

From Globalization to Localization: Promoting EFL Students' Reading Comprehension Using GFOS Model Based on Collaborative Learning Approach

Anusit Panklam

School of Liberal Arts, University of Phayao, Phayao Province, Thailand

Sukanya Kaowiwattanaku*

School of Liberal Arts, University of Phayao, Phayao Province, Thailand

Abstract—Learning English has always been valued highly in Thailand at all educational levels. Supporting students' reading comprehension ability is crucial when studying English, particularly for undergraduate degrees. Although Thai students have been learning English for years, they are kept from meeting the curriculum goals and obtaining high grades. The study included 24 students from the Faculty of Education at Kamphaeng Phet Rajabhat University, Thailand, and their English reading comprehension ability was investigated. The study examines the effects of employing a GFOS (Grouping, Foreseeing, Obtaining, Summarizing) model based on Collaborative Learning (CL), built for the GFOS teaching process, considering literal, interpretive, critical, and creative comprehension levels. The research findings show that the models' processes and theories are beneficial in encouraging EFL students to improve their reading comprehension. It is an effective way for English educators to improve learners' reading comprehension at the same or different levels.

Index Terms—collaborative learning approach, reading comprehension, EFL student

I. INTRODUCTION

In English as a Foreign Language (EFL), mastering practical reading skills presents a prominent challenge for learners. Reading comprehension is essential not only for language mastery, but also for cognitive growth. Nevertheless, ESL/EFL students frequently struggle with reading and understanding English texts, which may result in aversion and a disheartened attitude towards English reading. This predicament necessitates that educators delve into the causes of reading difficulties within the EFL context and develop and apply efficacious strategies to bolster reading skills (Clarke et al., 2014). For EFL students, comprehending reading material in their curriculum can often be a stumbling block that hampers the advancement of their reading comprehension abilities (Alkhalwaldeh, 2012). Weaver (2002) emphasizes the importance of students' pre-existing knowledge or schema as a foundational element in understanding texts. The work of Alderson (2000) also underscores the pivotal role of such prior knowledge in aiding EFL students' reading comprehension. Hence, greater familiarity with the subject of a text can lead to easier comprehension. Additionally, reading materials that align with students' cultural backgrounds can influence various aspects of reading, including post-reading performance, pace (with students reading faster through culturally familiar texts), recall accuracy, and overall comprehension (Lin, 2010). In this vein, culturally or topically unfamiliar texts can obstruct EFL students' comprehension. For instance, Thai students may find understanding and articulating the Loy Krathong festival concept easier than Easter. Thus, when teachers introduce topics that are not culturally familiar, like Easter, to Thai students, linking the new information with what students already know is beneficial, drawing from schema theory. The teaching methodologies that activate this prior knowledge are also critical (Al-Jahwari & Al-Humaidi, 2015). Educators must consider students' experiences and knowledge about the assigned reading (Chen, 2006). The pursuit of reading comprehension is vital for EFL undergraduates. However, they face substantial challenges, as Hezam et al. (2022) identified, reporting difficulties with complex sentence structures that impede the understanding of central concepts and the derivation of text meaning. Yun (2021) notes that a limited vocabulary can obstruct comprehension as students grapple with unfamiliar terms that affect their understanding of the text's broader context. Furthermore, cultural discrepancies can create barriers, as Ortiz-Zambrano and Montejo-Raéz (2020) found, with students struggling to connect with culturally nuanced content in reading materials. College students' academic success depends on their

* Corresponding Author

reading comprehension, particularly for those learning English as a foreign language and experiencing language barriers. Recognizing English terms is essential for reading text in nations like Thailand, where the language is not commonly spoken. Any weakness in this area can result in serious comprehension problems (Satriani, 2018). The increasing difficulty of reading materials at advanced education levels may further impact students' academic results. According to Alderson (2000), proficient reading involves more than just linguistic abilities; it also calls for using prior information, maintaining strong motivation, employing strategic reading techniques, and managing the many mental reading processes needed to tackle the array of reading comprehension difficulties EFL undergraduates' typically encounter. Therefore, students must address these issues to overcome hurdles to their reading growth and improve their general reading abilities.

II. LITERATURE REVIEW

This section describes 1) overview of reading comprehension theory, 2) collaborative learning approach and theories employed in the study, 3) localization of reading materials employing the GFOS model levels of reading comprehension, and 4) the link between collaborative learning and the GFOS model.

A. Overview of Reading Comprehension Theory

1. Reading Comprehension: Reading comprehension involves several critical processes, such as decoding, syntactic analysis, and inferencing, to derive meaning from texts, as described by Willingham (2019). It also requires integrating new knowledge with existing understanding, and applying critical thinking, as highlighted by Cain and Oakhill (2019). Techniques like prediction and visualization significantly improve this capability (Miller & Veatch, 2021). Early development is vital and progressive to discerning deeper elements in texts. Motivation is essential for engaging with and understanding texts, which is fundamental for academic achievement and effective interaction in the world (Guthrie et al., 2019).

2. Types of Reading Comprehension Skills: Akan et al. (2023) detail various reading comprehension strategies, including scanning for specifics such as dates, surveying to grasp the main ideas, skimming to find critical points, intensive reading for detailed comprehension, and extensive reading for a broader understanding often linked to pleasure or professional development. These strategies also require mastering text structures, meanings, references, and complex vocabulary. These approaches range from extracting factual data to comprehensive analysis, enhancing understanding and personal engagement with texts.

3. Levels of Reading Comprehension: According to Heilman et al. (1990), reading comprehension can be categorized into four levels—literal, interpretative, critical, and creative—corresponding with Bloom's (1966) cognitive behavior classifications. The literal level deals with straightforward fact reproduction. The interpretative level involves delving deeper than the surface text. The critical level focuses on critiquing the text and understanding the author's intentions. The creative level encourages the integration of the reader's thoughts. Assessments in reading comprehension are vital for educational diagnostics and must be adaptable across various languages and abilities (Cain & Oakhill, 2019). Practical instruction in reading adjusts to these levels, recognizing that higher levels demand more sophisticated skills.

4. Evaluation of Reading Comprehension: Evaluation frameworks in reading comprehension are essential for identifying specific abilities and obstacles for research and diagnostic goals (Cain & Oakhill, 2019). These evaluations should encompass more than just decoding; they should address various components of reading to achieve a complete understanding (Perfetti, 2007). They should also be appropriate for developmental stages and adaptable to different writing systems. Furthermore, a comprehensive assessment approach should include abilities like syntactic comprehension and memory functions to ensure a thorough and tailored evaluation. Assessments designed for reading comprehension, such as cloze activities, evaluate the continuity of text and grasp of context, reducing the emphasis on decoding to prioritize understanding. Sentence Verification Tasks (SVTs) test the ability of readers to identify sentences that fit with the text, assessing their semantic knowledge and proficiency in reading. Multiple-choice questions assess recognition and the ability to retrieve information, engaging the working memory. In contrast, open-ended questions necessitate drawing inferences and a deeper level of engagement from the reader, which demonstrates their working memory and existing knowledge (Cain & Oakhill, 2019). The careful selection of the appropriate assessment tools is essential for precisely evaluating reading comprehension, considering both decoding skills and spoken language comprehension.

5. Thai EFL Reading Abilities: In the Thai EFL setting, reading proficiency encompasses decoding, understanding, and interpreting the text, which is essential for language and analytical thinking development. Research indicates that technological tools can bolster reading comprehension, and extensive reading practices can enhance fluency (Nalatphol & Sripattanadilok, 2019). Challenges in vocabulary acquisition have been noted alongside the benefits of content-based instruction (CBI) (Chinnawong et al., 2019). The use of authentic materials is reported to increase motivation for reading, emphasizing inclusion in teaching methods (Pinsuntia et al., 2021). However, Thai EFL university students may need help with complex sentence structures, vocabulary variety, cultural nuances, and practical text comprehension strategies. Therefore, customizing the curriculum and ensuring supportive educational environments is necessary to address their needs.

B. Collaborative Learning Approach and Theories Employed in the Study

1. **Constructivism Theory:** Constructivism Theory posits that individuals construct knowledge through experiences, as supported by theorists like Dewey (1929), Vygotsky (1978), and Wadsworth (1971). Teachers facilitate this process, guiding learners through self-paced and cooperative learning. The concepts of scaffolding and the Zone of Proximal Development (ZPD) are central to Vygotsky's sociocultural theory (Vygotsky, 1978), emphasizing the teacher's role in mediating learning. From this viewpoint, reading comprehension involves making meaning through interaction with texts and incorporating prior knowledge. The ZPD's role in scaffolding is considered critical, but interpretations vary. Muntasir and Akbar (2023) describe scaffolding as a practical implementation of the ZPD involving dialogue, activity significance, and artifact mediation; all of which serve to transition learners to independence. Critics like Azi (2020) suggest scaffolding may oversimplify the complex, negotiated teacher-learner interactions intrinsic to the ZPD.

2. **Collaborative Learning:** Evidence from various studies (Rokhaniyah, 2016; Millis, 2010; Thomas & Martina, 2022) highlights the effectiveness of cooperative learning; students work together towards common goals, enhancing motivation and advanced thinking abilities. This collaborative method also increases learner involvement and inter-student communication. Teachers' support in cooperative settings empowers students to apply knowledge autonomously, which is beneficial in language studies that are focused on improving reading comprehension and linguistic skills (Krashen, 1998). Our study aims to analyze how this collaborative dynamic, particularly in a literature circle using the GFOS model, can cultivate communication strategies essential for optimal text understanding.

3. **Literature Circles:** Literature Circles (peer-led reading groups) have been recognized for their effectiveness in boosting reading comprehension and participation more than conventional teaching methods (Daniels, 2002; Soleha, 2022). These groups nurture critical literacy skills such as predicting and evaluating, helping to transition the learning dynamic from teacher-centered to student-directed, and thus promote independent reading strategies (Karatay, 2017). Students assume specific roles within the circles, such as Discussion Director or Illustrator, and become more immersed in the texts. They gradually take charge of their learning, which helps to foster a passion for reading and hone their language and critical thinking skills for application beyond the classroom.

C. Localization of Reading Materials Employing the GFOS Model

In English language education, integrating language with culture via authentic resources that resonate with learners' experiences is proposed and discussed by Aminullah et al. (2019). Reading as an active exchange, where readers incorporate textual information with their previous knowledge, is a perspective endorsed by Nunan (2003). Including cultural elements in language teaching fosters cultural awareness and competence, which is vital for effective learning and motivation, as Alptekin (2020) and Aiken et al. (2021) have noted. The advocacy for authentic and localized reading resources by Peacock (2021), Yunis and Khusniati (2020) aligns with this, as such materials reflect the natural use of the language and meet specific learner needs. Evidence suggests that materials to which learners can culturally relate improve understanding and engagement (Mahabadi, 2013; Rodliyah et al., 2014). Hence, balancing genuine materials with culture-specific content in EFL education is essential to sustain interest and elevate educational outcomes.

D. The Link Between Collaborative Learning and the GFOS Model

This study employs Collaborative Learning and the GFOS Model. The GFOS model is designed to improve EFL students' reading comprehension, encapsulating principles from Thailand's education policies, 21st-century skills, and various pedagogical theories. It includes four main stages—Grouping, Foreseeing, Obtaining, and Summarizing—incorporating collaborative learning, sociocultural, and literature circle methodologies. Students work in diverse groups to brainstorm and activate preexisting knowledge, collectively deduce central ideas from texts, and summarize key points. Roles such as Discussion Director, Word Wizard, Connector, and Summarizer are designated to enhance in-depth comprehension and textual analysis. Figure 1 illustrates the link between related theories and the GFOS model.

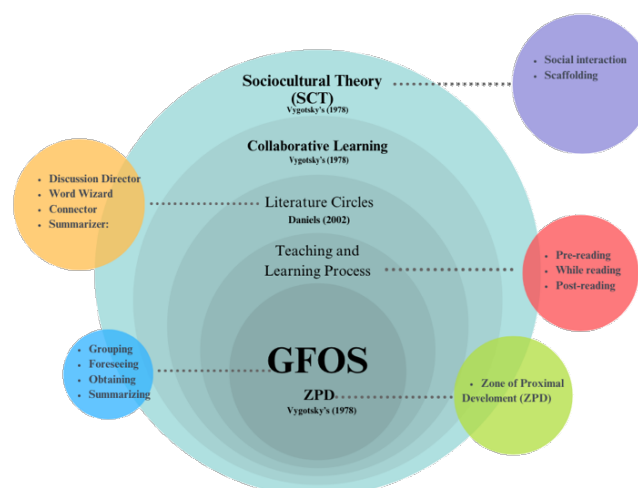


Figure 1. The Link Between Related Theories and The GFOS Model

Therefore, combining Constructivism, Collaborative Learning, and the GFOS model is a promising approach for enhancing students' reading comprehension. Constructivist theory emphasizes active knowledge construction from student experiences, which are guided by teachers. Students use self-paced learning techniques with cooperative learning opportunities within ZPD scaffolding. This results in independent text interaction and meaning creation. Collaborative Learning increases motivation while fostering critical thinking skills, which are crucial for autonomy in language acquisition and reading proficiency. Sociocultural theories support literature circle methodologies, as demonstrated through the diverse group interactions facilitated by GFOS. It allows for the collective summarization of key points extracted from texts, which activates preexisting knowledge among participants and improves engagement and educational outcomes. This approach is explicitly tailored to the students' local cultural contexts, particularly when incorporating authentic resources. This elevates interest levels and leads to optimal engagement. Such structured methodologies align perfectly with various pedagogical models, and integrate these approaches into broader academic applications.

Following the literature review and related research, the current study aimed to investigate the effects of using the GFOS Model to promote EFL students' reading comprehension.

III. RESEARCH METHODOLOGY

A. Participants

This study employed a quantitative research method using a quasi-experimental design. The sample consisted of 24 second-year university students, who were selected by purposive sampling, and the study was conducted over nine weeks with one 3-hour session per week, totaling 27 hours. The reasons for selecting second-year students as the experimental group are as follows: 1) The researcher has teaching experience in English reading, which is included in the curriculum for second-year English majors in the Faculty of Education. 2) The second-year students who participated in the study took the TOEIC test in the 2022 academic year. According to the CEFR language proficiency levels, 93% were classified as Basic Users and 7% as Independent Users. Participants were selected based on varying levels of English proficiency (high, fair, and low) to encourage collaborative group work during the teaching process (Harianingsih & Jusoh, 2022).

B. Materials and Instruments

(a). Lesson Plans

The researcher developed lesson plans for reading activities using the GFOS model, aligned with the course syllabus. The GFOS model's teaching steps—grouping, foreseeing, obtaining, and summarizing—were integrated into each phase of the reading instruction process, including pre-reading (grouping) while reading (foreseeing and obtaining) and post-reading (summarizing). The lesson plans were refined with input from three specialists to ensure their quality before implementation.

(b). Reading Achievement Tests (Pre-Test and Post-Test)

The study utilized a custom-designed test comprising 30 multiple-choice questions to assess four levels of reading comprehension: literal, interpretive, critical, and creative. The pretest, which had a time limit of 40 minutes for completion, aimed to determine the participants' initial understanding of the reading materials. Following the instructional period, the same test, which had been previously piloted, was administered as a posttest to evaluate the impact of the teaching strategies on the students' comprehension abilities.

(c). Reading Materials

The instructional designs utilized for the study were based on articles published online by the Bangkok Post authored by Boyle (2022). Seven articles were selected for their relevance to contexts familiar to the students, such as locales, festivals, political circumstances, and cultural topics. Each article was scrutinized to ensure correspondence with the Common European Framework of Reference for Languages (CEFR) at the B1 proficiency level (The Council of Europe, 2020).

(d). Data Collection Procedures

The data collection for the study was meticulously planned to gauge the students' reading comprehension abilities. It began with informing the participants about the study's objectives and securing their consent through signed forms. The GFOS model was then implemented by the researcher over nine weeks at KPRU, Thailand, during the second semester of 2023. This period included seven instructional units, interspersed with orientation sessions for pretest and posttest in the first and final weeks respectively. In the first week, the students undertook the pretest, after which they were engaged with the GFOS teaching model. Each of the seven units comprised 3 hours of weekly instruction, with assessments at the end of each unit to track progress. The study concluded with the posttest in the final session. The results were statistically analyzed and compared with the pretest scores to evaluate the impact of the instruction on the student's reading comprehension. Figure 2 illustrates the teaching process of the GFOS model.

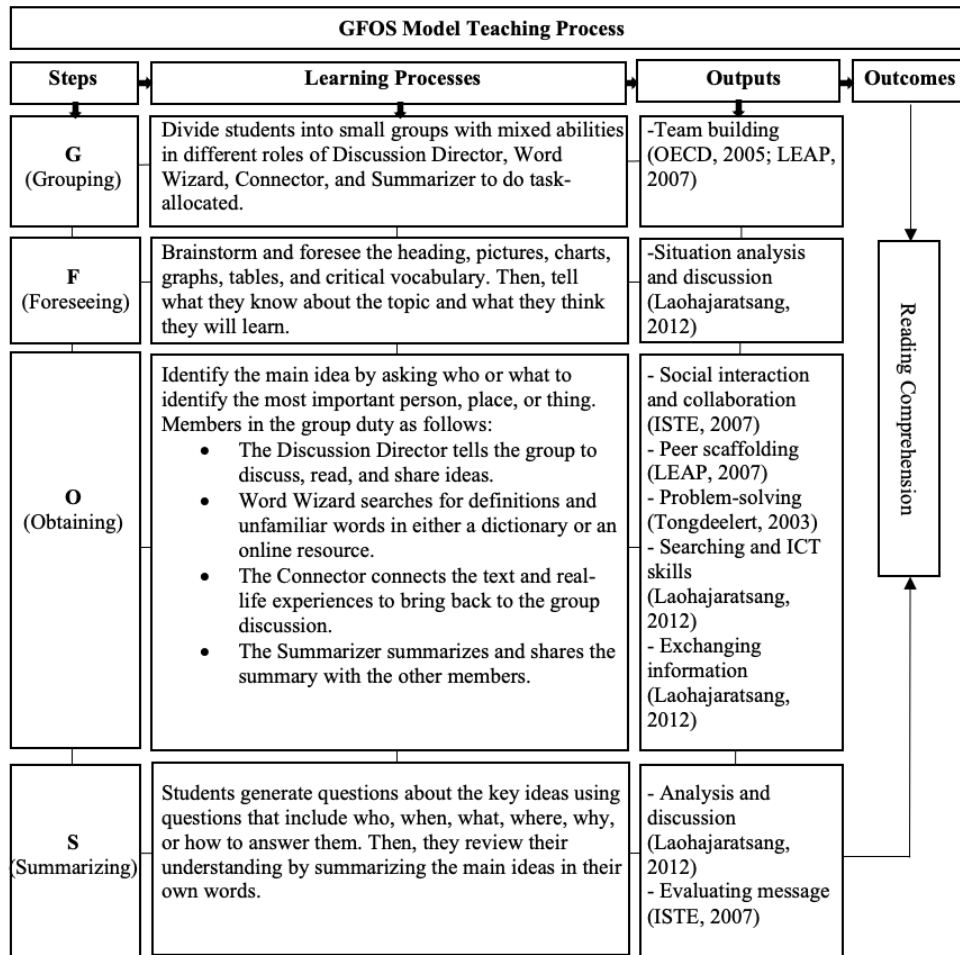


Figure 2. The Teaching Process of the GFOS Model

(e). Data Analysis

The following procedures were used to analyze the data. Descriptive statistics were utilized to compute the mean scores and standard deviations. The Cronbach alpha formula was applied to determine the tests' consistency and reliability. Furthermore, a dependent samples t-test was conducted to address the research question and evaluate any significant differences in the mean scores under study.

IV. RESULTS

The reading comprehension test was administered to 24 EFL students. The effectiveness of the GFOS Model in promoting EFL students' reading comprehension was evident from the substantial disparity between the average scores of the pre-test and post-test, details of which are depicted in Table 1.

TABLE 1
COMPARATIVE ANALYSIS OF EFL STUDENTS' PRE-TEST AND POST-TEST SCORES

	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.(1-tailed)
Pre-test	24	14.96	2.01			
Post-test	24	25.42	2.06	1.86	27.48	0.0000

According to Table 1, in the pre-test, the average score was 14.96, with a standard deviation of 2.01, indicating the spread of the scores around the mean. The standard error of the mean, which estimates the precision of the mean, was not provided for the pre-test. In the post-test, the average score increased to 25.42 with a similar standard deviation of 2.06. The standard error of the mean for the post-test was 1.86. The t-value for the significance test is 27.48, which measures the difference between the pre-test and post-test means in units of the standard error. The accompanying significance value (Sig. (1-tailed)) is 0.0000, less than the standard alpha level of 0.05, suggesting that the increase from the pre-test to the post-test is statistically significant. Overall, the table shows a significant improvement in the students' scores after the intervention.

When examining the different aspects of reading comprehension at the four levels—literal, interpretative, critical, and creative, Tables 2-5 present the results of this analysis.

TABLE 2
ILLUSTRATIVE ANALYSIS OF THE LITERAL LEVEL

	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.(1-tailed)
Pre-test	24	4.17	1.05			
Post-test	24	7.25	0.74	0.26	11.78	0.0000

The results presented in Table 2 indicate a substantial enhancement in the literal reading comprehension of participants, as reflected by an increase in average scores from 4.17 on the pre-test to 7.25 on the post-test. The standard deviations for each test were recorded at 1.05 and 0.74, respectively, indicating less variability after the intervention than before. The t-statistic value was significant (11.78) with a Pearson correlation coefficient of 0.00, strongly implying that this improvement is due to the effective interventions implemented rather than sheer chance. This evidence suggests considerable progress has been achieved in enhancing participants' ability to comprehend text passages literally.

TABLE 3
ILLUSTRATIVE ANALYSIS OF THE INTERPRETATIVE LEVEL

	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.(1-tailed)
Pre-test	24	4.13	0.95			
Post-test	24	6.79	1.10	0.29	9.31	0.0000

The results presented in Table 3 indicate a substantial enhancement in the interpretative reading comprehension of participants, as reflected by an increase in average scores from 4.13 on the pre-test to 6.79 on the post-test. The standard deviations for each test were recorded at 0.95 and 1.10, respectively, indicating less variability after the intervention than before. The t-statistic value was significant (9.31) with a Pearson correlation coefficient of 0.00, strongly implying that this improvement is due to the effective interventions implemented rather than sheer chance. This evidence suggests considerable progress has been achieved in enhancing participants' comprehension of text passages interpretatively.

TABLE 4
ILLUSTRATIVE ANALYSIS OF THE CRITICAL LEVEL

	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.(1-tailed)
Pre-test	24	3.88	1.30			
Post-test	24	6.42	1.10	0.18	14.09	0.0000

The results presented in Table 4 indicate a substantial enhancement in the critical reading comprehension of participants, as reflected by an increase in average scores from 3.88 on the pre-test to 6.42 on the post-test. The standard deviations for each test were recorded at 1.30 and 1.10, respectively, indicating less variability after the intervention than before. The t-statistic value was significant (14.09) with a Pearson correlation coefficient of 0.00, strongly implying that this improvement is due to the effective interventions implemented rather than sheer chance. This evidence suggests considerable progress has been achieved in enhancing participants' critical comprehension of text passages.

TABLE 5
ILLUSTRATIVE ANALYSIS OF THE CREATIVE LEVEL

	N	Mean	Std. Deviation	Std. Error Mean	t	Sig.(1-tailed)
Pre-test	24	2.79	1.10			
Post-test	24	4.96	0.20	0.23	9.40	0.0000

The results presented in Table 5 indicate a substantial enhancement in the creative reading comprehension of participants, as reflected by an increase in average scores from 2.79 on the pre-test to 4.96 on the post-test. The standard deviations for each test were recorded at 1.310 and 0.20, respectively, indicating less variability after the intervention than before. The t-statistic value was significant (9.40) with a Pearson correlation coefficient of 0.00, strongly implying that this improvement is due to the effective interventions implemented rather than sheer chance. This evidence

suggests considerable progress has been achieved in enhancing participants' ability to comprehend text passages creatively.

V. DISCUSSION

The study's discussion can be outlined concerning its research objective: to investigate the effects of using the GFOS Model to promote EFL students' reading comprehension.

After employing the GFOS model, students' performance in reading achievement tests significantly improved, as indicated by a comparative analysis between pretest and posttest results. The average mean score increased from 15.75 to 23.38, demonstrating noteworthy advancement in their comprehension abilities. Statistical significance ($P < .05$) was confirmed through T-test analysis, indicating that observed changes were not due to mere chance factors alone, and suggesting that this enhancement may be present within the GFOS model itself.

Firstly, the GFOS model prioritizes collaborative learning through diverse grouping, which aligns with established educational theories and empirical research. This demonstrates the positive impact of cooperative learning on academic achievement, especially in reading comprehension. Encouraging students to exchange insights and perspectives fosters a deeper understanding and application of strategies for comprehending what they read. Galappaththy and Karunarathne (2022), prominent educational theorists, who have extensively researched the effects of cooperative learning strategies on improving performance outcomes, endorse such efforts.

According to Galappaththy and Karunarathne (2022), collaborative learning can significantly improve academic performance in various subjects, including reading. When implemented effectively, this teaching method encourages social interaction that increases student engagement and motivation, which are factors crucial for cognitive tasks like comprehending written text. As individuals interact with one another through collaborative exercises, they are exposed to diverse perspectives. This in turn broadens their understanding, enhances the critical thinking skills necessary for problem-solving activities and requires them to negotiate meaning with peers until a consensus is reached.

The GFOS model promotes cooperative learning strategies which foster the growth of vital social skills, including communication, empathy, and conflict resolution. Such learning skills facilitate practical and collaborative activities that create a positive and inclusive classroom atmosphere. The diversified approach adopted by this model ensures that students gain access to various perspectives, resulting in thorough debates and better insights into reading materials.

Moreover, Vygotsky's (1978) social constructivist theory highlights the significance of social interaction in cognitive growth—an aspect that cooperative learning complements well. Based on Zhang's (2023) research, it is evident that knowledge acquisition involves collaborative efforts with peers and tutors. The GFOS model appropriately puts this concept into practice through team-based activities, facilitating meaningful engagement between learners, ultimately leading to the co-construction of ideas and enhanced understanding.

Therefore, the GFOS model is backed by research, such as Galappaththy and Karunarathne's (2022) study on collaborative learning through diverse grouping strategies. Zhang's (2023) findings also support the positive impact of cooperative learning on student achievement. Promoting an atmosphere that encourages students to exchange varied perspectives and insights enriches reading comprehension while bolstering essential educational objectives, such as critical thinking abilities, social competencies, and a conducive classroom climate.

Secondly, the structured approach to reading instruction in the GFOS model involves specific steps, such as Grouping, Foreseeing, Obtaining, and Summarizing. This method aligns with existing research that suggests explicit and systematic reading instruction can improve overall outcomes. Research studies conducted by Rastle et al. (2021) propose a transparent instructional methodology for teaching students how to read effectively, which can significantly enhance their achievement levels. This type of training helps learners better understand complex concepts through an accessible learning process, leading to increased proficiency in reading skills.

According to Aitssi (2021), education research cautiously supports the idea that explicit and systematic instruction for reading can result in marked enhancements in reading outcomes. Such an approach comprises direct teaching of step-by-step skills and strategies, improving students' phonemic awareness, decoding abilities, and comprehension tactics. By following this methodical procedure when learning how to read, crucial components will not be left up to inference or discovery by students themselves; hence, confusion will be reduced while efficiency in terms of grasping new knowledge will be increased.

Astawa and Purnami (2023) have stated that providing explicit instruction could considerably enhance students' reading comprehension. The questionnaire data corroborated this claim, showing favorable student responses towards this teaching methodology. By integrating crucial elements of effective reading instruction within its structured steps, it is plausible for the GFOS model to provide a framework that enhances overall performance gains observed among readers.

One should remember that despite evidence pointing to a favorable correlation between direct, structured teaching of reading and better results, progress can fluctuate due to various determinants. These could include the quality of instruction, its continual application, and each student's particular requisites. Consequently, although the GFOS model's organized method coincides with findings endorsing precise and systematic pedagogy, it remains indispensable to account for the intricacies involved in learning and instructing reading before arriving at any conclusions about this approach.

Thirdly, the GFOS model emphasizes comprehension skills, such as literal, interpretative, critical, and creative, aligning with the educational consensus on teaching various reading strategies to improve reading instruction. It mirrors Sari's (2020) view of incorporating multiple comprehension techniques to enhance effective reading education. While this comprehensive approach may facilitate diverse student abilities in understanding readings, it is vital to recognize its varying impact among different learner populations.

In Roomy's (2022) study, it was discovered that critical reading skills significantly improve students' comprehension of texts. The study showed how these abilities facilitate a more thorough understanding of the material and encourage an active approach to reading, prompting individuals to employ higher-order thinking and relate what they read to personal experiences. Additionally, by utilizing various strategies for effectively decoding text, students are better equipped to navigate obstacles when interpreting implicit meanings and explicit content within literature. This comprehensive method leads to nuanced interpretations, refining overall proficiency in reading, and highlighting its importance as part of student development toward becoming well-rounded life-long readers.

Fourthly, another factor contributing to the improvement in posttest scores is the model's emphasis on fostering personal engagement and creative expression. This aligns with previous research, such as Gao's (2022) studies, which suggest that nurturing students' interests and involvement can positively affect their reading motivation, comprehension skills, and overall academic performance. According to this hypothesis, when learners feel a sense of ownership or connection towards what they are learning or how they approach it, they tend to be more actively interested in exploring its content—leading to more excellent abilities for grasping material effectively.

According to Pramadanti (2022), students' level of interest and motivation toward their education directly impacts their engagement in learning activities, ultimately influencing academic performance. Results suggested that students who are enthusiastic about studying and develop strong aspirations, are more likely to participate actively during classes or lessons. Increased participation is linked with improved educational achievements; hence, creating an environment fostering focus and enthusiasm among students is pivotal in enhancing future academic accomplishments.

Additional research by Mishra (2023) indicates that the constructivist learning theory supports the idea that students learn best when actively constructing their own understanding through personal experiences and interests. Educational models can enhance this process by integrating elements designed to foster individual engagement and creative expression, potentially leading to more significant and motivating student learning outcomes.

The study by Chowdhury et al. (2022) suggests that collaboration should be considered in this approach to learning. When students work together and share their insights, they enhance the learning environment for themselves and others, while gaining a deeper understanding of the material through diverse perspectives and challenging discussions. However, it is essential to exercise caution based on these findings since many factors can influence how personal interest, engagement level, and educational outcomes are linked—such as differences between individual learners or teaching methods employed within various environments. While fostering involvement may positively boost reading motivation, comprehension, and academic performance overall, its effectiveness varies depending on certain aspects unique to specific situations faced by different learner groups, or particular classroom settings used in schools and universities worldwide today.

Lastly, The GFOS model utilizes a collaborative and supportive framework, which is supported by the research of Wang et al. (2023) explored social cognitive theory and found that group-based interactions can significantly improve individual learning outcomes. The GFOS approach promotes active participation and knowledge-sharing through peer support and discussion, providing an optimal environment for effective learning.

Nahardiya et al. (2022) conducted research that supports collaborative learning in a co-located setting. Face-to-face interaction enhances coordination during physical tasks, especially during the initial stages of training. The study emphasizes how feedback integration and collaboration play an integral role in mastering physical skills, demonstrating significant benefits through this approach.

Leiß and Rasche (2022) elaborated that social learning can influence individual learning outcomes in various ways—both positively and negatively. Consequently, there is a range of accuracy levels for this type of learning. According to them, additional mechanisms must be implemented beyond mere observation and imitation for social learning to benefit students consistently. Furthermore, their research highlights the importance of understanding how independent and communal educational processes interact as cultural patterns develop over time. These studies reveal that collaborative teaching methods are complex yet integral aspects that directly affect students' education and depend on interactions between peers. The GFOS model emphasizes collaboration by giving specific importance to peer support, creating an optimal space for effective group-based knowledge acquisition among learners.

To summarize, the GFOS model has been empirically confirmed to enhance EFL students' reading comprehension through collaborative learning, as discussed by Galappaththy and Karunaratne (2022), and social constructivist theory, according to Zhang (2023). The collaborative environment facilitated by this approach resulted in significant improvements compared to pretest scores. Additionally, research by Rastle et al. (2021), Aitssi (2021), Astawa and Purnami (2017) reinforces that the structured approach of GFOS can advance reading proficiency significantly due to stringent guidance on instruction. Moreover, integrating a wide range of qualified comprehension techniques displayed effectiveness and contributed to deepening text comprehension. Personal engagement supported creatively demonstrated tangible results for improving motivation levels along comprehensive education progress plans, as

reviewed earlier, with satisfactory outcomes mirrored in studies conducted by Gao (2000) and Pramadanti (1995). Furthermore, collaboration between learners, besides individual investment, was found to be a paramount intrinsic aspect fostering active participation. Knowledge exchange plays a central role in determining the efficacy of outcomes. Mishra's (2023) observations last year, alongside Chowdhury et al. (2022), mention transculturalism's subtle ramifications of promoting unitarian objectives and adapting methods to global class structures. These findings outline a comprehensively appreciated long-term impact with potential sustainability crucial for the future movement of the entire industry. Finally, it ought to be accentuated that Wang et al. (2023), Nahardiya et al. (2022), and Leiß and Rasche (2022) affirm the relevance of the social cognitive concept relating to enhanced individual learner development. This reiterates the importance of attaching significance to mutuality during teaching exchanges, highlighting its contribution to the dynamism of the educational atmosphere within classrooms. These studies support assertions regarding the far-reaching implications of collective benefits of implementing the latest instructional methods. These methods protect the essence of immersive platforms appealing to today's audience demographic, whose attention is naturally inclined towards fleeting distractions. Encouraging virtues of cooperative behavior transcends context and hallmarks wisdom grounded in civilizations that have lasted centuries.

VI. CONCLUSION

The GFOS model has significantly impacted students' reading comprehension, leading to marked improvements in test scores. This approach aligns with collaborative learning and interactive teaching methods by using meticulous instruction techniques that enhance fundamental skills while supported by theoretical and empirical research findings. In addition to strengthening core competencies, the GFOS model encourages personal involvement and inventive expression - critical factors for inspiring academic achievement among learners. Its communal learning structure adheres to social cognitive theory's tenets wherein peer interaction is central to effective educational outcomes. Moreover, the use of localized reading text, tailored to align with students, cultural and contextual backgrounds, markedly improved EFL students' reading comprehension. These enhancements of schema activation link content to familiar cultural elements and societal norms, thus reducing cognitive load and improving comprehension speed and accuracy. They also increased student motivation and engagement by resonating with their personal experiences, which is crucial for sustained learning efforts. Furthermore, integrating cultural content with language learning bolstered linguistic skills and enhanced cultural awareness, supporting diverse learning needs through customizable texts that address different reading levels and preferences.

To optimize its effectiveness going forward, it will be necessary first to consider limitations such as potential monotony arising from repetitive tasks, material variety required for more diverse skill development and understanding group dynamics like composition diversity, or the need for impartial feedback, then refine accordingly. Educators should conduct longitudinal research to enhance comprehension of the GFOS model's long-term impact on students' reading skills. It will establish whether short-term improvements culminate into sustainable benefits. Moreover, by gauging the outcome of diverse teaching models among varying levels of proficiency in learners, educators can customize instructional approaches based on specific learning needs. Delving deeper into cultural influences affecting student attitudes towards teamwork and structured instruction and their interpretation and comprehension skills is necessary for comprehensive knowledge about when and how best to apply the GFOS model in unique settings within education systems. Through these studies, a more nuanced understanding regarding effective integration is quintessential for optimal results gleaned from its application during classes provided through educational institutions worldwide.

ACKNOWLEDGEMENTS

This research paper publication was funded by the University of Phayao.

REFERENCES

- [1] Aiken, N., Jackson, J., & Houser, J. (2021). The Role of Culture in Second Language Education. *Foreign Language Annals*, 54(1), 23-38.
- [2] Aitssi, N. (2021). Enhancing Reading Comprehension and Recall through Explicit Teaching of Expository Text Top-Level Structure. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 8(11), 740-748.
- [3] Akan, E., Köçeri, K., & Ulaş, A. H. (2023). Discussion of the Relationship Between Fluent Reading Skills and Reading Comprehension. *International Journal of Psychology and Educational Studies*, 10(2), 314-322.
- [4] Al-Jahwari, Y., & Al-Humaidi, S. (2015). Prior Knowledge in EFL Reading Comprehension: Omani Teachers' Perspectives & Classroom Strategies. *International Journal of Applied Linguistics and English Literature*, 4(1), 169-181.
- [5] Alderson, J. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.
- [6] Alkhalwaldeh, A. (2012). The EFL Reading Comprehension Challenges Faced by Secondary School Students in Jordan. *European Journal of Social Sciences*, 35(2), 159-173.
- [7] Alptekin, C. (2020). Integrating Language and Culture: Implications for Language Pedagogy. In *Language Learning and Teaching*. New York: Springer, Cham.

- [8] Aminullah, F., Sada, C., & Sudarsono, S. (2019). Local Cultural-Based Reading Materials for EFL context. *Proceedings International Conference on Teaching and Education (ICoTE)*, 2(2), 193-197. <https://www.researchgate.net/publication/361729803>.
- [9] Astawa, N. S., & Purnami, I. A. (2023). Does Explicit Instruction Improve EFL Students' Reading Comprehension? *Journal of English Language Education*, 6(1), 36-42.
- [10] Azi, Y. (2020). Scaffolding and the Teaching of Writing Within ZPD: Doing Scaffolded Writing (A Short Case Study). *International Journal of Linguistics (Macrothink Institute, Inc.)*, 12(3), 105-114.
- [11] Bloom, B. S. (1966). *Taxonomy of Educational Objective*. New York: David McKay Company.
- [12] Boyle, G. (2022, May 12). *Bangkok Post*. Retrieved January 2023, from Bangkok Post: <https://www.bangkokpost.com/>.
- [13] Cain, K., & Oakhill, J. (2019). Reading Comprehension Development: A Cognitive Overview. *Language Learning*, 69(1), 117-138.
- [14] Chen, R., & Hird, B. (2006). Group Work in the EFL Classroom in China: A Closer Look. *RELC Journal*, 37(1), 91-103.
- [15] Chinnawong, T., Sirisuwat, A., & Thongmak, M. (2019). Addressing English Vocabulary Learning Challenges in the Thai EFL Context: Strategies and Implementation. *Language Teaching Research*, 16(4), 301-320.
- [16] Chowdhury, B., Kafura, D., & Johri, A. (2022, June 23). When Does Collaborative Interaction Support Learning of Computational Thinking Among Undergraduate Students. Retrieved January 2023, from *IEEE Frontiers in Education Conference (FIE)*. <https://ieeexplore.ieee.org/document/9962505/references#references>.
- [17] Clarke, P., Truelove, E., Hulme, C., & Snowling, M. (2014). *Developing Reading Comprehension*. Hoboken: Wiley.
- [18] Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume*. Strasbourg: Council of Europe Publishing.
- [19] Daniels, H. (2002). *Literature Circles: Voice and Choice in Book Clubs & Reading Groups*. Portland: ME: Stenhouse Publishers.
- [20] Dewey, J. (1929). *The Quest for Certainty: A Study of Knowledge and Action*. New York: Milton Balch.
- [21] Galappaththy, K., & Karunarathne, P. (2022). Impact of Collaborative Learning in Developing Reading Skills of Tertiary Level English as a Second Language (ESL) Learners. *International Journal of English Language Teaching*, 10(6), 1-7.
- [22] Gao, L. (2022). Contemporary American Literature in Online Learning: Fostering Reading Motivation and Student Engagement. *Education and Information Technologies*, 28(4), 4725-4740.
- [23] Guthrie, J., Klauda, S., & Ho, A. (2019). Read-a-lot, Cross-age Peer Tutors and Feeling Understood: Three Evidence-based Findings for Motivating Reading and Improving Comprehension. *School Psychology International*, 40(5), 496-516.
- [24] Harianingsih, I., & Jusoh, Z. (2022). Perceptions of EFL Students in Different Proficiency Levels Toward Group Work Experiences During Online Learning. *International Journal of English and Applied Linguistics (IJEAL)*, 2(3), 424-430.
- [25] Heilman, A. W., Blair, T. R., & Rupley, W. H. (1990). *Principles and Practices of Teaching Reading*. Virginia: Merrill.
- [26] Hezam, T. A., Ali, J. K., Imtiaz, S., Saifi, M. A., & Islam, M. R. (2022). Challenges and Problems of Reading Comprehension Experienced by EFL Learners. *Journal of English Studies in Arabia Felix*, 1(2), 11-21.
- [27] ISTE. (2007, March 13). *ISTE Standards for Students*. Retrieved January 2022, from ISTE Standards for Students: <https://is.gd/dWvJLx>.
- [28] Karatay, H. (2017). The Effect of Literature Circles on Text Analysis and Reading Desire. *International Journal of Higher Education*, 6(5), 65-75.
- [29] Krashen, S.D., & Terrel, T.D. (1998). *The Natural Approach: Language Acquisition in the Classroom*. London: Prentice Hall Europe.
- [30] Laohajaratsang, T. (2012, September 15). *The 21st Century Skills for CMU Faculty Development*. Chiang Mai University. Chiang Mai: Paper Meeting for Lecturer Development Faculty of Pharmacy, Chiang Mai University. Retrieved January 2023, from <https://www.scribd.com/doc/301181673/2014-04>.
- [31] LEAP. (2007). *College Learning for the New Global Century: A Report from National Leadership Council for Liberal Education and America's Promise*. New York: The Association of American Colleges and Universities. Retrieved January 2023, from <https://nsee.memberclicks.net/assets/docs/KnowledgeCenter/IntegratingExpEduc/BooksReports/82.2.%20college%20learning%20for%20the%20new%20global%20century.pdf>.
- [32] Leiß, T., & Rasche, A. (2022). How Personality, Emotions and Situational Characteristics Affect Learning from Social Interactions in the Workplace. *Vocations and Learning*, 16(1), 73-97.
- [33] Lin, Z. (2010). Discovering EFL Learners' Perception of Prior Knowledge and Its Roles in Reading Comprehension. *Journal of Research in Reading*, 25(2), 172-190.
- [34] Mahabadi, S. (2013). The Role of Localized Materials in Learning of EFL Students. *Journal of Languages and Culture*, 4(5), 65-74.
- [35] Miller, J., & Veatch, N. (2021). *Reading Comprehension: From Research to Practice*. New York: Routledge.
- [36] Millis, B. J. (2010). *Cooperative Learning in Higher Education*. New York: Routledge.
- [37] Mishra, N. (2023). Constructivist Approach to Learning: An Analysis of Pedagogical Models of Social Constructivist Learning Theory. *Journal of Research and Development*, 6(1), 22-29.
- [38] Muntasir, M., & Akbar, I. (2023). Revisiting the Significance of ZPD and Scaffolding in English Language Teaching. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 3(1), 40-45.
- [39] Nahardiya, G., Markus, A., Bennet, R., & Tsoory, S. G. (2022). The Benefits of Learning Movement Sequences in Social Interactions. *Frontiers in Psychology*, 13, 1-12.
- [40] Nalatphol, A., & Sripattanadilok, S. (2019). Promoting Reading Fluency and Motivation in Thai EFL Learners: An Extensive Reading Approach. *TESOL Journal*, 25(2), 135-150.
- [41] Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- [42] OECD. (2005). *OECD Annual Report 2005: 45th Anniversary*. Paris: OECD Publishing. Retrieved January 2023, from <https://www.oecd.org/about/34711139>.

- [43] Ortiz-Zambrano, J. A., & Montejó-Raéz, A. (2020). Barriers in Reading Comprehension of University Students: Analysis of the Complicated Words Annotated in the VYTEDU-CW Corpus. *International Journal on Advanced Science, Engineering and Information Technology*, 10(5), 1798–1805.
- [44] Peacock, M. (2021). *Authenticity in English Language Teaching: Materials and Learner Perspectives*. New York: Routledge.
- [45] Perfetti, C. (2007). Reading Ability: Lexical Quality to Comprehension. *Scientific Studies of Reading*, 11(4), 357–383.
- [46] Pinsuntia, P., Chintanapiban, M., & Lertwannawit, A. (2021). Enhancing Reading Engagement in the Thai EFL Classroom: The Role of Authentic and Culturally Relevant Materials. *Journal of Language Education and Communication*, 18(3), 212-230.
- [47] Pramadanti, R. (2022). Improving English Learning Outcomes with Learning Interests, Learning Motivation, through Learning Activities Learners in the Covid-19 Pandemic. *Formosa Journal of Multidisciplinary Research*, 1(3), 687-708.
- [48] Rastle, K., Lally, C., Davis, M. H., & Taylor, J. (2021). The Dramatic Impact of Explicit Instruction on Learning to Read in a New Writing System. *Psychological Science (Sage Publications)*, 32(4), 471-484.
- [49] Rodliyah, R., Imperiani, E., & Amalia, L. (2014). Indonesian Tertiary Students' Attitudes Towards the Use of Local Culture Vs Target Culture Reading Materials in English Reading Class. *Journal Pendidikan Bahasa dan Sastra*, 14(1), 109-120.
- [50] Rokhanyah, H. (2016). The Implementation of Collaborative Learning to Enhance the Students' Critical Thinking In Writing. *Journal At-Ta'dib*, 11(1), 73-87.
- [51] Roomy, M. A. (2022). Investigating the Effects of Critical Reading Skills on Students' Reading Comprehension. *Arab World English Journal*, 13(1), 366-381.
- [52] Sari, H. F. (2020). The Effectiveness of Strategies-Based Instruction on Reading Comprehension Achievement. *Jurnal Kreatif Online*, 8(3), 26-40.
- [53] Satriani, E. (2018). Reading Comprehension Difficulties Encountered by English Students of Universitas Islam Riau. *J-SHMIC Journal of English for Academic*, 5(2), 15-24.
- [54] Soleha, S. (2022). The Effect of Literature Circle on Varied Reading Comprehension. *Journal of Teaching and Education for Scholars*, 1(1), 7–14.
- [55] Thomas, H., & Martina, D. (2022). Application of Cooperative Learning Model in Increasing Students' Motivation, Learning Participation and Creativity. *Jurnal Pendidikan (e-journal)*, 1(1), 314-319.
- [56] Tongdeelert, P. (2003). A Proposed Collaborative Learning Model on Computer Network-based Learning for Undergraduate Students with Different Learning Styles. *Turkish Online Journal of Distance Education-TOJDE*, 4(4), 1-8.
- [57] Vygotsky, L. (1978). *Mind in Society. The Development of Higher Psychological Process*. London: Harvard University Press.
- [58] Wadsworth, B. J. (1971). *Piaget's Theory of Cognitive Development: An Introduction for Students of Psychology and Education*. New York: McKay.
- [59] Wang, S., Zhang, L., Sixv, Z., Lin, B., Liu, L., & Xv, M. (2023). Reading Together: A Case Study of a Collaborative Reading System in Classroom Teaching. *CHI EA '23: Extended Abstracts of the 2023 CHI Conference on Human Factors in Computing Systems*. Hamburg, Germany. Retrieved January 2023, from <https://www.researchgate.net/publication/370174993>.
- [60] Weaver, C. (2002). *Reading Process and Practice*. Canada: Pearson Education Canada.
- [61] Willingham, D. (2019). *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads*. San Francisco, CA: Jossey-Bass.
- [62] Yun, E. (2021). Comparing the Reading Behaviours of Students with High- and Low-Level Comprehension of Scientific Terms by Eye Movement Analysis. *Research in Science Education (Springer Netherlands)*, 51(4), 939-956.
- [63] Yunis, U., & Khusniati, M. (2020). The Effectiveness of Using Localized Reading Materials in Developing Students' Reading Comprehension Skills. *Journal of English Education*, 8(1), 47-56.
- [64] Zhang, J. (2023). Insight into the Role of Interaction in Language Acquisition: Vygotsky's Interactionist Theory of Language. *Arab World English Journal (Arab World English Journal)*, 14(2), 281-294.

Anusit. Panklam is a PhD in English candidate at the University of Phayao. He received his master's degree in English from Narasuan University, Thailand in 2009. His current academic interests include Communicative English, English pedagogy, EFL, EMI, and Active learning strategies.

Sukanya. Kaowiwattanukul is an Assistant Professor in the Department of English at the University of Phayao in Thailand. Her current research interests cover teaching English literature to non-native students, Global Mindedness, World Englishes, international education, and critical thinking.