequent learning phases.

6.2 Next Research Recommendations

To ensure the continued relevance and effectiveness of the Collaborative Strategic Reading (CSR) model in diverse educational settings, further empirical investigations should be undertaken to systematically collect and analyze feedback from both students and instructors who have previously engaged with the CSR framework. Such follow-up research is essential not only for evaluating the practical applicability of the model but also for uncovering nuanced insights regarding its strengths, limitations, and adaptability across different classroom contexts.

Obtaining perspectives from actual users can illuminate critical dimensions often overlooked in theoretical evaluations, such as logistical challenges, learner engagement patterns, and instructional constraints encountered during implementation. For instance, gaining a clearer understanding of the types of resources that are insufficient, the instructional materials that are most effective, or the classroom dynamics that facilitate or hinder group-based learning can offer tangible pathways for refinement.

Furthermore, user-centered feedback can support the iterative development of the CSR model by aligning its theoretical principles with real-world teaching demands. Integrating such context-specific knowledge will not only enhance the fidelity of future implementations but also ensure that the model evolves in response to the actual pedagogical needs of educators and learners alike. Ultimately, this process of evidence-informed refinement will contribute to the development of a more robust, flexible, and contextually responsive instructional model suitable for a wide range of educational environments.

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