

Research Article

THE DEVELOPMENT OF PROCESS INNOVATION FOR ENHANCING ENGLISH READING COMPREHENSION SKILLS BY USING TASK-BASED LEARNING INTEGRATED WITH LEARNING MANAGEMENT ACCORDING TO THE YONISOMANASIKARA

Received: November 3, 2025

Revised: December 25, 2025

Accepted: December 30, 2025

Sataphol Jaisabai^{1*}

¹Faculty of Education, English Teaching Program, Mahachulalongkornrajavidyalaya University,
Nakhon Phanom Buddhist College

*Corresponding Author, E-mail: sataphol789@gmail.com

Abstract

This research aimed to 1) create and develop an innovation for enhancing English reading comprehension skills through the integration of task-based language teaching with Yonisomanasikara-based learning management, 2) provide teacher training, and 3) evaluate teacher development outcomes and satisfaction. The samples included 30 English teachers from both primary and extended opportunity schools. Participants were chosen through proportional stratified random sampling, which took into account their teaching experience as indicated in a survey. The research instruments included six sets of process innovations, a reading comprehension test with a reliability coefficient of 0.82, a Yonisomanasikara-based analytical thinking test with a reliability of 0.94, and a satisfaction questionnaire with a reliability of 0.80. The data were analyzed using descriptive statistics, t-test and content analysis. The results were shown as follows: 1) The innovation development was conducted in four phases. Phase 1 (R1) The analysis of basic data revealed that teachers lacked systematic guidelines for developing students' reading comprehension and analytical thinking skills. Phase 2 (D1) The created model named TBYIRM Model (Task-Based and Yonisomanasikara Integrated Reading Model), was designed and developed, consisting of three components which are; 1) principle of learning model 2) objective of learning model 3) learning activities (consisting of 4 steps, which are; (i) Systematic Pre-reading (Preparation); (ii) Analytical While-reading (Engagement); (iii) Critical Post-reading (Evaluation) and (iv) Collaborative Synthesis (Reflection). Phase 3 (R1) The try-out of the innovation showed an efficiency of $E1/E2 = 81.33/82.83$, exceeding the established criterion. 2) Teachers' post-training English reading comprehension scores ($\bar{X} = 41.63$, $SD = 3.56$) were significantly higher than their pre-training scores ($\bar{X} = 28.47$,

SD = 4.82) at the .05 level. Phase 4 (D2) 3) Evaluation and revision indicated that the TBYIRM model was highly appropriate and practical. Overall teacher satisfaction was at the highest level ($\bar{X}$ = 4.53, SD = 0.42), with the usefulness and applicability aspect obtaining the highest mean ($\bar{X}$ = 4.62, SD = 0.38).

Keywords: Innovation, English Reading Comprehension, Task-Based Learning, Yonisomanasikara

Introduction

Thailand's 20-Year National Strategy (2018–2037) provides a long-range blueprint for sustainable national development grounded in good governance. A central priority within this strategy is the enhancement of human capabilities (Office of the Education Council, 2017), aiming to cultivate learners equipped with the competencies needed in the 21st century. Within this framework, proficiency in English reading comprehension is considered a core element for personal development in today's world. A pivotal factor affecting improvements in students' reading comprehension is teachers' own English proficiency—especially their reading skills—which underpin effective instruction and the transmission of competencies. According to the Office of the Basic Education Commission (OBEC), based on the 2021 English Proficiency Test for English teachers conducted by the National Institute of Educational Testing Service (NIETS), 41,671 OBEC-affiliated English teachers were assessed against the Common European Framework of Reference for Languages (CEFR). Results showed most teachers (40.97%) were at B1, while only 27.34% reached B2 or C1 and above. This suggests many teachers lack adequate proficiency for teaching more advanced levels, notably at upper secondary, which in turn compromises instructional quality and student outcomes.

Furthermore, the OBEC report on the 2021 teacher English tests reiterated these findings: among the 41,671 teachers assessed, 40.97% were at CEFR B1, and only 27.34% achieved B2 or higher — a level considered insufficient for high-level English instruction. Such limitations in teachers' reading proficiency directly undermine teaching effectiveness and learners' achievement (Office of the Basic Education Commission, 2021). Annual Performance Report for Fiscal Year 2021. Bangkok: Office of the Basic Education Commission. Given these challenges, designing innovative processes to strengthen English reading comprehension has become a research priority. Two promising approaches are Task-Based Language Teaching (TBLT) and Yonisomanasikara-informed learning management. Task-Based Language Teaching emphasizes learners' active use of language to complete meaningful, real-world tasks and solve problems. Ellis et al., (2020) noted that TBLT increases learner motivation and engagement because learners see the practical value of language use in authentic contexts. Long (2015) argued that TBLT supports the development of communicative competence through sustained practice across varied, meaningful situations. Applied to reading comprehension, Willis and Willis (2007) suggested TBLT can foster reading skills by designing reading tasks with concrete, real-life goals—such as reading to solve problems, compare and decide, or synthesize and present information—thereby enhancing learners' appreciation for reading and their motivation to improve. These findings align with the research conducted by Thaptim-on (2020), which demonstrated that the reading instructional model using task-based reading strategy

and online learning activities to enhance reading comprehension and critical reading ability of undergraduate students called “PTFT Model” consisted of five components: principles, purposes, content, learning activities and assessment. The components of this model consisted of 1) Pre-task priming activities: P 2) Task: T 3) Form focus: F 4) Task repetition and/or evaluation: T. The efficiency of the PTFT Model met the criterion of 80.04/80.07

Yonisomanasikara-based learning, grounded in systematic and reasoned reflection from Buddhist thought, holds strong potential to enhance analytical and interpretive reading skills crucial for 21st-century learning. It nurtures the 4Cs—critical thinking, creativity, communication, and collaboration—through mindful reasoning and holistic comprehension. As Phra Brahmagunabhorn (P.A. Payutto, 2013) explains, Yonisomanasikara denotes wise reflection or systematic reasoning, aligning closely with the cognitive processes required for critical reading. Internationally, Sutiyono et al., (2024) reported that Buddhist concepts like Yonisomanasikara, Anatta, Samma Vaca, and Sangha promote self-awareness, compassion, and responsibility—principles that support embedding Buddhist wisdom into Thai education to encourage analytical and ethical learning. Combining Task-Based Learning with Yonisomanasikara yields an innovative framework for strengthening English reading comprehension. Wongchalee and Tutwisoot (2024) observed TBL raising students’ reading comprehension from 38.94% to 77.38%, surpassing the 70% target. While TBL offers authentic, motivating contexts, Yonisomanasikara deepens cognitive and analytical engagement. This synergy reflects Nunan (2004) and Grabe and Stoller (2020), who argue that robust reading instruction requires both real-world practice and strategic cognitive processes. In Thailand, this integrated approach aligns with the National Education Policy (Ministry of Education, 2020), which emphasizes 21st-century skills alongside moral and cultural development.

Based on the aforementioned concepts, it can be concluded that the teaching and training approach founded on Yonisomanasikara principles and Task-Based Learning enables the integration of both teaching theories and critical 21st-century abilities. By using target language focus in the planning, execution, presentation, and design of reading activities that smoothly connect Task-Based Learning concepts with Yonisomanasikara principles, this integration aims to increase the effectiveness of task-based education in addition to practical learning. Thus, the goal of the project is to develop a procedure that integrates both theoretical frameworks through the use of Task-Based Learning and Yonisomanasikara-based learning management. This is crucial for raising the standard of English language instruction since it helps teachers and students simultaneously develop their abilities. In order to improve the skills of English teachers in primary schools, the researcher decided to use Yonisomanasikara principles and task-based learning. In addition to providing information for further educational study, the research findings are intended to serve as a foundation for the improvement, development, and refinement of primary school English teachers' instructional competencies.

Research Objectives

1. To create and develop an innovation for enhancing English reading comprehension skills through the integration of task-based language teaching with Yonisomanasikara-based learning management.
2. To provide teacher training on English reading comprehension skills using task-based language teaching integrated with Yonisomanasikara-based learning management.
3. To evaluate teacher development outcomes and satisfaction with task-based language teaching integrated with Yonisomanasikara-based learning management.

Research Hypotheses

1. The innovation for enhancing English reading comprehension skills through the integration of task-based language teaching with Yonisomanasikara-based learning management will achieve an efficiency index (E_1/E_2) of at least 80/80.
2. Teachers' English reading comprehension abilities after training will be significantly higher than before training at the .05 significance level.
3. Teachers will express higher levels of satisfaction with the integrated task-based language teaching and Yonisomanasikara-based learning management approach.

Review of the Literature and Conceptual Framework

1. Theoretical Foundations of Task-Based Learning in Reading Instruction: Task-Based Learning (TBL) represents a paradigm shift in language teaching that prioritizes meaningful language use over form-focused instruction. Long (2015) characterizes TBL as an approach where learners use language to complete outcome-oriented tasks, with attention to language form arising naturally from task demands. In reading instruction, TBL extends beyond traditional comprehension questions to engage learners in authentic tasks such as problem-solving, planning, or creating products based on textual information. Willis and Willis (2007) demonstrate how TBL principles can be effectively adapted for reading instruction through relevant text selection and real-world task design. Research in Asian contexts consistently reports enhanced student engagement and motivation when reading activities are connected to meaningful tasks (Wongchalee & Tutwisoot, 2024). However, many TBL implementations emphasize task completion without adequately developing analytical thinking skills necessary for complex text comprehension.

2. Yonisomanasikara as a Framework for Analytical Reading: Yonisomanasikara, translated as "systematic attention" or "wise consideration," derives from Buddhist psychological teachings on mental training for clear understanding. Phra Brahmagunabhorn (P.A. Payutto, 2013) describes Yonisomanasikara as examining phenomena through their causes (hetu), conditions (paccaya), and consequences (phala)—processes directly applicable to analytical reading comprehension. Four cognitive processes within Yonisomanasikara are particularly relevant for reading instruction: causal analysis (examining authorial intent), comparative reflection (evaluating multiple perspectives), contextual consideration (understanding meaning within context), and

practical application (connecting content to real-life situations). Recent research by Sutyono et al., (2024) confirms that Buddhist educational principles effectively support 21st-century competency development when integrated with contemporary pedagogical methods, aligning with Thailand's educational policy emphasis on critical thinking skills.

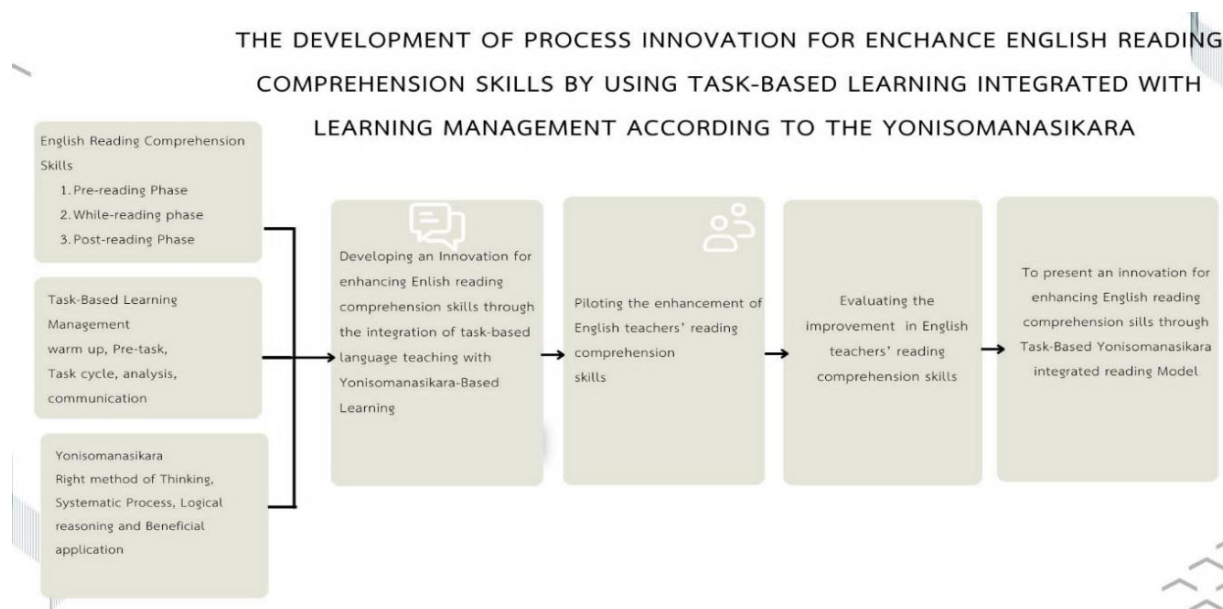


Figure 1 Conceptual Framework

The conceptual framework outlines the Research and Development: (R&D) process consisting of four stages: R1 (Needs Analysis), D1 (Design and Development), R2 (Implementation and Data Collection), and D2 (Evaluation and Revision). Each stage integrates Task-Based Learning (TBL) with Yonisomanasikara-based learning management, combining practical task performance with reflective thinking. The framework illustrates the systematic connection of these stages in developing an instructional innovation to enhance teachers' English reading comprehension and analytical thinking skills.

Methodology

This study employed a Research and Development design using a one-group pretest–posttest experimental model. The process comprised four sequential phases— R_1 (Needs Analysis), D_1 (Design and Development), R_2 (Implementation Data Collection), and D_2 (Evaluation and Revision)—adapted from the standard R&D framework.

Population and Sample Population

Population: The population included primary school English teachers ($N = 50$). A preliminary survey on teaching experience showed: less than 3 years ($n = 15$, 30.00%), 3–5 years ($n = 12$, 24.00%), 6–10 years ($n = 10$, 20.00%), 11–15 years ($n = 8$, 16.00%), and over 15 years ($n = 5$, 10.00%).

Sample: The sample comprised 30 primary school English teachers selected by proportional stratified random sampling according to the experience distribution from the survey. Their distribution was: less than 3 years ($n = 9$), 3–5 years ($n = 8$), 6–10 years ($n = 7$), 11–15 years ($n = 4$), and more than 15 years ($n = 2$).

Research Instruments: The procedures to develop the innovative process for enhancing English reading comprehension via task-based language teaching integrated with Yonisomanasikara-based learning management were as follows:

Phase 1: Research (R_1) - Baseline Study and Needs Analysis: This phase gathered baseline information about participants' needs, reading habits and interests, curriculum content, objectives for reading skill development, and demographic data. These findings guided the design of activities for the integrated innovation.

Phase 2: Development (D_1) - Design and Development: Using Phase 1 data, the researcher developed the innovation and sought validation from five experts for the model manual, lesson plans, English reading comprehension test, Yonisomanasikara analytical thinking test, and satisfaction questionnaire. The procedures included: 1. English Reading Comprehension Test: Piloted with 30 English teachers (non-sample) to assess item quality. Item difficulty and discrimination indices ranged 0.39–0.59 and 0.30–0.59, respectively. Cronbach's alpha for reliability was 0.82, indicating adequate quality for implementation. 2. Yonisomanasikara-Based Analytical Thinking Test: A 50-item instrument validated by five experts with IOC values of 0.67–1.00. Piloted with 30 English teachers (non-sample), items showed difficulty indices (p) of 0.23–0.73 and discrimination indices (r) of 0.27–0.80. Thirty items were chosen; KR-20 reliability was 0.94. 3. Satisfaction Assessment Scale: A 5-point Likert scale measuring satisfaction with the instructional model. Cronbach's alpha was 0.80, indicating acceptable reliability. 4. Innovation Efficiency Assessment: Six sets of the innovation were evaluated for efficiency prior to full implementation. Pilot testing with a non-sample group produced an efficiency index (E_1/E_2) of 81.33/82.83.

Phase 3: Research (R_2) – Implementation: This phase involved implementing the innovative process for enhancing English reading comprehension skills by integrating task-based language teaching with Yonisomanasikara-based learning management.

Phase 4: Development (D_2) – Evaluation: This phase evaluated the effectiveness of the developed process for improving English reading comprehension through the integrated approach.

Results

1. Results of Creating and Developing the Innovation for Enhancing English Reading Comprehension Skills through Integration of Task-Based Language Teaching with Yonisomanasikara-Based Learning Management
The development followed the four-phase R&D sequence, resulting in the following outcomes:

1.1 Results of Baseline Study and Needs Analysis: The initial baseline and needs analysis showed that the target group of primary school English teachers explicitly requested support for enhancing their instruction in reading comprehension, especially in organizing activities that promote students' deeper analysis and interpretation of texts. From surveys of 50 teachers, 78% indicated a need for teaching techniques to boost

students' comprehension, 82% sought strategies to raise student engagement in reading tasks, and 85% believed embedding Yonisomanasikara principles could effectively cultivate students' analytical thinking. Examination of current reading instruction practices revealed heavy reliance on traditional methods focused on vocabulary translation and grammar, with few activities promoting analytical thinking or real-world knowledge application. Such approaches hinder students from fully developing reading comprehension. These insights informed the design of an innovation tailored to teachers' and learners' needs.

1.2 Results of Innovation Design and Development Drawing on the baseline findings, the researcher crafted an innovation that methodically integrates five Task-Based Learning stages with three Yonisomanasikara phases. The product comprised six instructional modules: Module 1 - Activity Manual for Enhancing English Reading Skills; Module 2 - Developing Scanning Skills for Specific Information; Module 3 - Developing Main Idea Identification Skills; Module 4 - Developing Contextual Vocabulary Skills; Module 5 - Developing Summarizing Skills; and Module 6 - Developing Referencing Skills. The innovation fused the three common reading phases (Pre-reading, While-reading, and Post-reading) with task-based pedagogy and Yonisomanasikara principles. The pre-reading phase combined TBL's introduction and pre-task stages with Yonisomanasikara-inspired motivation building. The while-reading phase linked the task cycle and language focus with Yonisomanasikara analytical exercises. The post-reading phase connected communicative application with reflective analysis.

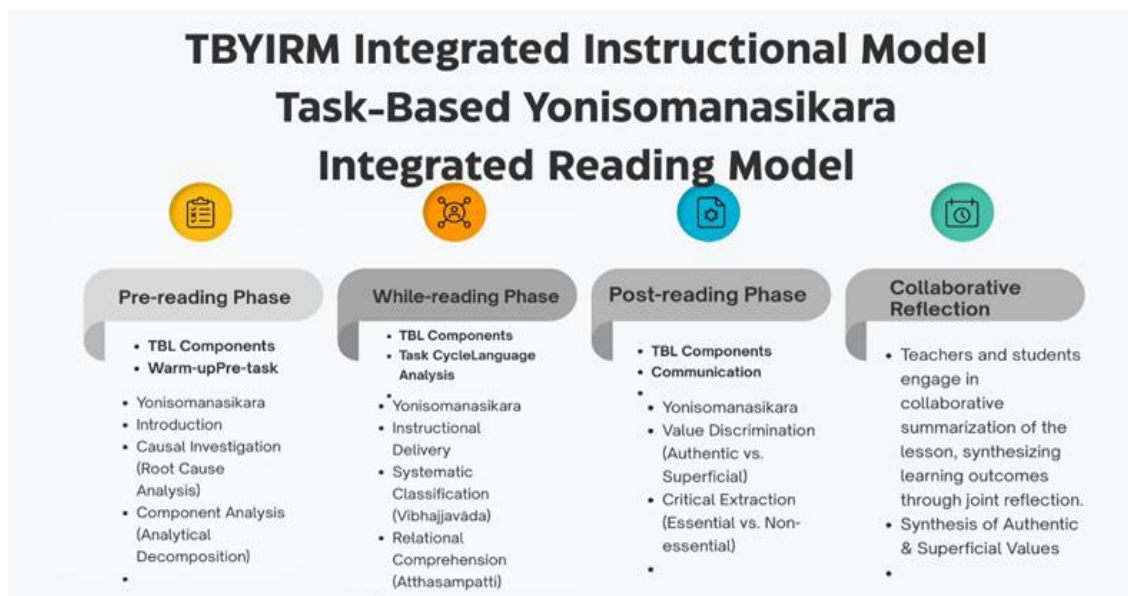


Figure 2 Task-Based Yonisomanasikara Integrated Reading Model: TBYIRM

The Task-Based Yonisomanasikara Integrated Reading Model: TBYIRM offers a comprehensive instructional framework to enhance learners' English reading comprehension and higher-order thinking by uniting task performance and reflective reasoning, grounded in both task-based and Yonisomanasikara principles.

1.3 Results of the TBYIRM Model underwent a rigorous validation process conducted by a panel of five experts comprising two English language teaching specialists, two curriculum and instruction experts, one Buddhist studies specialist, and one measurement and evaluation specialist. The quality assessment of the TBYIRM Model yielded an overall mean score of 4.51 (S.D. = 0.48), as presented in Table 1

Table 1 Quality Verification Results of the TBYIRM Model

Evaluation item	Mean	SD	Level
1. Principles	4.50	0.49	Highest
2. Objectives	4.47	0.49	High
3. Training Process	4.52	0.48	Highest
4. Measurement and Evaluation	4.50	0.49	Highest
Total	4.51	0.48	Highest

As shown in Table 1, the quality verification results of the TBYIRM Model by the five experts revealed an overall mean score of 4.51 (S.D. = 0.48), indicating the highest level of appropriateness. When examined by individual aspects, the training process received the highest rating ($\bar{X} = 4.52$, S.D. = 0.48), followed by principles and measurement and evaluation with equal ratings ($\bar{X} = 4.50$, S.D. = 0.49), and objectives with the lowest rating ($\bar{X} = 4.47$, S.D. = 0.49). All aspects exceeded the established criterion of 3.50, demonstrating that the developed TBYIRM Model is appropriate and has successfully passed the quality verification by experts as appropriate for practical use.

1.4 Results of Innovation Implementation for Enhancing English Reading Comprehension Skills through Integration of Task-Based Language Teaching with Yonisomanasikara-Based Learning Management. A pilot with 30 English teachers (non-sample) tested the innovation's efficiency against the 80/80 standard. The innovation achieved an efficiency index of $E_1/E_2 = 81.33/82.83$, exceeding the benchmark. The E_1 score of 81.33 reflects that teachers averaged 81.33% on activities and exercises during training, demonstrating the training's effectiveness in facilitating understanding and application of the innovation. The E_2 score of 82.83 indicates an average post-training test score of 82.83%, showing participants' learning achievement and competence in applying the innovation. During the pilot, teachers showed enthusiasm for integrating Yonisomanasikara with reading instruction, particularly using causal analysis and the Four Noble Truths framework for textual analysis. Many viewed the approach as innovative and practicable in classroom settings.

2. Results of Teacher Training on English Reading Comprehension Skills Using Task-Based Language Teaching Integrated with Yonisomanasikara-Based Learning Management. The teacher training involved 30 primary school English teachers and spanned 19 hours (17 hours of workshop activities and 2 hours for pre- and post-testing). Results are presented below.

2.1 Comparison of English Reading Comprehension Abilities Before and After Training Participants' reading comprehension was measured with a 50-item test (maximum 50 points). Paired-samples t-tests

compared pre- and post-training scores. Pretest assumptions were checked before analysis. Normality Test: The Shapiro-Wilk test assessed normality of the difference scores (post minus pre). Results were $W = 0.972$, $p = 0.582$, indicating no significant departure from normality ($p > .05$). Visual inspection of Q-Q plots and histograms also suggested approximate normality, supporting the use of the paired-samples t-test. The data analysis results are presented in Table 2

Table 2 Comparison of Teachers' English Reading Comprehension Abilities Before and After Training (n = 30)

Test	Total Score	Mean	S.D.	95%	Min-Max	Skewness
Pre-training	50	28.47	4.82	26.67-30.27	19-38	-0.142
Post-training	50	41.63	3.56	40.31-42.96	34-48	-0.287
Difference		13.16	4.58	11.45-14.87		

Paired-samples t-test: $t(29) = 15.73$, $p < .001$, Cohen's $d = 3.12$

Shapiro-Wilk test (difference scores): $W = 0.972$, $p = .582$

Table 2 As indicated in Table 1, the mean pre-training score was 28.47 (SD = 4.82), which rose significantly to 41.63 (SD = 3.56) after training. The mean gain of 13.16 points equates to a 46.22% improvement. The Shapiro-Wilk result ($W = 0.972$, $p = 0.582$) confirmed normality of difference scores, validating parametric testing. The paired-samples t-test showed a statistically significant increase ($t(29) = 15.73$, $p < .001$) with a very large effect size (Cohen's $d = 3.12$), indicating the training program was highly effective in enhancing teachers' reading comprehension.

2.2 Analysis of Sub-skill Performance Breakdown by five sub-skills showed gains in all areas, as shown in Table 3

Table 3 Means and Standard Deviations of English Reading Comprehension Abilities by Sub-skills (n = 30)

Sub-skills	Total Score	Pre-training		Post-training	
		$\bar{X}$	S.D.	$\bar{X}$	SD
1. Finding specific information	10	6.87	1.28	9.13	0.86
2. Identifying main ideas	10	5.53	1.41	8.47	0.97
3. Identifying meanings of words in context	10	6.20	1.35	8.73	0.91
4. Summarizing	10	5.13	1.50	7.97	1.13
5. Inferencing	10	4.73	1.57	7.33	1.24
Total	50	28.47	4.82	41.63	3.56

Table 3 shows improvements across all sub-skills. The largest gains were in identifying main ideas (+2.94 points) and summarizing (+2.84 points). After training, the top-performing skill was finding specific

information ($M = 9.13/10$), whereas inferencing remained the weakest area ($M = 7.33/10$), suggesting further development is needed in higher-order inferential skills. These outcomes suggest Yonisomanasikara integration effectively supported analytical thinking, especially in tasks requiring idea identification and summary synthesis.

2.3 Results of Formative Assessment During Training: During the six-module training, participant progress was monitored continuously. Results are summarized in Table 4

Table 4 Training Program Activity Performance Scores ($n = 30$)

Training Module	Full Score	$\bar{X}$	S.D.	Percentage	Interpretation
Module 1: Activity Manual for Enhancing English Reading Skills	20	16.73	2.14	83.65	Good
Module 2: Identifying Specific Information	20	17.20	1.92	86.00	Very Good
Module 3: Identifying Main Ideas	20	16.26	2.31	81.35	Good
Module 4: Identifying Word Meaning in Context	20	16.87	2.05	84.35	Good
Module 5: Summarizing	20	15.93	2.43	79.65	Good
Module 6: Making References	20	15.67	2.58	78.35	Good
Overall Mean	20	16.45	2.24	82.23	Good

From Table 4, teachers' aggregate performance during activities averaged 16.45 out of 20 (82.23%), interpreted as good. Module 2 (Identifying Specific Information) received the highest percentage (86.00%), matching the post-test strengths, while Module 6 (Making References) scored lowest (78.35%), reflecting the greater cognitive demands of advanced analytical tasks.

After training, participants' development and satisfaction were assessed via a validated questionnaire ($\alpha = 0.80$) consisting of 15 Likert items and two open-ended questions. Summary results follow.

3.1 Overall Satisfaction Results The overall satisfaction results are shown in Table 4

2.4 Evaluation Results of Teachers' Satisfaction toward the Content, Training Process, Learning Activities, Instructional Media, and Usefulness of the Training Program. The itemized satisfaction findings are presented in Table 5

Table 5 Mean and Standard Deviation of Teachers' Satisfaction toward the Training Program (n = 30)

No.	Evaluation Item	$\bar{X}$	SD	Interpretation
Content and Training Process				
1	The training content corresponds with the objectives of developing English reading comprehension skills.	4.50	0.51	High
2	The training content is up-to-date and can be practically applied.	4.43	0.50	High
3	The integration of the practice-based instructional approach with Yonisomanasikara-based learning is appropriate.	4.57	0.50	Highest
4	The sequence of learning management steps is clear and continuous.	4.40	0.50	High
5	The duration of the training is appropriate for the content and activities.	4.30	0.47	High
Subtotal Mean		4.44	0.47	High
Learning Activities and Instructional Media				
6	Learning activities promote analytical thinking based on the principles of Yonisomanasikara.	4.60	0.50	Highest
7	Learning activities provide opportunities for participants to engage in hands-on practice.	4.67	0.51	High
8	Training materials and handouts are clear and easy to understand.	4.47	0.51	High
9	Learning activities encourage collaboration and knowledge sharing.	4.53	0.51	Highest
10	The training package is comprehensive and beneficial for learning.	4.43	0.50	High
Subtotal Mean		4.54	0.41	Highest
Usefulness and Practical Application				
11	The knowledge gained from the training can be applied to actual teaching practices.	4.70	0.47	Highest
12	The training enhances teachers' ability to design effective English reading comprehension activities.	4.63	0.49	Highest
13	The training helps teachers understand the principles of Yonisomanasikara and apply them to English reading instruction.	4.57	0.50	Highest
14	The training increases teachers' confidence in teaching English reading skills.	4.60	0.50	Highest
15	Overall satisfaction toward the training and the developed instructional innovation.	4.63	0.49	Highest
Subtotal Mean		4.62	0.38	Highest

As shown in Table 5, content and the training process received a high satisfaction level ($\bar{X} = 4.44$, $SD = 0.47$). The highest-scored item in this category was the integration of the practice-based instructional approach with Yonisomanasikara-based learning is appropriate ($\bar{X} = 4.57$), indicating teachers appreciated the pedagogical synthesis. The item The training content corresponds with the objectives of developing English reading comprehension skills also scored highly ($\bar{X} = 4.50$). The lowest-rated item ($\bar{X} = 4.30$) still fell in the high range, suggesting some participants desired more time to practice Yonisomanasikara principles, which remain relatively novel in English teaching.

Regarding learning activities and media, the top rating was for hands-on practice opportunities ($\bar{X} = 4.67$), reflecting TBL's emphasis on active participation, followed by promotion of analytical thinking through Yonisomanasikara principles ($\bar{X} = 4.60$). For usefulness and applicability, all items were rated at the highest level, with the strongest endorsement for applying the acquired knowledge in real classrooms ($\bar{X} = 4.70$), indicating confidence among teachers in classroom implementation. Overall, these satisfaction results underscore the innovation's practicality and its success in fostering reflective thinking and active engagement—key features of effective instructional innovations.

Discussions

Based on the findings of the study titled The Development of a Process Innovation to Enhance English Reading Comprehension through the Integration of Task-Based Instruction and Yonisomanasikara-Based Learning, the researcher discusses the results according to the following key aspects:

1. Results of the development of the TBYIRM Innovation Model: The developed TBYIRM Model consists of three components: 1) the principle of the learning model, 2) the objective of the learning model, and 3) the learning activities. The learning activities comprise four steps: (i) Systematic Pre-reading (Preparation); (ii) Analytical While-reading (Engagement); (iii) Critical Post-reading (Evaluation); and (iv) Collaborative Synthesis (Reflection), and the results of quality verification for the developed TBYIRM Model, its various aspects were assessed for congruence using a 5-level Likert rating scale. The evaluation by five experts revealed that their opinions on the developed TBYIRM Model demonstrated the highest level of congruence. This indicates that the TBYIRM Model is highly appropriate and suitable for implementation in training management.

2. Effectiveness of the Developed Innovation: The innovation's efficiency index of $E_1/E_2 = 81.33/82.83$ surpassed the set criterion, reflecting successful design grounded in R&D principles and a thorough needs analysis. The initial survey showed teachers sought methods to bolster students' comprehension (78%) and engagement in reading (82%), echoing Ellis et al. (2020) who posit that TBLT enhances motivation by providing relevant, practical language tasks. Integrating Task-Based Instruction with Yonisomanasikara-based learning produced a balanced approach that combined practical task performance with structured cognitive development. This aligns with Grabe and Stoller (2020), who assert that effective reading instruction requires both authentic practice and cultivation of thinking strategies.

3. Teachers' Achievement in Developing English Reading Comprehension Skills: Pre- and post-training comparisons showed a statistically significant improvement: an average increase of 13.16 points ($t = 15.73$, $p < .05$). This finding resonates with Pintipa Seubsang and Suttipong Boonphadung (2022), who reported significant gains in preservice teachers' analytical reading following transformative, interaction-driven learning processes. Nonetheless, inferencing remained the least developed skill post-training ($M = 7.33/10$), likely because inferential comprehension is a higher-order process requiring extended practice—an observation consistent with Ismail et al. (2023), who noted deep comprehension and interpretive analysis are often challenging and influenced by learner motivation and persistence.

4. Effectiveness of Integrating Task-Based Instruction with Yonisomanasikara-Based Learning: The study demonstrated the feasibility and effectiveness of blending modern pedagogical approaches with Buddhist reflective principles. By aligning the five TBL steps, three Yonisomanasikara stages, and the three reading instruction phases, a coherent instructional path emerged. Observations and satisfaction results (Table 5) showed strong teacher interest in Yonisomanasikara applications. Moreover, this integrated approach supports Thailand's education policy emphasizing 21st-century skills and moral-cultural development (Ministry of Education, 2020). The fusion of contemporary pedagogy with traditional Thai wisdom created a contextually relevant innovation suitable for Thai classrooms.

5. Teachers' Satisfaction and Acceptance toward the Innovation: Teachers reported the highest level of overall satisfaction ($\bar{X} = 4.53$), reflecting acceptance and perceived value. The usefulness and practical application dimension scored highest ($\bar{X} = 4.62$), indicating teachers felt equipped to apply the innovation in practice—a crucial factor for transferring innovations into classroom routines. This finding aligns with Lanta Ketoukham (2025), who also reported high participant satisfaction with a PLC-based training curriculum.

Recommendations

1. Recommendations for Applying the Research Findings

1.1 For Teacher Development Agencies and Institutions: Incorporate the innovation into teacher professional development by combining Task-Based Learning with Yonisomanasikara-based instruction, emphasizing practical application in skills like summarizing and inferencing. Provide ongoing support via professional learning communities (PLCs) and online platforms to sustain capacity building.

1.2 For English Language Teachers: Implement the innovation progressively—start with foundational comprehension skills (identifying main ideas and specific details) before advancing to analytical skills. Use reflective lesson planning and regular assessment to boost instructional quality and nurture students' critical thinking.

1.3 For Instructional Material Development: Adapt materials to varied proficiency levels and settings. Extend the model to other language skills (writing, listening, speaking) and integrate digital tools to support blended and online learning.

2. Recommendations for Future Research

2.1 Innovation Enhancement: Future work should refine the model to cover all language skills and investigate how technology integration and training length influence outcomes..

2.2 Comparative and Impact Studies: Conduct comparative studies juxtaposing this innovation with traditional or alternative professional development models to assess relative efficiency and learning impact.

2.3 Policy and Broader Applications: Explore scalability and long-term sustainability across educational levels and contexts, examining broader pedagogical and societal effects.

Acknowledgements

The researcher expresses sincere thanks to the English teachers who participated for their cooperation and insightful feedback. Gratitude is extended to the Director of the Institute of Buddhist Research and all staff for their generous support. Deep appreciation is also given to the Director of Nakhon Phanom Buddhist College, Mahachulalongkornrajavidyalaya University, for permission and encouragement that enabled the successful completion of this study

References

- Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2020). *Task-based language teaching: Theory and practice*. Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2020). *Teaching and researching reading* (3rd ed.). Routledge.
- Ismail, S. M., Wang, C., & Jamalyar, R. (2023). The impact of task-based instruction on learners' reading comprehension, L2 grit, anxiety, and motivation for L2 reading. *Asian-Pacific Journal of Second and Foreign Language Education*, 8, Article 42. DOI: 10.1186/s40862-023-00209-6
- Ketoukham, L. (2025). The development of a training curriculum based on the professional learning community (PLC) approach to enhance research competence and instructional innovation for English teachers. *Sakthong Journal of Humanities and Social Sciences (STJHSS)*, 31(1), 178–191. [in Thai]
- Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley-Blackwell.
- Ministry of Education. (2020). *Policies and priorities of the Ministry of Education for fiscal year 2021*. Office of the Permanent Secretary, Ministry of Education. [in Thai]
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Office of the Basic Education Commission. (2021). *Report on English proficiency test results of teachers under the Office of the Basic Education Commission for the 2020 academic year*. Bureau of Academic Affairs and Educational Standards. [in Thai]
- Office of the Education Council. (2017). *National Education Plan 2017–2036*. Prigwhan Graphic. [in Thai]
- Payutto, P. A. (2008). *Thinking methods according to Buddhist principles*. Kled Thai. [in Thai]

- Seubsang, P., & Boonphadung, S. (2022). Transformative learning for developing critical reading of student teachers. *Journal of Academic Studies, Sisaket Rajabhat University*, 16(1), 13–27. [in Thai]
- Sutiyono, S., Saddhadika, A. K., Ayu, S., Pramono, E., & Julianti, M. (2024). Implementasi nilai-nilai Buddhis dalam pengembangan kompetensi 4C di era digital. *Kajian & Reviu Jinarakkhita: Jurnal Gerakan Semangat Buddhayana*, 2(2), 53–63. DOI: 10.60046/jgsb.v2i2.126
- Thaptim-on, P. (2020). *The development of reading instructional model using a task-based reading strategy and online learning activities to enhance reading comprehension and critical reading ability of undergraduate students* (Doctoral dissertation, Silpakorn University). [in Thai]
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford University Press.
- Wongchalee, P., & Tutwisoot, W. (2024). Using task-based learning to enhance the English reading comprehension ability of Matthayomsuksa 4 students. *Journal of Asian Language Teaching and Learning*, 5(3), 353–356. [in Thai]