Synthesis of an Instructional Model Using Blended Learning with Collaborative Learning to Enhance English Reading Ability of English Teaching Program Students in the Faculty of Education, Rajabhat Universities[*]

[1]Patthaporn Langprayoon and Ubonwan Songserm

Department of Curriculum and Instruction, Faculty of Education, Silpakorn University, Thailand.

[1]Corresponding Author's E-mail: koontika@hotmail.com

Abstract

The objectives of this research were 1) to study English reading abilities and problems of English Teaching Program students in the Faculty of Education at Rajabhat Universities and 2) to synthesize the instructional model by using blended learning with collaborative learning to enhance English reading abilities of English Teaching Program students in the Faculty of Education at Rajabhat University. This research was mixed-method research, and the research instruments used in this study were the documentary, questionnaire, and semi-structured interview. The statistics used in this study were content analysis, means, and standard deviation (S.D.).

The research results were found that 1. The students had problems in English reading in the highest level. 2. The instructional model using blended learning with collaborative learning to enhance English reading ability (PICCA Model) consisted of 4 factors: 1) theories 2) objectives 3) steps in teaching consisted of 5 steps 3.1) Preparation: P 3.2) Instruction: I 3.3) Collaboration: C 3.4) Checking: C 3.5) Assessment: A and 4) assessment and evaluation.

Keywords: Blended Learning, Collaborative Learning, Reading English

Introduction

English is an international language and it is widely used around the world. English skills are one of the most necessary skills in the 21st century. Therefore, English has been taught from elementary students to university students to develop their English skills, especially in reading English, which is the most important and necessary skill for getting new knowledge and lead to develop thinking process. It is also crucial for searching new knowledge from various resources to support different fields of research and learning language could help people get more knowledge (Department of Academic Affairs, 1997; Grabe, 1991; Lapp, and Fisher, 2011). Furthermore, both undergraduate and graduate students need to read academic articles or research in order to understand what they read and gain more knowledge. However,

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many students get trouble with English reading. Some research identified that the English reading achievements of students were at a low level and that many students had some reading problems (Cattiwat, 2000; Duangloy, 2015). Some research analyzed the causes of the problems and found that teaching and learning are the main factors in reading problems because of a lack of suggestions from instructors or teachers in practicing and applying reading strategies. Related studies have found that reading ability of students was at a low level and unsatisfied. As the result, English reading should be developed and supported by suitable learning and teaching under instructional theories and paradigms in the twenty-first century (Joyce, and Weil, 1986; Khammanee, 2016). Therefore, blended learning and collaborative learning were utilized in this study.

Blended learning was the way of teaching between online learning and classroom teaching. It could support the interaction between instructors and learners, learners and learners outside classroom. The results from the study of Chobthamdee, and Langprayoon (2019) implied that blended learning could develop reading effective. To sum up, blended learning was flexible and suitable for nature of subjects. It also facilitates learners and it is convenient for learners learning by themselves (Khlaisang, 2010; Wankel, 2011; Nasongkhla, 2018,). Blended learning could support collaborative learning which is one of instruction paradigms in twenty-first century. It emphasizes the importance of learners creating their own knowledge through group work (Dachakupt, and Yindeesuk, 2014). The results from various studies of collaborative learning showed that learning achievement of the students could be increased (Prasantree, 2017; Boonwirut, 2012). Therefore, it could be concluded that blended learning and collaborative learning could develop learning achievement of the students in various fields.

According to the pandemic of COVID-19, it has changed ways of teaching from classroom to online learning by using instructional media and technology in learning management to support learning activities between teachers and students, and also traditional classroom and online learning. It's called blended learning which is a way of teaching by using technology in learning management. By utilizing online learning through networking and traditional classroom participation, technology could facilitate both instructional and learner communication, support instructional systems, and encourage interaction between teachers and students. It could serve students' needs and provide a challenge. Finally, learners could develop their abilities in learning (Wannapiroon, 2008; Khlaisang, 2010; Nasongkhla, 2018). In addition, blended learning supports the interaction between instructors and learners, learners and learners outside classroom. It also supports collaborative learning that each member in the group has their own roles, their own responsibilities and support to do group work and encourage the interaction between members on the group or outside their group (Kaemanee, 2016; Thumthong, 2016). The role of the teacher has evolved from a teacher to a facilitator

who guides their students to the goal of learning (Kaemanee, 2016). This method could support the development of knowledge, skills, and processes at the same time.

The importance and problems of English reading have been identified by much research. University students face some reading problems, especially in English majors in the faculty of Education. All students have to pass CEFR at B2 or C1 level before they graduate from the university. The experience of researcher in teaching English reading identified that the students lack of skill in finding main ideas which is the basic reading comprehension skill, and learning achievement of the students was unsatisfied. The average reading English score was 40%. If the students cannot develop reading skills, they cannot graduate from the university. All teachers in English major in the faculty of Education are concerned about this problem and decided to emphasize the development of the reading skills of the students in English major in the faculty of Education. The students could not find the main idea of the passage and they couldn't understand what they read. Moreover, the students also have some problems with vocabulary. Therefore, problems with reading should be solved immediately.

The researcher realized the importance and problems in English reading, so the synthesis of an instructional model using blended learning with collaborative learning to enhance English reading ability was conducted, and it was a part of the Ph.D. research on Curriculum and Instruction major in the faculty of Education, Silpakorn University. The purpose of the results from this study was to help the students understand what they read and to realize the importance of reading, encourage them to learn new things and could develop their skills when they enrolled in critical reading for English teachers, which is the subject in the educational course of the students in English major in the faculty of Education.

Objectives of the Research

1. To study problems in English reading of English Teaching Program students in the faculty of Education, Rajabhat University.

2. To synthesize the instructional model using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the Faculty of Education, Rajabhat Universities.

Research Methodology

1st Step: Population and Sampling

The population of this research consisted of 1,050 first-year university students from 35 Rajabhat universities which have English major in the faculty of Education. The multi-stage sampling was used for sampling group and 285 university students were the sampling of this research. The questionnaire asked about problems and needs in English reading ability and wants in teaching and learning. In addition, 7 experts in English teaching who were interviewed

about English reading problems of the first-year students in English major in the faculty of Education.

2nd Step: Research material and validity

1. Research materials were questionnaires, semi-structure interview and the instructional model

2. The research tools were inspected by 5 experts to check the quality of the instruments by using the method of determining the Item-Objective Congruence (IOC). The evaluation of IOC was more than 0.50. Then, the interviewing form was revised and it was tried out by 2 English teachers in English Teaching Program at Phranakhon Si Ayutthaya Rajabhat University. In addition, 9 experts were asked to do Focus Group Discussion (FGD) to discuss the instructional model and the instruments. After conducting Focus Group Discussion, 5 experts evaluated both the instructional model and research instruments. They were the representatives from Rajabhat universities and government universities, and all of them were from English teaching.

3rd Step: Data Collection and Data Analysis

1. The researcher collected the data from the questionnaire which was developed to ascertain the needs and difficulties in English reading ability of Rajabhat University's first-year students in the faculty of Education.

2. The participants answered the questionnaires by using self-evaluated questions about their abilities in using reading strategies, finding main ideas, and identifying patterns of organizations and needs of learning and teaching English. The researcher analyzed the information from the questionnaire by using X and S.D. Means were identified meaning as follows:

4.50-5.00 means the highest problems

3.50-4.49 means high problems

2.50-3.49 means moderate problems

1.50-2.49 means less problems

1.00-1.49 means the least problems

3. The interviewing form asked about problems in reading of the first-year students in English major in the Faculty of Education was a semi-structured interview. The English teachers who had more than five years of experience in teaching were interviewed.

4. The steps of Synthesizing the instructional model was conducted in order to develop an instructional model using blended learning to enhance English reading ability of English Teaching Program students in the Faculty of Education, Rajabhat University. The steps to do this research were as follows:

4.1 Study related documents, concepts, theories, and related research about instructional model, blended learning, collaborative learning, and English teaching curriculum.

4.2 The data from questionnaires and the interview was analyzed focusing on problems in English reading of English Teaching Program students in the faculty of Education, Rajabhat University. The results were analyzed and the first draft the instructional model by using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the faculty of Education, Rajabhat University was created.

4.3 The first draft of the instructional model was created, and it was checked by thesis advisor and then it was revised.

4.4 The quality of the instructional model was conducted by using Focus Group Discussion (FGD) consisted of 9 experts to consider and discuss the model and the content (Content Validity).

4.5 A Focus Group Discussion (FGD) was conducted to make an agreement and to complete the instructional model. The 9 experts were purposive samples, and they were asked to discuss the framework of the model, factors of the model, and the instructional model. The experts gave some suggestions and concluded the discussion by using the terms "accepted model" and "unaccepted model."

4.6 After making a Focus Group Discussion (FGD) to discuss the instructional model, the researcher analyzed the data by using content analysis.

Research Results

The **1st** objective of this study was to study problems in English reading of English Teaching Program students in the faculty of Education, Rajabhat University. The results of the problems in English reading of English Teaching Program students in the faculty of Education, Rajabhat University are follows:

Table 1: Problems and Needs in English Reading Ability of the first-year English Teaching Program Students in the faculty of Education, Rajabhat University.

English Reading Ability	$\overline{X}$	S.D.	Meaning
Problems in reading			
1. Skimming	4.57	0.66	Highest
2. Scanning	4.53	0.56	Highest
3. Previewing	4.64	0.73	Highest
4. Predicting	4.53	0.67	Highest
5. Finding Topic	4.49	0.63	High
6. Finding main idea and supporting detail	4.70	0.46	Highest
7. Summarize	4.54	0.56	Highest
8. Synonym	4.51	0.60	Highest
9. Antonyms	4.48	0.68	High
10. Guessing meaning from definition	4.23	0.63	High

English Reading Ability	$\overline{X}$	S.D.	Meaning
11. Guessing meaning from restatement	4.62	0.49	Highest
12. Guessing meaning from inference	4.26	0.76	High
13. Guessing meaning from giving examples	4.42	0.72	High
14. Finding main idea	4.79	0.41	Highest
15. Analyzing patterns of organization	4.81	0.45	Highest
Total Average	**4.54**	**0.61**	**Highest**

Table 1 has been shown that the students had some problems in using reading strategies at the highest level ($\overline{X}$=4.54). The reading problems that the students faced at the highest level were analyzing patterns of organization ($\overline{X}$=4.81), finding main idea ($\overline{X}$=4.70), and guessing meaning from definition ($\overline{X}$=4.23), respectively.

Table 2: Needs of Students in Learning Management in English Reading through Media and Technology for Supporting Reading, and Assessment and Evaluation.

Needs	$\overline{X}$	S.D.	Meaning
English Reading Learning Management			
1. Group work	4.65	0.57	High
2. Learning through media and technology	4.70	0.46	Highest
3. Collaborative in creating task	4.63	0.54	Highest
Total Average	**4.66**	**0.52**	**Highest**
Media and Technology for Supporting Reading			
1. Printing media such as books, documents, and worksheet	4.78	0.45	Highest
2. Technology in learning management such as social media (Facebook, Line, YouTube) applications and websites	4.86	0.35	Highest
Total Average	**4.82**	**0.40**	**Highest**
Assessment and Evaluation			
1. Evaluation from test	4.37	0.71	High
2. Evaluation from task	4.52	0.67	Highest
Total Average	**4.45**	**0.69**	**High**

The results from Table 2 has been shown that the needs of the students in English reading learning management was at highest level ($\overline{X}$=4.66). In short, the needs of the students in using media and technology for supporting reading was at the highest level ($\overline{X}$=4.82). The average needs of assessment and evaluation from task and test was at high level ($\overline{X}$=4.45).

Results of the study from the interview

Five interviewers from the English and technology departments were interviewed on five topics:

1. The findings of problems and needs in teaching reading for the first-year in English major indicated that the students had some problems in English reading in using reading strategies, finding main ideas, and analyzing patterns of organization, and that the attitude of the students towards learning English was negative.

2. Blended learning should be taught both online and on-site. The students should learn by themselves by online in order to prepare themselves before going to class and they should do some activities in the classroom.

3. Collaborative learning is suitable in learning and teaching in order to make students have a good attitude towards English. Collaborative learning consists of a group of students with 3-5 members who have different abilities. Each member has their own responsibilities, they have to help each other, and the role of the teachers is a facilitator.

Media and technology used in learning and teaching to improve English reading were printed media, websites, YouTube, or VDO clips.

The evaluation both online and in the classroom should be the test, tasks and self-evaluation of the students.

The 2nd objective is to synthesize the instructional model using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the Faculty of Education, Rajabhat Universities From the research result, it was found that "PICCA Model" was created.

The synthesis of focus group discussion (PICCA Model)

The results from focus group discussion under the topic "the instructional model by using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the Faculty of Education, Rajabhat University" consisted of 4 factors: 1) theories 2) objectives 3) steps of teaching and learning were divided into 5 steps (PICCA Model) 3.1) Preparation: P 3.2) Instruction: I 3.3) Collaboration: C 3.4) Checking: C 3.5) Assessment :A and 4) assessment and evaluation

1. Theories

The instructional model using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the faculty of Education, Rajabhat University consisted of related theories: blended learning using technology and teaching in the classroom and online, collaborative learning that each member has their own responsibilities, they have to help each other, and discuss for sharing ideas to develop reading ability such as finding main ideas, analyzing patterns of organization and using reading strategies.

2. Objectives

2.1 to use this as a guideline to develop an instructional model using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the Faculty of Education, Rajabhat University.

2.2 to apply in teaching and learning by using instructional model using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the faculty of Education, Rajabhat University.
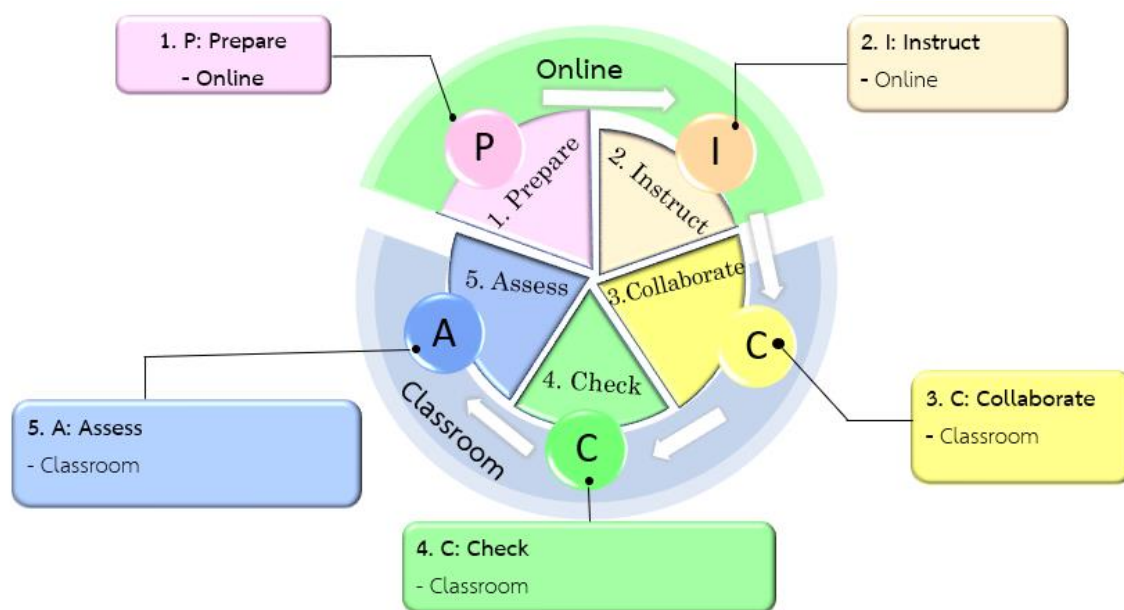
3. Five Steps of teaching consisted of:

Figure 1: PICCA Model: The instructional model by using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the faculty of Education, Rajabhat University

3.1 Preparation: P

3.1.1 The teacher suggests the ways of learning and teaching including the steps of learning, the way to learn, the roles of teachers and learners in the classroom, following the steps of the PICCA model.

3.1.2 The teacher tells the students about the objectives of the PICCA Model to develop reading skills.

3.1.3 The teacher tells the students about patterns of organization, reading activities, reading content, media in teaching and learning, and reading evaluation.

3.1.4 The teacher suggests a blended learning and collaborative learning approach that can be used both online and in the classroom.

3.1.5 The teacher suggests how to do group work, the way to group students, the roles and responsibilities of members in the group.

3.1.6 The students learn and study through online learning. Media and technology while learning consisted of 1. distance learning 2. electronic file 3. VDO Platform 4. Internet, website 5. web board, chat, social media or e-mail.

3.2 Instruction: I

3.2.1 In the warm-up, the teacher suggests content, the way in online learning and teaching.

3.2.2 Review and stimulate background knowledge of reading, general knowledge, or the specific knowledge of the articles, such as patterns of reading. The teacher should connect what the students know and what they need to know, and more information should be prepared to fulfill the students' knowledge.

3.2.3 The teacher teaches the content of reading, explains reading strategies, patterns of organization, guessing words, and patterns of organization.

3.2.4 The teacher suggested making groups of students and the number of members in each group consisted of 2–6 students, and the teacher suggested the way of collaborative learning, explaining the role and responsibilities of each member.

3.2.5 Teacher gives the assignments to the students who have their own responsibilities in their group.

3.2.6 Teachers and students learn and teach in the classroom by using collaborative learning. Media and technology used in the classroom were printed media.

3.3 Collaboration: C

3.3.1 The members in each group have their own duties and responsibilities. Each member helps and supports each other. They must learn through online learning, searching for information on the Internet, or other forms of media.

3.3.2 The students study reading, do reading activities, and try to understand what they read. The teacher suggests and practices the students to connect their background knowledge and new knowledge. The students should reread, consider what they read, and check their understanding.

3.3.3 Each student works in their group to brainstorm about what they read and shares the information they get from their reading and discusses it in their group.

3.3.4 Making discussion in the group, the students could share their opinions, their thoughts and explain them to other members of their group. The process of group work could develop students' thinking skills and it also supports the collaborative learning of the students. Therefore, the students could help each other, learn how to give reasons, how to give feedback, and support the relationship of the students in the group.

3.4 Checking: C

3.4.1 Students present their reading assignment to other students and other groups to compare the differences in the answers.

3.4.2 Students from different groups have some discussion in order to exchange information, opinions, and thoughts. The students could explain the results, listen to the different reasons from different groups, and it could support the interaction between the members of other groups to learn how to do group work.

3.4.3 Students from different groups have the opportunity to ask and answer some questions to exchange information or answers.

3.4.4 Students take the test after learning.

3.4.5 The teacher uses presentation, making a conclusion and discussion, working evaluation, asking and answering some questions, doing the test and collaborative learning for teaching methods. Media and technology used in learning and teaching are printed media and tests.

3.5 Assessment: A

3.5.1 Students make conclusions about reading activities and tell other students new knowledge they gained from their reading, their discussion, their collaborative learning, online learning, and finally, they could find main idea and supporting main idea.

3.5.2 The students evaluate their group work by considering their responsibilities.

3.5.3 Learning activities were presentation, making a conclusion and discussion, working evaluation, asking and answering some questions, doing the test and collaborative learning.

3.5.4 While learning, survey forms, evaluation forms, tests, and tasks were used as media and technology.

4. Assessment and evaluation

The ability of English reading from English Teaching Program students in the faculty of Education, Rajabhat Universities

The evaluation from the experts about the instructional model using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the Faculty of Education, Rajabhat University, is suitable.

The New Body of Knowledge

The results of the study implied that blended learning and collaborative learning were suitable for teaching methods in 21st century because both methods could support both classroom learning and online learning, and doing group work. Blended of the two teaching methods called PICCA Model were flexible and convenience for students to learn at anywhere and anytime. Furthermore, they could support learners to create their knowledge by

themselves and it could encourage self-learning from learners and finally lead to the target goal of learning.

Discussion of Research Results

Based on the first objective's research results, it was discovered that students struggled with employing reading strategies, word guessing, and patterns of organizational at the highest level. The findings might support related studies that found many students struggled with reading and that students' reading abilities were low level (Cattiwat, 2000; Duangloy, 2015). Additionally, the O-NET (Ordinary National Educational Test) results showed that Thai students were performing low level; as a result, the results of this study were associated with the O-NET results regarding English proficiency.

The second objective of the study was to improve the English reading proficiency of students enrolled in the English Teaching Program at Rajabhat University's Faculty of Education by combining blended learning and collaborative learning into an instructional model. The "PICCA Model" was developed by combining the two concepts from collaborative and blended learning. Based on relevant research that use blended learning, the findings indicated that employing blended learning can help students improve their English proficiency (Wannapiroon, 2008; Khlaisang, 2010; Nasongkhla, 2018). Since each student in the group has their own roles, responsibilities, and support to complete group work and encourage interaction between members of the group or outside of it. The study of collaborative learning - a skill that is essential in the twenty-first century - was applied in this study. This approach could simultaneously support the development of knowledge, skills, and processes (Kaemanee, 2016; Thumthong, 2016). According to studies on blended learning and collaborative learning (Wannapiroon, 2008; Khlaisang, 2010; Nasongkhla, 2018, Prasantree, 2017; Boonwirut, 2012, and Dachakupt, and Yindeesuk, 2014), both approaches can help students improve their English language proficiency. These two principles of instruction were used in this study, and it is possible that this led to the development of English proficiency. Afterwards, in order to enhance reading skills, this study combined blended learning with collaborative learning. Eventually, the "PICCA Model" was created by combining relevant theories, research, and a connoisseurship.

Conclusion

The synthesis of the instructional model by using blended learning with collaborative learning to enhance English reading ability of English Teaching Program students in the Faculty of Education, Rajabhat University, was related to some theories, learning and teaching critical reading, blended learning, and collaborative learning. All theories were synthesized and a new instructional model was created. Problems and abilities in English reading were surveyed and interviewed. Then, the data was collected and analyzed in order to create the instructional

model (PICCA Model), and the model was considered by experts through focus group discussion. The results of the study have shown that the students faced some problems in English reading at the highest level (X=4.54). In learning and teaching English reading, the results also identified that students wanted to learn through technology at the highest level (X= 4.70), followed by doing group work (X= 4.65) and doing group work to create some tasks (X= 4.63), respectively. In assessment and evaluation, the students think that the evaluation from the test was suitable at a high level (X= 4.37), and the evaluation from the task was suitable at the highest level (X= 4.45). The results from the teachers' interview identified that the students have some problems with reading at the highest level. Blended learning and collaborative learning could develop English reading ability. The results from focus group discussion (FGD) have shown that the instructional model is suitable. This model consisted of four elements: 1 Theories 2. Objectives 3. Steps of teaching consisted of five steps 1) Preparation: P 2) Instruction: I 3) Collaboration: C 4) Checking: C 5) Assessment: A) and 4. Assessment and evaluation.

Suggestions

From the results of the research, the researcher has the suggestions as follows:

1. From the results of the study, the needs of the students indicated that they wanted to learn through technology, therefore, the variety of technology such as social media platform, educational applications should be applied. In addition, teaching method should be changed from blended learning to flipped classroom by using PICCA Model.

2. The instructional model could be applied for teaching other languages such as Thai, Japanese, or Chinese.

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