Effectiveness of Communicative and Cognitive Academic Language Learning Approach in Teaching Reading Comprehension

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Abstract: This study assessed how the combination of Communicative Approach and Cognitive Academic Language Learning Approach (CACALLA) improved the reading skills of the Senior High Scholl students. Specifically, it sought answers to the following questions: (1) How may the students' reading level be described in terms of; Comprehension, Interaction, and Reading Accuracy? (2) What is the thinking and interaction skills' level of the control and experimental groups based on the results of the pre-test and the post-test, considering the following variables: Cognitive, Metacognitive, and Social- affective? (3) Is there significant difference in reading performance in terms of cognitive, metacognitive, and social affective between; pre-test and post-test of control group, pre-test and post-test of the experimental group, and post-test of experimental groups? (4) Does CACALLA significantly affect the students' reading level in terms of; Cognitive, Metacognitive, and Social-Affective? The study used the experimental method of research to measure the performance between the control and experimental groups. The researcher used pre-test and post-test to assess the respondents' reading level. Significant findings from the course of interpretation and analyses of data clearly showed that: the scores in the pre- and post-test of experimental and control groups revealed that there is significant difference in the cognitive thinking skills between the two groups; and that, the experimental group that used CACALLA was found to have significant improvement in terms of metacognitive and social-affective thinking skills. It clearly revealed that CACALLA is an effective strategy for the improvement of the students' reading performance. Taking the results of the study, CACALLA was found to be an effective strategy to enhance students' reading skills; therefore, teachers should use this approach to further improve the students' reading and interaction skills. The approach may be suggested to teachers in Senior High School level to encourage the use of CACALLA for improving the students' interaction and reading performance. This study only observed the outcome of the reading, comprehension and the interaction skills of the students in English. Further studies can be conducted to investigate that CACALLA is truly evident to be an effective tool to learning, specifically focusing on metacognitive skills.

Introduction

Reading comprehension is a crucial component of a person's development. One of the signs that a person is educated and capable of keeping up with the demands of society is the ability to read. Reading may provide you with a wealth of knowledge that can benefit you much in life..

Learning through reading can lead to the discovery of new concepts, ideas, locations, occasions, and people. Skillful and passionate readers use reading to expand their knowledge, abilities, and experiences. The development of this talent is necessary to enhance students' learning, but how can it be applied at this moment when children interest in reading decreases for a variety of reasons? Today's students struggle with reading, which makes having weak reading skills a hindrance to learning. Reading comprehension involves more than just knowing how to read words in a text; it also involves understanding these words. Modern students are literate, but they lack enthusiasm for reading, which leads to deficiencies, particularly in the development of metacognitive abilities when studying English. Teachers are therefore considering employing tactics that will align with their own motivation and spark pupils' interest and learning preferences.

Moreover, a new approach to teaching and learning is introduced along with curricular changes. Since the K–12 curriculum was being established, literature-based instruction has been used to teach English. Students use various reading materials as launching points for discussions of various lessons. Literature is a particularly enticing framework for learning both a second/foreign language and literacy, according to Shang (2006), who also noted that ESL learners utilize literature to discover what they know and who they are. Since the literature-based approach actually promotes integrated abilities, exercises typically focus on speaking, writing, listening, and reading simultaneously (Seghayer, 2003). By providing appropriate materials, teachers can help students acquire a language. These materials can be instructional (guiding students through language practice), experiential (giving students a taste of the language in use), eliciting (encouraging students to use the language in their responses), exploratory (assisting students in making discoveries about the language), and informative (teaching students about concepts and ideas while using the target language) (Tomlinson, 2012).

Typically, teachers seek methods that would simplify the learning process for their students. Through Emma Castillo's development of CACALLA, the characteristics of the Communicative Approach (CA) and the Cognitive Academic Language Learning Approach (CALLA) were combined. The communicative approach encourages students to use the second language without placing too much emphasis on grammar; instead, teachers allow students to become comfortable with the language and, as they gain confidence in speaking it and develop communicative competence, the grammar will naturally follow. In contrast, CALLA is the integration of subject areas that serve as a basis for teaching language through reading materials. By combining the two methodologies, CACALLA produced activities designed to foster the development of the four categories of competencies (discourse, sociolinguistic, linguistic/grammatical, and strategic).

The features found in CACALLA already exist in the K to 12 curriculums. The activities and the strategies used are purely from CACALLA though the approach has not yet been recognized by DepEd as the approach that is being used in the curriculum as of the present. CACALLA uses activities that would bring the students to a real-life scenario. The activities given are more on collaboration to encourage the students' participation. On the other hand, teachers act as facilitators to assist the students in their language acquisition. Still, the approach is very interesting for the study as a solution to the existing problem on the second language teaching. It is really helpful in developing students' communicative competence in learning the second language; thus, helping the students to master the skills needed for independent reading: decoding, vocabulary, and insufficient background knowledge and decreased motivation and lower self-efficacy are developed by the students who are handicapped in these skills. The contents of the CACALLA are all important in developing the students' comprehension on what they read and as well as the application of strategies like the cognitive, metacognitive, and social-affective.

.2. OBJECTIVES OF THE STUDY

The study is intended to find concrete manifestations and evidences in the efficacy of CACALLA in teaching reading. This will be used to find solutions to the problems encountered in teaching reading. Generally, it is the researcher's crucial task to gather findings and proofs and to explore deeply in the study, with CACALLA at the helm of reading strategies and processes.

The general problem of the study is: How may the effectiveness of CACALLA in students' acquisition of reading skills be evaluated?

Specifically, the study sought answers to the following questions:

1. How may the reading ability of the students from both the control and experimental groups be described based on the pre-test and post-test results in terms of
    1.1. comprehension,
    1.2. interaction, and
    1.3. reading accuracy?
2. What are the pre- and post- test scores of the students in terms of the following learning strategies:
    2.1. cognitive,
    2.2. metacognitive, and
    2.3. socio- affective?
3. Is there significant difference in scores in reading performance of the students using cognitive, metacognitive, and social affective as can be shown in the
    3.1. pre-test and post-tests results of the control group, and
    3.2. pre-test and post-tests results of the experimental group?
4. Does CACALLA significantly affect students' reading level in terms of:
    4.1. cognitive,
    4.2. metacognitive, and
    4.3. socio-affective?

3. MATERIALS AND METHODS

The research method used in the study was experimental. It made an effort to determine whether the strategy was beneficial in developing reading comprehension among Senior High School students in the Municipality of Bulacan.

According to Travers (1978), the experimental method is thought to be the most reliable approach for determining the relationship between two variables. To address the research questions, two groups were used: experimental and control. Pre- and post-test exams as well as graded group performance were used to assess the efficacy of the approach between the sets of data in the experimental and control groups, which involved gathering two or more data points from the average class. The researcher employed a variety of literary genres and works, including essays, poems, and narratives with plots that were followed by comprehension tests. The readings for this module are as follows: for the narrative, "The Origin of the World" by Damiana L. Eugenio and "The Mats" by Francisco Arcellana; for the poetry, "If You Want to Know What We Are" by Carlos Bulosan and "Biag ni Lam-ang" by Pedro Bukaneg; and finally, for the essays, "Ozone Layer" and "Overseas Filipino Workers."

After reading the text, the students were given an individual pre- and post-test to assess their comprehension both with and without the use of CACALLA. This evaluation was done for both the high-achieving and low-achieving classes.

4. RESULTS AND DISCUSSIONS

There are factors associated with in the descriptions of the reading level of the respondents. The following are: (a) comprehension (b) interaction and (c) reading accuracy.

The statistical treatment used frequency and percentage distribution to the pre- and post-test of both the control and experimental group. A scoring rubric was also used to evaluate the scores of the students as a basis of their reading level.

The Reading level of Students-Respondents in terms of Comprehension, Interaction, and Reading Accuracy

The Pre-and Post-Test Scores Before and After the use of Traditional and CACALLA Teaching Approach revealed the results of the comprehension, interaction and reading accuracy of the students before and after the application of CACALLA and the performance of the control group before and after the application of the traditional approach in teaching.

Table 1 presents the distribution of the scores of the students-respondents as shown in the table, the scores are presented into two: Pre-test and Post-test groups.

Table 1

Frequency and Percentage Distribution of the Student-Respondents in terms of Comprehension before and after their Exposure to the Traditional Teaching Strategy.

Comprehension (Test Scores)	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Below Basic	5	33.30	1	6.70
Basic	10	66.70	13	86.70
Proficient	0	0	1	6.70
Advance	0	0	0	0
Mean	1.64 (Below Basic)		2.00 (Basic)	

Most of the scores in the Pre-test group had basic comprehension test score (66.70 %) and the same observation is true with the Post-test group in which the same level of comprehension test scores was the general tendency of the students (86.70 %). Generally speaking, the two groups relatively improved from 1.64 to 2.00 in terms of their mean scores.

Table 2

Frequency and Percentage Distribution of the Student-Respondents in terms of Interaction before and after their Exposure to the Traditional Teaching Strategy.

Interaction (Test Scores)	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Inactive participant	9	60.00	6	40.00
Active listener	6	40.00	4	26.70
Active participants	0	0	5	33.30
Proactive Participants	0	0	0	0
Mean	1.43 (Inactive participant)		1.93 (Active listener)	

Table 2 presents the levels of interaction of the students-participants during the Pre-test in which majority of them were inactive participants; with the test score of (60%), while minority of them were active listeners (40%). The table shows that in the post-test (40%) of the group remained inactive participants, however the control group got an increase of test-scores in the recorded result (33.30%) which came from the active participants. The findings showed that students from control group improved their level of interaction from 1.43 to 1.93 in terms of their mean scores. As a result, the post-test of interaction shows that the change in the students' performance after the Pre- and Post activity can be explained by the intervention given to the students which is the traditional approach of teacher.

Table 3

Frequency and Percentage Distribution of the Student-Respondents in Terms of Reading Accuracy before and after their Exposure to the Traditional Teaching Strategy

Reading Accuracy (Test Scores)	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Less Accurate	4	26.67	3	20.00
Moderately Accurate	6	40.00	3	20.00
Accurate	2	13.33	5	33.33
Much Accurate	2	13.33	2	13.33
Very Much Accurate	1	6.67	2	13.33
Mean	2.00 (Moderately Accurate)		2.13 (Accurate)	

The figures in table 3 indicate the result of the reading accuracy of the control group based on the pre-test and post-test of the student-respondents. As shown from the pre-test result, most of the scores had moderately accurate reading accuracy (40%), having the same observation of (33.33%) which is equivalent to Accurate with the post-test of the students. The results clearly showed the improvement of the respondents from 2.00 to 2.13 in terms of their mean scores. It clearly showed that the change in the pre-and post-test performance can be attributed to the intervention given to the students which was the traditional approach of teaching.

Table 4 likewise, shows the distribution of the respondents in terms of the reading level of the experimental group based on the pre-test and post- test results.

Table 4
Frequency and Percentage Distribution of the Student-Respondents in Terms of Comprehension before and after their Exposure to CACALLA

Comprehension (Test Scores)	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Below Basic	6	40.00	0	0
Basic	9	60.00	8	53.30
Proficient	0	0	7	46.70
Advance	0	0	0	0
Mean	1.60 (Below Basic)		2.50 (Proficient)	

As shown in the table, majority of the group had a basic comprehension (40%), whereas the same level of comprehension was observed from the post-test which is basic (53.30%). However, a higher number of students from the group advanced in Proficient level (46.70%) still in the post-test test score. As a result, the post-test showed the development of the students reading level from the mean score of 1.60 to 2.50 after the CACALLA method was implemented.

Table 5
Frequency and Percentage Distribution of the Student-Respondents in Terms of Interaction before and after their Exposure to CACALLA

Interaction (Test Scores)	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Inactive participant	10	66.70	2	13.30
Active listener	5	33.30	4	26.70
Active participants	0	0	7	46.70
Proactive Participants	0	0	2	13.30
Mean	1.33 (Inactive participant)		2.60 (Active participants)	

The students' level of interaction during pre-test revealed that most of them were inactive participants (66.70%), subsequent to the same observation from the post-test results after the intervention occurred which were active participants (46.70%). Evidently there is a remarkable change with the students' interaction level as registered in the pre-test of 1.33 in the mean distribution which is verbally interpreted as "inactive participants" and recorded 2.60 mean distributions for the post-test which is "active participants". It is notable that the students of the experimental group benefited positively from CACALLA.

Table 6
Frequency and Percentage Distribution of the Student-Respondents in Terms of Reading Accuracy before and after their Exposure to CACALLA

Reading Accuracy (Test Scores)	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Less Accurate	2	13.33	0	0
Moderately Accurate	6	40.00	3	20.00
Accurate	2	13.33	2	13.33
Much Accurate	2	13.33	2	13.33
Very Much Accurate	3	20.00	8	53.33
Mean	2.14 (Accurate)		2. 53(Much Accurate)	

The pre-test results showed that majority from the group had read moderately accurate (40%), while the post-test was observed to have a major change in the reading performance of the students as they have a verbal description of very much accurate (53.33%). The results showed a highly significant distribution from 2.14 to 2.53 in terms of the mean scores. The results in the table are a clear indication that there is a positive effect with the reading accuracy of ESL students after CACALLA in teaching reading was applied.

The Level of Thinking and Interaction Skills of the Students-Respondents based on Cognitive, Metacognitive and Social affective

The Pre-and Post-Test Scores Before and After the use of Traditional and CACALLA Teaching Approach

Table 7 presents the comparisons of the mean distribution results of the pre- and post-test of the control group as regard to the comprehension level of the respondents.

Table 7
Test for the Significant Difference of the Student-Respondents' Cognitive Thinking Skills before and after the Exposure to the Traditional Teaching

Cognitive	Pre-Test		Post-Test	
(Test Scores)	Frequency	Percentage	Frequency	Percentage
20	1	6.70	0	0
21	1	6.70	0	0
22	2	13.30	0	0
24	1	6.70	0	0
26	4	26.70	0	0
29	0	0	2	13.30
30	3	20.00	2	13.30
33	1	6.70	2	13.30
34	1	6.70	3	20.00
35	1	6.70	1	6.70
36	0	0	2	13.30
37	0	0	1	6.70
40	0	0	1	6.70
46	0	0	1	6.70
Mean	26.786		34.286	

The questions measured the cognitive thinking skills of the students before and after the discussion of the stories using the traditional way of teaching reading. Basically, changes between the test scores occurred from 26.786 to 34.286 in terms of the computed mean scores. The results showed that the change in the pre-and post test performance can be explained by the intervention given to the students which was the traditional approach of teaching.

Table 8 presents the results of pre-and post-test of the respondents in answering questions that measured metacognitive thinking skills of the ESL students.

Table 8
Test for the Significant Difference of the Student-Respondents' Metacognitive Thinking Skills before and after the Exposure to the Traditional Teaching

Metacognitive	Pre-Test		Post-Test	
(Test Scores)	Frequency	Percentage	Frequency	Percentage
0	1	6.70	0	0
1	1	6.70	0	0
2	1	6.70	1	6.70
3	2	13.30	1	6.70
4	2	13.30	0	0
7	1	6.70	2	13.30
8	1	6.70	5	33.30
9	0	0	1	6.70
10	5	33.30	2	13.30
12	0	0	1	6.70
13	0	0	1	6.70
14	1	6.70	1	6.70
Mean	6.357		8.500	

Evidently, the two groups relatively improved from 6.357 to 8.500 in terms of the computed mean value. It only showed that the scores in taking metacognitive questions had an immense difference with its pre- and post-test in terms of using the same traditional way of teaching.

The results showed that the change in the pre-and post test performance can be explained by the intervention given to the students which was the traditional approach of teaching.

Table 9 presents the distribution of the scores of the student-respondents. The table shows the scores presented in pre- and post-test.

Table 9
Frequency and Descriptive Measures of Student-Respondents' Socio-Affective Thinking Skills before and after the Exposure to the Traditional Teaching

Social Affective	Pre-Test		Post-Test	
(Test Scores)	Frequency	Percentage	Frequency	Percentage
Inactive Participant	9	60.00	6	40.00
Active Listener	6	40.00	4	26.70
Active Participants	0	0	5	33.30
Proactive Participants				
Mean	1.429 (Inactive Participant)		1.929 (Active listener)	

Most of the scores in the pre-test came from inactive participants (60%), while the post-test which has the same observation as the same level of comprehension was seen in the group of inactive participants. Evidently, the improvement in the two groups of test scores were shown as the mean score increased from 1.429 to 1.929. The difference in the pre-and post-test can be explained by the discussion using the traditional method of teaching.

Table 10 presents the pre- and post-test of the students from experimental group as regard to the comprehension level of the respondents. The test questions measured the cognitive thinking skills of the students before and after the discussion of the stories using the CACALLA method.

Table 10
Test for the Significant Difference of the Student-Respondents' Cognitive Thinking Skills before and after the Exposure to CACALLA

Cognitive (Test Scores)	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
20	1	6.70	0	0
25	2	13.30	0	0
26	5	33.30	0	0
27	1	6.70	1	6.70
30	1	6.70	0	0
31	1	6.70	0	0
33	1	6.70	0	0
35	2	13.30	1	6.70
37	0	0	2	13.30
38	0	0	3	20.00
39	0	0	1	6.70
40	1	6.70	0	0
41	0	0	1	6.70
43	0	0	2	13.30
44	0	0	1	6.70
45	0	0	2	13.30
46	0	0	1	6.70
Mean	28.286		39.286	

Basically, changes between the test scores occurred from 28.286 to 39.286 in terms of mean scores. The result showed that the change in the pre-and post test performance can be attributed to the intervention given to the students which is the traditional approach of teaching.

The results only showed that the change in the pre-and post-test scores of the respondents is a clear indication that the use of CACALLA had a positive contribution to the performance of the students.

Table 11
Test for the Significant Difference of the Student-Respondents' Metacognitive Thinking Skills before and after the Exposure to CACALLA

Metacognitive (Test Scores)	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0	0	0	0	0
1	2	13.30	0	0
2	1	6.70	0	0
3	3	20.00	0	0
4	1	6.70	2	13.30
5	2	13.30	0	0
6	1	6.70	0	0
7	2	13.30	2	13.30
8	0	0	0	0
9	2	13.30	0	0
10	1	6.70	0	0
11	0	0	4	26.70
12	0	0	0	0
13	0	0	0	0
14	0	0	2	13.30
15	0	0	1	6.70
17	0	0	1	6.70
19	0	0	1	6.70
20	0	0	1	6.70
24	0	0	1	6.70
Mean	4.857		12.143	

Table 11 presents the results of pre-and post-test of the ESL students in answering questions with metacognition. In turn, the experimental group showed an immense difference between the pre- and post-test scores from 4.857 to 12.143 in terms of mean scores. It only shows that the change in the scores in taking pre- and post-test with metacognitive questions can be justified with the use of CACALLA as a method of teaching reading.

Table 12 presents the distribution of the scores of the student-respondents. The table shows the result of the test scores of pre- and post-test in terms of social affective.

Table 12
Test for the Significant Difference of the Student-Respondents' Socio-Affective Thinking Skills before and after the Exposure to CACALLA

Social Affective (Test Scores)	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
Inactive Participants	10	66.70	2	13.30
Active listeners	5	33.30	4	26.70
Active Participants	0	0	7	46.70
Proactive Participants	0	0	2	13.30
. Mean	1.357 (Inactive Participants)		2.643 (Active Participants)	

Most of the respondents in their pre-test scores turned out to be inactive listeners with 66.70%, while the other 5 (33.33%) were active listeners. On the other hand, majority or 46.70% were already active participants as the intervention was done. As seen in the mean score observed in the pre- and post test from 1.357 to 2.643 it shows that the difference has something to do with the implementation of CACALLA.

The Reading Performance of Students-Respondents in terms of Cognitive, Metacognitive, and Socio-Affective Dimensions between Pre-test and Post-test of the control and Experimental Group

The reading performance based on the pre-test and post-test administered to the control group was compared using t-test for correlated sample.

The statistical comparison was done using SPSS and the results were summarized as presented in Table 13.

Table 13
Difference between the Pre-test and Post-test of Cognitive Thinking Skills of the Control Group

	Mean	t- Stat Value	t- Critical Value	Decision
Pre-test	26.786			Reject Ho at 0.0002 level of significance
		4.364	2.048	
Post-test	34.286			

Numerical figures reflected in table 13 showed that significant difference existed between the pre-and post-test as revealed by the computed t value of 4.364 which is higher than the critical value of 2.048; with this, there is enough reason to reject the null hypothesis.The difference in the pre-test and post-test performance which obviously was not that much may be attributed to the traditional approach used in teaching.

The figures presented in table 14 show the difference in students' reading performance when it comes to the pre- and

post-test that measured the respondents' Metacognitive thinking skills.

The results showed that there is no significant difference between the pre and post-test of the students as shown in the computed t value of 1.506 which is lower than the critical value of 2.056.

Table 14
Difference between the Pre-test and Post-test of Metacognitive Thinking Skills of the Control Group

	Mean	t- Stat Value	t- Critical Value	Decision
Pre-test	6.357			Accept Ho at 0.144 level of significance
		1.506	2.056	
Post-test	8.500			

Table 15
Difference between the Pre-test and Post-test of Socio-Affective Skills of the Control Group

	Mean	t- Stat Value	t- Critical Value	Decision
Pre-test	1.429			Accept Ho at 0.055 level of significance
		2.027	2.074	
Post-test	1.929			

The social affective domain of learning based on the pre- and post- activities administered to the control group were compared using t-test for correlated sample and the statistical results were summarized as presented in Table 15.

Numerical figures reflected in table 15 shows that there is no significant difference existed between the pre- and post-test as revealed by the computed t value of 2.027 which is higher than the critical value of 2.074. With this, there is enough reason to accept the null hypothesis.

The performance of the control group remained as it was since there were no changes in the pre-test and post-test performance using the traditional teaching approach.

Table 16

Difference between the Pre-test and Post-test of Cognitive Thinking Skills of the Experimental Group

	Mean	t- Stat Value	t- Critical Value	Decision
Pre-test	28.286	5.941	2.048	Reject Ho at 2.14 level of significance
Post-test	39.286			

Table 16 shows the reading performance of the experimental group based on the pre-test and post-test using t-test for correlated sample.

The data reflected in table 16 show that significant difference existed between the pre and post-test as revealed by the computed t value of 5.941 which is higher than the critical value of 2.048 with this, there is enough reason to reject the null hypothesis. The difference in the pre-test and post-test performance can be attributed to the use of CACALLA as a teaching approach.

The figures presented in table 17 show the difference in students' reading performance when it comes to the pre- and post-test of the experimental group in terms of measuring the respondents' Metacognitive thinking skills.

Table 17
Difference between the Pre-test and Post-test of Metacognitive Thinking Skills of the Experimental Group

	Mean	t- Stat Value	t- Critical Value	Decision
Pre-test	4.857	4.513	2.080	Reject Ho at 0.0002 level of significance
Post-test	12.143			

The result showed that there is a significant difference between the pre and post-test of the students as shown in the computed t value of 4.513 which is higher than the critical value of 2.080. Herewith, there is basis to reject the null hypothesis.

The intervention of CACALLA as an approach to be used in teaching reading has a contribution with the change of the performance of the students in answering questions dealing with metacognitive thinking skills.

Table 18

Difference between the Pre-test and Post-test of Socio-Affective Thinking Skills of the Experimental Group

	Mean	t- Stat Value	t- Critical Value	Decision
Pre-test	1.357	4.750	2.080	Reject Ho at 0.0001 level of significance
Post-test	2.643			

Table 18 shows that there is a significant difference existed between the pre-and post-test as revealed by the computed t value of 4.75 which is higher than the critical value of 2.080. With this, there is enough reason to accept the alternative hypothesis.

The difference in the pre-test and post-test performance can be attributed to the use of CACALLA as a teaching method.

Table 19
Difference between the Control and Experimental groups in terms of Cognitive Thinking Skills

	Mean	t- Stat Value	t- Critical Value	Decision
Pre-test	34.400	3.093	2.048	Reject Ho at 0.004 level of significance
Post-test .	39.730			

The data presented in table 19 showed that there is a significant difference between the performance of control and experimental groups in answering questions using the cognitive thinking skills of the students as indicated by the computed t value of 3.093 which is higher than the critical value of 2.048. With this, there is enough reason to reject the null hypothesis.

The difference in the performance of experimental group compared with the control group can be attributed to the use of CACALLA as to the use of traditional way of teaching.

Table 20
Difference between the Control and Experimental groups in terms of Metacognitive Thinking Skills

	Mean	t- Stat Value	t- Critical Value	Decision
Pre-test	8.467			**Reject Ho at 0.023 level of significance**
Post-test .	12.600	2.403	2.408	

The numeric figure shows that there is significant difference between the performance of control and experimental groups as presented by the computed t value of 2.403 which is higher than the critical value of 2.048 with this, there is enough reason to reject the null hypothesis.

The social affective thinking skills of the control and experimental groups were shown in table 21 as computed the t-test for correlated sample.

Table 21
Difference between the Control and Experimental groups in terms of Socio-Affective Thinking Skills

	Mean	t- Stat Value	t- Critical Value	Decision
Pre-test	1.933			**Reject Ho at 0.051 level of significance**
Post-test	2.600	2.035	2.048	

The performance of experimental and control group can be attributed to the use of CACALLA as compared to the use of traditional way of teaching in testing the metacognitive thinking skills of the respondents.

The Effectiveness of CACALLA in terms of Comprehension, Interaction, and Reading Accuracy

Table 22 shows the significant effect of CACALLA in the reading performance of the experimental group in terms of Cognitive, Metacognitive and Socio-affective.

Table 22
The Effectiveness of CACALLA in terms of Cognitive, Metacognitive and Social-Affective Skills the Student-Respondents

Variable	Standardized Beta Coefficient	t - value	Sig level	Interpretation
Cognitive	0.287	1.635	0.130	S
Metacognitive	0.621	3.724	0.003	HS
Social Affective	0.377	2.175	0.05	S
Adjusted R square = 0.627	F = 8.841		Sig level = 0.003 (HS)	

Dependent Variable: Comprehension
NS: Not Significant   HS: Highly Significant   S : Significant

The difference in the performance of the experimental group in terms of Cognitive, Metacognitive and Social Affective thinking skills can be attributed to the use of CACALLA as the teaching approach.

5. CONCLUSIONS

Based on the findings of the study; the following recommendations are hereby given.

1. Teachers should know the reading level of each student first. As the student's level is identified the activities to be given will be easier to identify. The use of pre-and post-test are really a good help knowing where the students are already. The students should be encouraged in reading to make it not threatening and not to lead in total avoidance of reading materials. Strategies are a good way to build up the students love for literature. However, the proper activities in each of the lessons to be taught are helpful to make reading interesting. As long as the students are properly facilitated by the teacher, the activities are going to be easier to handle most especially in doing collaborative activities. It is a way for the students to learn on their own and at the same it totally helps to boost the self-esteem of the learners. The development of activities designed in the module must be utilized for the needs, capacities and experience of the students. On the other hand, teachers must engage in trainings, workshops and the likes to innovate the strategies and method to be used in the classroom.

2. The use of CACALLA as an approach of teaching literature must be
considered by teachers, curriculum planners and school heads as an important
aspect in the teaching and learning process. The study proved that the type of
method used was positively suited in the students need. Future researches must
be conducted to have a further knowledge about the effectiveness of the method

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