

# INVESTIGATE THE BASIC INFORMATION ABOUT THE CURRENT SITUATION OF THE NEED ENGLISH READING COMPREHENSION AND SUMMARY WRITING MODEL FOR THE SECONDARY STUDENTS IN LAO PDR

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## ABSTRACT

**Purpose** - The purpose was to investigate the basic information about the current situations and the needs for an instructional model according to the opinions of English teachers and students for the Secondary Students in Lao PDR.

**Method** - The sample was 51 participants which consisted of two schools and the seven teachers who had been teaching English and 18 English students of the 10<sup>th</sup>-grade students from the Vientiane-Ho Chi Minh secondary school and eight teachers who had been teaching English and 18 English students of the 10<sup>th</sup>-grade students from the Chanethaboury secondary school which purposive sampling by researcher. The researcher conducted in semester 1 of year 2018. Statistics used for data analysis of quantitative statistics.

**Findings** - The results of the current situations and the needs for an instructional model according to opinions of English teachers and students from feedback questionnaires. It was found that the current situations and the needs for the instructional model by using metacognitive and collaborative learning approach to enhance English reading comprehension and summary writing abilities by the total result is at the high level with an average scores' mean (Mean=3.55, S.D.= .35). When considered in each aspect, it found that there are almost all aspects of reading and writing at the high level. Except The atmosphere in the classroom management and Assessment, evaluation is at a medium level and regarding the need for a new instructional model to enhance English reading comprehension and summary writing abilities, the total need is at a high level with an average scores' mean (Mean=4.05, S.D.= .07) when considered in each aspect and it found that teachers need all aspects at a high level too and students from feedback questionnaires. It was found that the current situations and the needs for the instructional model by using metacognitive and collaborative learning approach to enhance English reading comprehension and summary writing abilities. By the total result is at a medium level with an average scores' mean (Mean=3.25, S.D.= .08), the needs for the instructional model to enhance English reading comprehension and summary writing abilities, the total needs are at the high level with an average scores' mean (Mean=4.20,

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*S.D.= .06). When considered in each aspect, it found that students need all aspects at the high level too.*

**Key words:** Basic Information, Reading Comprehension ability, summary writing ability, Instructional Model

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## 1. INTRODUCTION

In the 21<sup>st</sup> century, the changing economic, social and technology are continuing. Many countries have focused on developing human resources by using education as a tool to develop quality and productive people. The virtuous are protected, maintained, and developed the nation when the world is on the change in the information era of intelligence and links international. To cause cooperation and competition in the countries that is developing by assigning in plan of educational strategic 20 years, the Ministry of Education and Sports has set priorities necessary to fix the problem about knowledge and skills of upper secondary students to have after graduation. The Ministry of Education has agreed that the relevant priority issues to address including skills and other learning outcomes that are essential to reading and calculating the basic grades of primary and secondary graduates (Lao Ministry of Education and Sports, 2015: 6-15).

The current second language reading process as non-existent. A clear pattern is only one principle that is generally accepted. By paying attention to the steps in the activity of the brain while reading is bigger than measuring the results of reading. This concept, seen as a second reading process, is similar the first reading process. It is an interactive process by engaging the reader-reader relationship to create a composite. In this process, the reader is the focus of the process. The second language teaching expert sees this reading process as a process that focuses on the reader (based on the reader) or conceptually driven, that is, believes that the purpose, skills, knowledge, visual concepts, literacy concepts, comprehension, etc. (Barnett, 1989: 42).

Learning foreign languages is very important and necessary in daily life as it is an important tool in communication, education, knowledge seeking, occupation, creating an understanding of the culture and vision of the global community and realize cultural diversity and perspectives of world society that to bring friendship and cooperation with different countries, assists develop learners to better understand themselves and others. Learn and understand language and culture differences traditions, customs, thinking, society, economy, politics and governance have a good attitude towards using foreign languages and using foreign languages for communication, including easy access to various knowledge and have a vision of living in which basic foreign language learning and the ministry of education determines that learning throughout the basic education curriculum is English (Lao Ministry of Education and Sports, 2008: 220).

Background of reading instruction in Lao PDR. The 10<sup>th</sup> - grade students reading textbook is 200 pages long and 102 hours. Most teachers spend 30 minutes per week in class teaching reading. The remainder of the 2.5 hours is used for instruction in kind of animals and their stories, describing about different kind of jobs, the procedures of job interview in English speaking countries, differentiate types of sports and games, history, and short biographies. Grammar and writing. The schedule for a 30 minutes per week reading class is as follows:

1. The teacher writes on the board the title of the passage to be read in the textbook, and the page number where it can be found.
2. The teacher asks the students to read the passage silently.
3. The teacher asks students if they have any questions, for example in regard to vocabulary.
4. The teacher reads aloud each question at the end of the selection and asks students to raise their hands if they know the answer. The teacher then calls on students to give the answers.
5. The teacher assigns some of the questions for homework.

The emphasis in teaching reading in the 10<sup>th</sup>-grade students is on oral fluency, rather than comprehension and interaction with the text. In a previous interview the researcher found that secondary school in Lao PDR. Teachers who taught English language were dissatisfied with the traditional reading approach because it relies solely on memorization as a tool for comprehension.

From the problems and investigate to solving the problem in teaching and learning as the researcher was an official staff of ministry of education and sports that responsible for English curriculum development to help teachers and students gain a good English reading comprehension ability which must to investigate the basic information about the current situation of the need English reading comprehension and summary writing model which will be good effect the development of reading comprehension ability of students for the Secondary Students in Lao PDR.

## 2. REVIEW OF LITERATURE

Reading is a basic tool in the pursuit of knowledge, especially, the students who are in the school year. Reading is one of the most important ways to read a book. The development of communication systems is a key factor in improving the quality of human life as mentioned that reading is the most important factor in acquiring knowledge to improve and promote the quality of life and society. Knowledge gained from reading is the knowledge that comes from the least investment. However, the knowledge that extends into the broad. Therefore, it could summarize that reading is an important tool in the pursuit of knowledge and a tool inheriting the culture of later generations. Reading is a way to encourage people to think, read and be wise. The experience gained from reading the extra accumulation of long days, it should make the idea of intelligence. Reading practice should improve the quality of life for individuals and society as well (Finocchiaro & Bonomo, 1973: 256-257). From the investigate of the meaning of reading by educators in the country and abroad should be summarized as reading comprehension are the ability of readers to apply their thinking skills to understand what the readable, based on the original experience of readers assists in predicting contexts of reading and able to summarize and assess in a reasonably readable.

In thinking education to cope with rapid socio-economic changes, especially with the effects of globalization and the development of the information and communication technology on our education system, innovation, reform, and research are indispensable tools of education. Educational innovations are necessary. and would not doubt be effective if they are related to teaching-learning process. Metacognition has been defined in different ways, but the first use of this term was by Flavell and Brown in the middle of 1970s. Flavell (1976) defined metacognition as “One's knowledge concerning one's own cognitive processes and products, or anything related to them...” (p. 25). Although the term metacognition is relatively new, the skills to which it refers have long been recognized by researchers (Dewey, 1910; Huey, 1908/1968; Thorndike, 1917), who realized that reading involves planning, checking, and evaluating tasks. Baker and Brown (1984) were the first to study the metacognitive status of children, which they defined as the knowledge and control children have over their own thinking and learning

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activities, including reading. The term metacognition, as it applies to reading, (Vacca & Vacca, 1999) involves two basic components: metacognitive knowledge and regulation. Metacognitive knowledge includes self-knowledge and task-knowledge. Self-knowledge is the knowledge students have about themselves as learners. Task-knowledge is the knowledge they possess about skills, strategies, and resources necessary to perform cognitive tasks.

According to (Flavell, 1979: 906) explained the definition of metacognition “Metacognition refers to the thinking ability that a person can know the process of thinking and the things that come from own the thinking process. This may seem to be knowledge or thinking activity and that is thinking of the goal. That is called cognitive about cognitive”. In addition, it found that in the development of English reading, students also need to practice metacognition, which is to think about what they think, is the ability of the student to see what they think and able to consider what they know, what they do and what they do not know. Cognition leads to consider and evaluate the thinking that will make changing learning methods (Anderson, 2002). Cognition is the ability to understand and control own idea. It is responsibility of personal activities. Students who must be aware and know to think, students must have a degree involvement with one's thinking, according to the nature of works load and the social context (Lin, 2001: 23-40), two ways assist students to think and think: 1) Practice strategy and 2) Create an environment and society that assists to think. It has two types of cognitive subjects, which are knowledge about specific content such as reading and knowledge about self-learning (Lin, 2001). Learn how to think and think about this. Many educators do research about activities that to be able to students to develop cognitive skills Interesting is reading and cognitive activities.

Johnson & Johnson (1986: 31-32) collaborative learning is a learning activity with small group activities, it is not to increase the interest of the participants, it will support the analysis, exchange of learning between learners, an opportunity to create a debate. Take responsibility for your own learning. Collaborative learning are five basic components involved; in fact, these five elements differentiate collaborative learning from other forms of group learning. These elements taught as pieces in a puzzle. When all these elements are present in a learning situation, the result is a collaborative learning group (Panitz, T. & Panitz, P, 1998: 161-202). The five basic components of collaborative learning are: Positive Interdependence means the group has a clear task or goal so everyone knows the expected outcome and that the efforts of the group will cause them to either sink or swim together: 1) The efforts of each person benefit not only the individual. However, also everyone else in the group, 2) The key to positive interdependence is committing to personal success as well as the success of every member of the group. Individual and Group Accountability the group is accountable for achieving its goals, and each member must be accountable for contributing a fair share of the work toward the group goal. The performance of everyone must be assessed, and the results given back to the group. Interpersonal and small group skills are required to function as part of a group. These are basic teamwork skills. Group members must know how to be motivated to provide effective leadership, make decisions, build trust, communicate, and manage conflict. 1) Completing tasks, 2) Communicating, 3) Decision making, 4) Managing conflict and 5) Appreciating group members. Face-to-face promote interaction means that students promote each other's success by sharing resources. They assist, support, encourage, and praise each other's efforts to learn. Group members engaging in group processing need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments. The group should regularly discuss how well they are achieving their goals and maintaining effective working relationships. The approach of collaborative learning is to organize different students into various small groups and then the tutor will direct the small group learning. Groups are networks of human relations, and a group is effective only if members are effective in

cooperating with each other, whenever two or more individuals join to achieve a goal, a group structure develops (David W. Johnson & Frank P. Johnson, 1994). Consisted of five essential components that must be present for small group learning to be truly collaborative are 1) clear, positive interdependence among students, 2) regular group self-evaluation, 3) interpersonal behaviors that promote each member's learning and success, 4) individual accountability and personal responsibility, and 5) frequent apply of appropriate interpersonal and small group social skills.

### **3. METHODOLOGY**

#### **3.1. Purpose of the Investigation**

The purpose was to investigate the basic information about the current situations and the needs for an instructional model according to the opinions of English teachers and students for the Secondary Students in Lao PDR.

#### **3.2. Research Design**

This research was a quantitative design by questionnaires of samples. Statistics used for data analysis is descriptive statistics by the SPSS program to look for average values, percentage, mean and standard deviation.

#### **3.3. Population and Samples**

The sample was 51 participants which consisted of two schools. Seven teachers who have been teaching English and 18 English students of the 10<sup>th</sup>-grade students from the Vientiane-Ho Chi Minh secondary school and eight teachers who have been teaching English and 18 English students of the 10<sup>th</sup>-grade students from the Chanethaboury secondary school which purposive sampling by researcher. The researcher conducted the semester 1 of year 2018.

#### **3.4. Research Instruments**

The instruments applied in this research was a questionnaire of opinion for teacher who teaches English students and students about the situation and the need in an instructional model for reading comprehension by using metacognition theory and collaborative learning approach which the researcher conducted follows:

The questionnaire form is English teachers' opinion and students about the current situation and the needs in an instructional model by using metacognition theory and collaborative learning approach to enhance English reading comprehension and summary writing abilities of the 10<sup>th</sup>-grade students in Lao PDR by creating stages as follows:

- Investigate documents and related research about the instructional model by using metacognition theory and collaborative learning approach.
- Applying documents and related research information to determine contents and opinion structures of a questionnaire by creating questions were in accordance with the objective of the research.
- Make a questionnaire about the current situation and the need in English an instructional model by using metacognition theory and collaborative learning approach of the 10<sup>th</sup>-grade students at the Vientiane-Ho Chi Minh and Chanethatboury secondary school by dividing into two parts. The first part was a general data of the respondents, the nature of the questionnaire was the checklist, and the second questionnaire was the current situation and the needs of the instructional model in learning management. The nature of the question items was selected five levels of the Likert scaling.

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- The questionnaire form was proposed to the thesis advisory committee and five experts to audit the structure validity, appropriateness of language, content validity. The questionnaire obtained the index of item-objective congruence (IOC) values were 1.00 for all items.
- The researcher improved and modified the feedback questionnaire as recommendations and suggestions of the thesis advisor committee and five experts.
- The questionnaire of the opinion was piloted with 15 English teachers and 36 students of non-sample to validate the appropriateness of the language applied in using question items and analyzed it.
- Published and copies of a questionnaire to apply with data collection with the next sample.

### 3.5. Data Collection

The copies of the questionnaires were distributed to the 15 English teachers and 36 students of non-sample. The researcher received all the questionnaires from the respondents.

### 3.6. Data Analysis

Feedback data come from the current situation of the questionnaire and the need in an English instructional model by using metacognition theory and collaborative learning to enhance reading comprehension and summary writing abilities for the 10<sup>th</sup> grade students in Lao secondary school. They are analyzed by the SPSS program to look for average values, percentage, standard deviation, and average translations to be opinions on the current situation and the needs to comparison with the translation criteria as follows:

4.51-5.00	mean	corresponds to the current state/highest requirement
3.51-4.50	mean	corresponds to the current condition /demand.
2.51-3.50	mean	corresponds to current condition /moderate requirement.
1.51-2.50	mean	corresponds to current condition/low requirement.
1.00-1.50	mean	corresponds to current conditions /minimum requirement.

## 4. RESULTS

Investigate analysis of relevant documents and research, empirical information from analysis of opinions to the current situations and the need for an instructional model of English teachers and students from the opinion questionnaire to be applied as a guideline for development of an instructional management model, the researcher collected data in the second semester of the academic year 2020. The analysis results of the information could be summarized as follows:

Analyze the results of the current situations and the needs for an instructional model according to opinions of English teachers and students from feedback questionnaires as follows:

Analyze the results of current situations and the needs for an instructional model according to the opinions of English teachers at the Vientiane-Ho Chi Minh and Chanethaboury upper secondary school in Laos PDR. Consisted of 15 teachers and summarized in five areas which are 1) Content, 2) The instructional process, 3) Teaching and learning aids that assist in development of reading comprehension and summary writing abilities, 4) the atmosphere in the classroom management of instruction and 5) Assessment and evaluation. Finally, the researcher summarized to be the overall results of teachers' suggestions which are open questionnaires.

The analysis results of the current situations and the needs for an instructional model according to the opinions of English teachers shown in Table 1.

**Table 1** The level of English teachers’ opinion is toward the current situations and the needs for an instructional model by using a metacognitive and collaborative learning approach to enhance English reading comprehension and summary writing abilities

(n=15)

Question issues	The Level of Opinions					
	Current Situations			The Needs		
	Mean	S.D.	Inter-pretation	Mean	S.D.	Inter-pretation
Contents	3.82	.61	High	4.13	.75	High
The instructional process	3.87	.58	High	3.97	.59	High
Teaching and learning aids	3.65	.97	High	4.12	.70	High
The atmosphere in the classroom management	3.05	.96	Medium	4.05	.65	High
Assessment and evaluation	3.35	1.04	Medium	4.00	.83	High
<b>Total average mean score</b>	<b>3.55</b>	<b>.35</b>	<b>High</b>	<b>4.05</b>	<b>.07</b>	<b>High</b>

As shown in the Table 1, it was found that the current situations and the needs for the instructional model by using metacognitive and collaborative learning approach to enhance English reading comprehension and summary writing abilities by the total result is at the high level with an average scores’ mean (Mean=3.55, S.D.= .35). When considered in each aspect, it found that there are almost all aspects of reading and writing at the high level. Except The atmosphere in the classroom management and Assessment, evaluation is at a medium level and regarding the need for a new instructional model to enhance English reading comprehension and summary writing abilities, the total need is at a high level with an average scores’ mean (Mean=4.05, S.D.= .07) when considered in each aspect. It found that teachers need all aspects at a high level too.

The analysis results of current situations and the needs for the instructional model according to the opinions of English students at the Vientiane-Ho Chi Minh and Chanethaboury upper secondary school in Laos PDR. Consisted of 36 participants and summarized in five areas which are 1) Content, 2) The instructional process, 3) Teaching and learning aids that assist in development of reading comprehension and summary writing abilities, 4) The atmosphere in the classroom management of instruction and 5) Assessment and evaluation. Finally, the researcher summarized the overall results of students’ suggestions.

The analysis results of the current situations and the needs for the instructional model according to the opinions of English students as shown in Table 2.

**Table 2** The level of English students’ opinions is toward the current situations and the needs for the instructional model by using a metacognitive and collaborative learning approach enhance English reading comprehension and summary writing abilities

(n=36)

Question issues	The Level of Opinions					
	Current Situations			The Needs		
	Mean	S.D.	Inter-pretation	Mean	S.D.	Inter-pretation
Contents	3.34	.83	Medium	4.12	.87	High
The instructional process	3.29	.71	Medium	4.23	.88	High
Teaching and learning aids	3.28	.83	Medium	4.26	.85	High
The atmosphere in the classroom management	3.20	.76	Medium	4.23	.84	High
Assessment and evaluation	3.15	.72	Medium	4.16	.88	High
<b>Total average mean score</b>	<b>3.25</b>	<b>.08</b>	<b>Medium</b>	<b>4.20</b>	<b>.06</b>	<b>High</b>

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As shown in the Table 2, it was found that the current situations and the needs for the instructional model by using metacognitive and collaborative learning approach to enhance English reading comprehension and summary writing abilities. By the total result is at a medium level with an average scores' mean (Mean=3.25, S.D.= .08), the needs for the instructional model to enhance English reading comprehension and summary writing abilities, the total needs are at the high level with an average scores' mean (Mean=4.20, S.D.= .06). When considered in each aspect, it found that students need all aspects at the high level too.

### 5. DISCUSSION

As shown in the Table 1 and 2, the reason why the current situations and the needs for the instructional model by using metacognitive and collaborative learning approach to enhance English reading comprehension and summary writing abilities both total results were at the high levels. Because regarding the teachers' suggestion for the current situations and the needs for the instructional model by using metacognitive and collaborative learning approach to enhance English reading comprehension and summary writing abilities found that 1) Teachers have the problem to developing students to create ideas for self-learning and students did not know how to think about thinking. 2) Teachers lack a reading strategy. 3) Students have anxiety, inappropriate apply of cognitive strategies, low reading expectation, and poor vocabulary development. 4) The score test of the reading is low and the full score of reading is 30% of English test but students got 10% (Department of General Education, 2020); 5) Teachers still have the need for a new instructional model that is clearly instructional sequence, encourage teacher is many activities that to learn English reading comprehension and principles for writing summaries correctly. 6) Teachers need a variety of learning materials. Examples are English summary writings, computer technology media, and internet. 7) Teachers need a learning environment that assists students to think and concentrate. There is a corner for studying, computer, available internet. The second reason was as the students' suggestion for the current situations and the needs for the instructional model. It found that 1) Students have a problem in remembering words, there is also a problem in writing English such as using the language structure that is consistent with the purpose of writing and unable to write a summary of English in accordance with the story read. 2) Using punctuation marks and carelessly writing the beginning of letters in sentences and punctuation is a very problematic. 3) Most students do not like to remember the vocabulary and the English writing by reasoning that English is a difficult subject, especially writing a summary from the subject that is read is the most difficult. 4) Students need knowledge and understanding of English writing strategies. 5) Students want to be friendly with teachers who understand how students interact between teacher and student. There is a discussion and a relaxed atmosphere. 6) Students need a sample summary writing, modern learning media, have a computer room internet to search for information.

### 6. CONCLUSION

The results of the current situations and the needs for an instructional model according to opinions of English teachers and students from feedback questionnaires.

The results of current situations and the needs for an instructional model according to the opinions of English teachers at the Vientiane-Ho Chi Minh and Chanethaboury upper secondary school in Laos PDR. Consisted of 15 teachers and summarized in five areas which are 1) Content, 2) The instructional process, 3) Teaching and learning aids that assist in development of reading comprehension and summary writing abilities, 4) the atmosphere in the classroom management of instruction and 5) Assessment and evaluation. Finally, the researcher summarized to be the overall results of teachers' suggestions which are open questionnaires. It was found that the current situations and the needs for the instructional model by using



metacognitive and collaborative learning approach to enhance English reading comprehension and summary writing abilities by the total result is at the high level with an average scores' mean (Mean=3.55, S.D.= .35). When considered in each aspect, it found that there are almost all aspects of reading and writing at the high level. Except The atmosphere in the classroom management and Assessment, evaluation is at a medium level and regarding the need for a new instructional model to enhance English reading comprehension and summary writing abilities, the total need is at a high level with an average scores' mean (Mean=4.05, S.D.= .07) when considered in each aspect. It found that teachers need all aspects at a high level too.

The results of current situations and the needs for the instructional model according to the opinions of English students at the Vientiane-Ho Chi Minh and Chanethaboury upper secondary school in Laos PDR. Consisted of 36 participants and summarized in five areas which are 1) Content, 2) The instructional process, 3) Teaching and learning aids that assist in development of reading comprehension and summary writing abilities, 4) The atmosphere in the classroom management of instruction and 5) Assessment and evaluation. Finally, the researcher summarized the overall results of students' suggestions. It was found that the current situations and the needs for the instructional model by using metacognitive and collaborative learning approach to enhance English reading comprehension and summary writing abilities. By the total result is at a medium level with an average scores' mean (Mean=3.25, S.D.= .08), the needs for the instructional model to enhance English reading comprehension and summary writing abilities, the total needs are at the high level with an average scores' mean (Mean=4.20, S.D.= .06). When considered in each aspect, it found that students need all aspects at the high level too.

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