THE EFFECTS OF PROJECT-BASED READING INSTRUCTION ON

ENGLISH READING ABILITY AND INTERCULTURAL COMMUNICATIVE

COMPETENCE OF UNDERGRADUATE STUDENTS

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ผลของการสอนโดยใช้โครงงานการอ่านต่อความสามารถทางการอ่านภาษาอังกฤษและ
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ไพบูลย์ สุขวิจิตร บาร์ : ผลของการสอนโดยใช้โครงงานการอ่านต่อความสามารถทางการ
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การศึกษาครั้งนี้ มีวัตถุประสงค์เพื่อ (1) ศึกษาผลของการสอนโดยใช้โครงงานการอ่านที่มีต่อ
ความสามารถในการอ่านภาษาอังกฤษและการสื่อสารระหว่างวัฒนธรรม (2) ศึกษาความสัมพันธ์
ระหว่างความสามารถในการอ่านภาษาอังกฤษและการสื่อสารระหว่างวัฒนธรรม และ (3) สำรวจ
ความคิดเห็นของนักศึกษาไทยที่มีต่อการสอนโดยใช้โครงงานการอ่าน กลุ่มทดลองคือนักศึกษา
ปริญญาตรี สาขาการจัดการการท่องเที่ยว จากมหาวิทยาลัยเอกชน ในประเทศไทยแห่งหนึ่ง จำนวน
32 คน เข้าร่วมการศึกษาทดลอง เป็นเวลา 14 สัปดาห์ การศึกษานี้ใช้วิธีการวิจัยเชิงผสมผสาน โดยใช้
เครื่องมือวิจัย ได้แก่แบบทดสอบความสามารถในการอ่านภาษาอังกฤษ แบบทดสอบความสามารถใน
การสื่อสารระหว่างวัฒนธรรม เกณฑ์การให้คะแนนแฟ้มสะสมผลงาน แบบสอบถาม และแบบ
สัมภาษณ์แบบกึ่งโครงสร้าง สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ สถิติบรรยาย ค่าสถิติ paired
samples t-test ค่าสถิติแบบสัมประสิทธิ์สหสัมพันธ์เพียร์สัน และการวิเคราะห์เนื้อหา ผลการ
วิเคราะห์ พบว่า (1) คะแนนสอบการอ่านภาษาอังกฤษและการสื่อสารระหว่างวัฒนธรรมก่อนและ
หลังการทดลองเพิ่มขึ้นอย่างมีนัยสำคัญ (2) มีความสัมพันธ์ที่สำคัญระหว่าง ความสามารถในการอ่าน
ภาษาอังกฤษ และความรู้ทางระหว่างวัฒนธรรม และความสามารถในการอ่านภาษาอังกฤษ และ
ทัศนคติระหว่างวัฒนธรรม และ (3) นักศึกษาคิดเห็นว่าการสอนโดยโครงงานการอ่านช่วยเพิ่ม
ความสามารถการอ่านภาษาอังกฤษและการสื่อสารระหว่างวัฒนธรรม โดยเฉพาะอย่างยิ่งทำให้อยาก
เรียนรู้และมีใจเปิดรับกับวัฒนธรรมที่หลากหลาย ผลการวิจัยนี้ชี้ให้เห็นว่าการผสมผสานระหว่าง
เนื้อหา การสื่อสารระหว่างกัน และรูปภาพ อีกทั้งการช่วยเหลือจากผู้สอน มีบทบาทสำคัญที่ส่งผล
ทางบวกต่อการอ่านภาษาอังกฤษและการสื่อสารระหว่างวัฒนธรรมของนักศึกษา

สาขาวิชา	ภาษาอังกฤษเป็นภาษานานาชาติ	ลายมือชื่อนิสิต ....
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PIBOON SUKVIJIT BARR: THE EFFECTS OF PROJECT-BASED READING INSTRUCTION ON ENGLISH READING ABILITY AND INTERCULTURAL COMMUNICATIVE COMPETENCE OF UNDERGRADUATE STUDENTS. ADVISOR: ASST. PROF. APASARA CHINWONNO, Ph.D., 339 pp.

This study aimed to (1) investigate the effects of Project-based Reading Instruction (PRI) on Thai students' English reading ability and their intercultural communicative competence, (2) examine the correlation between students' English reading ability and their intercultural communicative competence, and (3) explore students' opinions of Project-based Reading Instruction. Thirty-two EFL students majoring in Tourism Management from a private university in Thailand participated in this experimental study for 14 weeks. This study employed a mixed-methods approach. Five research instruments were designed to elicit data, including the English Reading Ability Test, Intercultural Communicative Competence Test, Project-based Reading Portfolio, Project-based Reading Instruction Questionnaire, and Semi-structured Interview Protocol. The data was analyzed by means of descriptive statistics, paired-sample t-test, Pearson's correlation coefficient, and content analysis. The results of the analyses revealed that (1) students' pre-and post-test scores from the English reading ability test and intercultural communicative competence test had increased significantly, (2) there were also significant correlations between their English reading ability and intercultural communicative knowledge as well as attitudes, and (3) they reported that the designed Project-based Reading Instruction through cultural contents and teacher scaffolding led to their improvement of English reading ability and intercultural communicative competence. Particularly, they had become more curious and open to learning more about other cultures. The findings supported that the integration of text, talk, and image played important roles in achieving positive outcomes on EFL students' reading ability and intercultural communicative competence.

Field of Study:	English as an International	Student's Signature	....
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English reading ability is considered the most important skill required in second language academic contexts (Grabe & Stoller, 2011). In these contexts, reading is fundamental to other language skills and it results in students' academic achievement (Anderson, 2012; Harmer, 2007; Janzen, 2007). Anderson (2012) asserts that good readers have very high success in writing, listening, and speaking tasks in the twenty-first century. This is because they have gained input and developed their reading ability through extensive reading. Therefore, it is crucial that the students master their English reading ability both intensively and extensively for effective global communication.

Unfortunately, however, Thailand is not a reading culture. In fact, reading has never been a pleasurable activity in the Thai society (Strauss, 2008). The lack of their reading habits results in poor English reading ability. As evidenced by the Organisation for Economic Co-operation and Development (OECD, 2012), a report from the Programme for International Student Assessment (PISA) 2009 revealed that Thailand made no progress in reading literacy in the past nine years and was placed in the grouping of the poorest performers. Such problems have been recognized and attempts have been made to resolve them. For example, according to the report by The Government Public Relations Department (2009), The National Education Act 1999 and the Office of the Higher Education Commission introduced new initiatives, guidelines, and projects for English language teaching and learning in institutions. Despite these efforts, studies still reveal poor English reading ability. Two fundamental reasons causing these results are teaching methods and teaching materials at Thai universities. Thai teachers still provide traditional lecture-based instruction in their English classes, resulting in passive and disengaged students (Tolley, Johnson, & Koszalka, 2012). Specifically, a study conducted by Bunyakarte (2008) indicated that the use of lecture-dominant approaches failed Thai students'

reading comprehension. These passive approaches show the lack of interaction and engagement with the text, social interaction and reflection among students and the teacher. In English reading classes, teachers merely follow a commercial textbook in order to finish the lessons and cover all the content needed for the exams. These practices highlight the common practice of teaching to the test. Besides, it projects the teacher-centered approach, with teachers adopting the role of knowledge transmitters rather than mediators of learning. To help Thai students in the tertiary level to achieve excellence in English reading ability, primary changes in the instructional methods and materials have to be made.

1.2   Statement of Problems

The major problem mentioned above similarly occurred in a reading course at Sripatum University. The researcher of this study was appointed to view and report students' learning performance in all English foundation courses to the Institute of General Education, Sripatum University. A striking finding revealed that students lacked English proficiency, especially in reading skills. There was a high percentage of students with low reading ability who failed the course. From 2008 to 2010, it was found that the percentage of Sripatum students who failed the course rose from 2.98% to 14.48% during this period. Further findings revealed that many students were also missing classes and tests. Later on, an investigation was conducted and revealed similar findings as mentioned in the previous section. All classes still employed the traditional teaching method, but with the use of ICT instead of chalk and whiteboard. Students were not engaged in enjoyable activities or exposed to motivating reading materials with culturally embedded-contents. A commercial textbook employed in the course focused mainly on the cultures of native English speakers, such as American and British cultures.   A solution to these existing problems was urgently needed and explained as follows.

Reading instruction in the tertiary level needs to aim at helping students comprehend texts and become fluent readers. Grabe and Stoller (2011, 2013)

explained that reading was a complex skill that requires many components, namely main idea comprehension, rapid and automatic word recognition, fluent recognition processing of phrase and clause structures, strategic processing, motivation, and fluency. This suggests that drawing meaning from the text and interpreting the information based on their background knowledge are not adequate when designing a reading curricula.

Stoller, Anderson, Grabe, and Komiyama (2013) suggested five fundamental goals for effective reading curricula that should be followed. These goals included extensive practice and exposure to print, commitment to building student motivation, attention to reading fluency, vocabulary building, and comprehension skills practice and discussion. In addition, it is found that teachers need to encourage their students to read extensively and creates a supportive environment for reading to develop intrinsic reading motivation (Komiyama, 2009; Stoller et al., 2013). For assessment, it is confirmed that both formal and informal reading assessments are to be implemented in English reading classes. For example, Grabe (2009) suggested implementing text monitoring while reading, assigning group tasks to engage students in discussions for interpretations of texts, using tests of multiple interpretations, and including ways to measure many skills and strategies. In addition, Oakley (2011) revealed that ongoing classroom-based assessment was an effective way that showed students' progress.

The aforementioned principles suggested that students' reading ability could only be developed by employing an effective teaching method. For a reading class, Grabe and Stoller (2013) suggested a class project, besides oral presentation and examinations, as one of the valuable means of reading activities in class. An instructional tool that would suit this suggestion is Project-Based Learning (PBL). It is one of the most appropriate teaching tools that connect language skills and content knowledge together. It is also a potential means of reading teaching due to its integration of knowing, doing, and applying what students know to solve problems (Markham, 2011). This method offers students the opportunity to explore, interact, and make connections between the real world and their own. According to Stoller

(2012), PBL is very flexible. It is adaptable to different student proficiency levels, interests, tangible outcomes, lengths, themes, content resources, and language emphases. These flexibilities lead to great benefits for students, including engagement in meaningful language, collaboration, motivation, enjoyment, and creativity. Students can build up confidence, self-esteem, and autonomy, as well as improve their language skills, content learning, and cognitive abilities. It is evident that PBL can be an alternative teaching tool, which transforms the teacher-centered reading classroom to the student-centered one. This alternative tool can result in effective English reading instruction that leads to students' excellence in English reading ability.

However, instructional methods, such as project-oriented language learning, can become ineffective if it does not take ICC into consideration in the curriculum as suggested by Laopongharn and Sercombe (2009). In Thai English reading classes, content and learning materials are not interesting and relevant to students' needs. McDonough, Shaw, and Masuhara (2013) suggested that materials should develop students for global communication, build global relationships, and improve students' intercultural communication. Matsuda (2012) suggested that reading materials should not focus merely on the language of the native varieties because they limit students' perception of the English language and comprehension of the texts. Cultural content and materials should instead emphasize all speakers who use English as a medium of communication (Cortazzi & Jin, 1999; Matsuda, 2012). It is evident that the integration of cultural content into reading instruction can help students gain motivation to read and develop intercultural communication.

A number of studies revealed that PBL and cultural content benefit English reading teaching and learning in many ways. Firstly, reading intercultural content combined with the instruction of project-based learning possibly created active learning. Students gained motivation, enjoyment, self-esteem, and awareness (Bradley-Levine et al., 2010). Second, as part of project work, teachers and peers could provide valuable scaffolding to support deeper learning, critical thinking and problem-solving skills, in which learner agency was centered and autonomous

learning occurs (Walqui & vanLier, 2010). Students gained content knowledge by reading and discussing any cultural matters and sharing ideas with others through group work. Third, Ketchum (2006) revealed that integrating reading instruction and culture learning promoted literature and cultural acquisition. Also, it helped to shift from a teacher-centered to a student-centered approach. Finally, Shu-jing and Li-hua (2010) suggested that project-based learning was an effective tool in an extensive reading program to develop students' intercultural communicative competence and their language study. This instructional tool indicated that students became an agent of their own learning with the teacher being a facilitator.

According to the aforementioned theories and studies, it can be concluded that project-based learning can be an effective instructional tool that carries out cultural content in an English reading classroom. This integrated practice motivates students to read and helps them to learn about cultural diversity. However, very little empirical evidence has been found for research studies conducted on English reading instruction integrated with project-based learning, emphasizing diverse cultural contents in the tertiary education in Thailand. This reveals a significant gap in English reading research. Therefore, the present study attempted to fill this research gap and discuss the effects of Project-based Reading Instruction on English reading ability and intercultural communicative competence of undergraduate students.

1.3   Research Questions

This study addressed the following research questions:

1. To what extent does Project-based Reading Instruction enhance English reading ability of undergraduate students?

2. To what extent does Project-based Reading Instruction enhance intercultural communicative competence of undergraduate students?

3. Is there a correlation between students' English reading ability and their intercultural communicative competence?

4. What are the opinions of the students toward the Project-based Reading Instruction?

1.4 Objectives of the Study

This study aimed to:

1. investigate the effects of Project-based Reading Instruction on students' English reading ability

2. investigate the effects of Project-based Reading Instruction on students' intercultural communicative competence

3. examine the correlation between students' English reading ability and their intercultural communicative competence

4. explore students' opinions of Project-based Reading Instruction

1.5 Statement of Hypotheses

The integration of project-based learning and English reading instruction, together with the use of culturally-embedded content, may result in enhancing students' English reading ability and intercultural communicative competence. This was confirmed by Gomez (2012) who conducted an action research with a group of 23 advanced EFL students of the Modern Language Program at a university in Bogotá, Colombia. He found that the students could potentially build both language skills, and intercultural knowledge through a process of negotiation by working out the meaning of language in context through the use of appropriate constructivist approaches. Similarly, Ware (2013) utilized project-based learning to enhance students' intercultural communication through the use of authentic international online exchange. Grabe and Stoller (2013) also suggested a class project, as well as oral presentation and examinations, improving reading activities in class.

To determine the effectiveness of the Project-based Reading Instruction, the following hypotheses were formulated:

1. Students' English reading ability will be increased after using the Project-based Reading Instruction.

2. Students' intercultural communicative competence will be increased after using the Project-based Reading Instruction.

3. There is a correlation between students' English reading ability and their intercultural communicative competence.

1.6   Scope of the Study

1. The population of this study was second-year Thai undergraduate students from ten faculties in a Thai university (i.e., Accountancy, Architecture, Business Administration, Communication Arts, Digital Media, Economics, Engineering, Information Technology, Law, and Liberal Arts) and those who enrolled in a foundation English reading course. The sample of this study was 32 second-year Tourism Management major students from the Faculty of Liberal Arts in Sripatum University. Six of those were randomly selected for the semi-structured interviews. This particular group of Tourism Management students, however, was selected because they seemed most likely to remain in the course throughout the study which would therefore create more accurate results. It was confirmed by the Registrar Office of the university that Tourism Management students were permanently assigned to study together in Section 47.

2. The independent variable was project-based reading instruction, which derived from the integration of project-based learning and English reading instruction with culturally-embedded content. The dependent variables were the students' English reading ability, and their intercultural communicative competence.

3. The data were collected using the following research instruments: English Reading Ability Test, Intercultural Communicative Competence Test (including two

instruments—Intercultural Knowledge-based Test and Intercultural Attitudes and Skills Inventory), Project-based Reading Portfolio (including Project-based Reading Portfolio Rubric and Reflection), Project-based Reading Instruction Questionnaire, and Project-based Reading Instruction Interview Protocol.

1.7   Definition of Terms

The terms presented below are the terms that were employed in this study.

1.7.1 Project-based Reading Instruction (PRI) was an English reading instruction integrating English reading instruction and project-based learning to enhance students' English reading ability and their intercultural communicative competence. It consisted of five main steps, namely *prepare*, *research*, *analyze*, *produce*, and *reflect*. Students learned to develop their reading ability and intercultural communicative competence through the use of culturally-embedded reading materials in English. The intercultural reading materials included three sets of cultures by country, namely native English speaking cultures (English, American, and Australian), non-native English speaking cultures (French, Italian, and Japan), and students' own culture (Thai), along with three cultural topics, namely festivals and celebrations, social norms, and intercultural contacts. Students' English reading ability and intercultural communicative competence were also achieved through reading various authentic written and media texts both intensively and extensively, with the use of project work as an interactive tool to connect English reading learning to culturally-embedded content. Due to this instruction, the teacher played various roles throughout the learning process. The assessment and evaluation of their learning process and product were measured in all steps of the project work using English Reading Ability Test, Intercultural Communicative Competence Test (including Intercultural Knowledge-based Test and Intercultural Attitudes and Skills Inventory), Project-based Reading Portfolio (including project-based reading portfolio rubric and student's reflection), Project-based Reading Instruction Questionnaire, and Project-based Reading Instruction Interview Protocol.

1.7.2 English reading ability was the ability to comprehend various authentic written and media texts in diverse cultural contents in two levels, literal comprehension and interpretation comprehension through the use of Project-based Reading Instruction (PRI). To obtain English reading ability, students were prepared with motivating reading activities and learned reading comprehension strategies explicitly (i.e., skimming for gist, scanning for specific information, analyzing words, inferring comparison, and making conclusion and reference), researched cultural information through exploration of various written and media texts about different cultures, analyzed cultural differences through scaffolding, produced a project product through collaboration, and reflected on their own learning. English reading ability in this study was reflected by the scores obtained by students in the English Reading Ability Test. The reading test referred to the researcher-made pre-and post-English Reading Ability tests, along with the data derived from the Project-based Reading Portfolio (including project-based reading portfolio rubric and student's reflection), to observe students' English reading ability and students' reading progress.

1.7.3 Intercultural communicative competence was the ability to communicate effectively and appropriately in situations where English was utilized by speakers of diverse cultures. It consisted of attitudes, knowledge, understanding, and skills which were combined and applied through actions (Deardorff, 2006). In this study, the term referred to the ability to communicate effectively and appropriately with both native English speakers and non-native English speakers from diverse cultures based on students' knowledge, attitudes, and skills. This ability was achieved from understanding written texts related to native English speaking cultures (English, American, and Australian), non-native English speaking cultures (French, Italian, and Japanese), and the students' own culture (Thai) through reading and exploring various cultural materials on three topics (festivals and celebrations, social norms, and intercultural contacts derived from students' survey), as well as working collaboratively on a reading project. In this study, *knowledge* referred to the acquisition of specific cultural knowledge based on the three cultural topics.

Attitudes referred to the demonstration of openness and curiosity towards other cultures of people who used English for communication. *Skills* referred to two skills domains of discovery and interaction. Intercultural communicative competence in this study was reflected by the scores obtained from Intercultural Communicative Competence Test taken before and after the implementation of PRI and the scores obtained from Project-based Reading Portfolio Rubric. In addition, descriptive data from students' reflections in the Project-based Reading Portfolio were used to observe the progress of students' intercultural communicative competence.

1.7.4 Undergraduate students referred to second-year Thai undergraduate students from ten faculties of Sripatum University, Bangkhen Campus (i.e., Accountancy, Architecture, Business Administration, Communication Arts, Digital Media, Economics, Engineering, Information Technology, Law, and Liberal Arts). However, students majoring in Tourism Management from the Faculty of Liberal Arts were selected as the sample of the present study. Their ages ranged from 19 to 20. It was presumed that they were at the intermediate level of English proficiency as they all had passed English Foundation I and II.

1.8 Significance of the Study

The aim of this study was to develop a reading intervention to enhance English reading ability and intercultural communicative competence for Thai undergraduate students. This study was significant in two ways, namely in terms of theoretical significance and practical significance.

Firstly, the results were expected to contribute to and reflect on English reading and intercultural communication which would benefit Thai undergraduate students. Furthermore, the developed Project-based Reading Instruction (PRI) could be used as baseline data for English reading courses for undergraduate students in Thailand.

Besides, this study also provided the practical or pedagogical implications and its purposes. The insightful descriptions of the design of PRI and students' opinions

and reflections toward the instruction could yield valuable guidelines for Thai teachers who desired to implement PRI in their reading course to promote English reading and intercultural communication.

CHAPTER II

LITERATURE REVIEW

This chapter describes four fundamental theories which were the center of this study: (1) English reading instruction, (2) project-based learning, (3) intercultural communicative competence, and (4) instructional design. Each conceptual theory is discussed in terms of its general characteristics, practice, and assessment. Towards the end of this section, the relationships between these theories are discussed and summarized.

2.1 English Reading Instruction

This study agreed with the prominent scholars such as Grabe and Stoller (2011) and Bharuthram (2012) that reading was the most crucial skill of all formal education. To highlight the importance of English reading in second language learning, this section aims to explain the nature of reading abilities, reading comprehension, trends in English reading instruction, English reading models, English reading tasks and materials design, and trends in English reading assessment. Based on these components, a model of English reading instruction of the present study was proposed.

2.1.1 The nature of reading abilities

Earlier definitions of reading implied that learners acquired the knowledge of letters and identification of words, or the process of receiving and interpreting information from a printed text to achieve reading abilities. Later definitions, however, went beyond just letters and meanings. Grabe and Stoller (2011) proposed that learners required (1) different skills and strategies, (2) ability to explain skills, processes, and knowledge, (3) various cognitive features that were involved in the operation of reading process with time constraints, (4) the ability to draw and interpret meaning based on the first or second language proficiency, and (5) social context. The present study agreed with these requirements because the decoding of

written texts was far more complex and required other variables. Applying these five requirements to reading instruction, this study took the four factors suggested by Grabe and Stoller (2011) into consideration: purposes for reading, process required for fluent reading, components of reading, and models of reading.

2.1.2 Reading comprehension

For the purpose of reading, the ultimate goal of reading is comprehension (Anderson, 2008; Stoller et al., 2013), which refers to the ability to understand information. It requires four fundamental components which included a reader, context, text, and transaction (Pardo, 2004). In addition, readers' reading skills and experiences (i.e., language skills, cognitive resources, and world knowledge) also play important roles for text comprehension (Department for Education, 2006). Based on these descriptions, reading comprehension can be viewed as process, product, and sociocultural practice.

2.1.2.1 Reading comprehension: process, product, and sociocultural practice

Reading comprehension can be viewed as a process. Richards and Schmidt (2010) suggested that reading was the process of understanding written text, and its result was reading comprehension. Grabe and Stoller (2011) referred to the reading process as a "cognitive activity involving skills, strategies, attentional resources, knowledge resources, and their integration" (p. 9). However, it was argued that the reading process was difficult to view because it was a silent, internal, and private experience. With all these variables, it was clear that the process of reading was different for different readers, depending upon the purpose, time, and reading texts. As product, Alderson (2000) claimed that the reading product was the result of the reading process, which emphasized the reader's long-term memory as a primary factor for successful comprehension. Reading also has a sociocultural view of literacy. Many scholars and researchers do not view literacy as a process that could be applied to everyone. They believe that reading and writing are practiced and viewed differently by different social groups and that the reading ability of the readers can

be influenced by the literacy use in their first language (Bharuthram, 2006). Therefore, it can be concluded that readers can comprehend and interpret the same text differently, depending upon the practice and background of their native tongue. It is also likely that the readers, who are from a different culture from the writer, can miscomprehend and misinterpret the text they read. It is crucial that teachers explicitly describe appropriate comprehension and interpretation of culturally-embedded texts.

According to the aforementioned description, it can be understood that readers may or may not draw a similar meaning from the same text due to readers' reading processes and experiences. Therefore, it is useful to describe the three general reading processes used in reading comprehension—the bottom-up, top-down, and interactive models.

1. The bottom-up model

This lower-level reading process is the oldest model emphasizing the linguistic features. It is prone to be direct instruction. Readers are required to learn and understand the linguistic features starting from the smallest unit of morpheme recognition to the larger unit of semantics in combining strings of words to form phrases or longer sentences. At the end, the meaning of the text is to achieve comprehension (Hubley, 2012). There are three sub-skills involved in this approach: decoding, word recognition, and lexical access. Based on this model, the phonics approach had been applied (Anderson, 2008).

2. The top-down model

Unlike the bottom-up processing, the top-down model emphasizes meaning of a large amount of text and is considered to be more active. It involves schemata or background knowledge of the readers in order to perceive and interpret data. Readers make predictions using contextual cues and prior knowledge to comprehend texts. In this model, the readers do not have to understand every single word because the goal of reading is skimming for gist comprehension and identifying main ideas and supporting details. These micro-skills lead to whole-text

comprehension (Hubley, 2012). Therefore, teachers most likely focus on meaning-generating activities rather than the mastery of the skills of letter, sound, and word recognition (Anderson, 2008).

However, it is evident that both top-down and bottom-up processing should be designed in a reading instruction because they both complement each other to reading comprehension. The bottom-up processing helps to activate the schemata and the top-down processing facilitates the reader's interpretation (Anderson, 2008; Carrell & Eisterhold, 1988). The combination of both processes gives rise to an integrated reading model called the interactive model.

3. The interactive model

The interactive model is utilized and believed to be "the most comprehensive description of the reading process" (Anderson, 2008). According to Anderson (2008), the best readers would shift from top-down reading strategies to bottom-up reading strategies when they encountered difficult linguistic items. This instructional model currently played a key role in reading instruction, material development, and reading assessment (Hubley, 2012).

The present study applied the interactive reading model because it combined process, product, and sociocultural views in English reading instruction to facilitate students' English reading comprehension. It is also considered the most appropriate reading comprehension level to the students' reading ability, which could be explained as follows:

2.1.2.2 Reading comprehension levels

Many English reading scholars have classified reading comprehension into different levels, from the lowest to the highest level of reading ability (Alderson, 2000; T. C. Barrett, 1972; Falke, 1982; Richards, Platt, & Platt, 1992; Rubin, 1993). These levels can be used as a construct for reading comprehension assessment. Four primary levels are described as follows:

1. Literal comprehension focuses on understanding, remembering or recalling the information explicitly as it appeared in the reading passage (T. C. Barrett,

1972; Falke, 1982; Rubin, 1993) . What has been learned in this level is that the elements of facts, sequencing of incidents, and details based on students' memorization and surface understanding could be measured. Tests are objective and dealing with various assessment methods such as true/false, multiple choice, gap filling, and recalling and identifying sequences of events or ideas.

      2. **Interpretative comprehension** requires readers to think beyond what it has appeared in the passage. It is then clear that this level of reading comprehension focuses on identifying the hidden meaning of a passage and what the writer has implied. Therefore, readers need to use their experience and background knowledge of the world. Some of the reading skills and strategies needed are determining word meanings, finding the main idea, making inferences, drawing conclusions, recognizing cause and effect reasoning, and analogies, predicting outcomes, and describing relationships (Falke, 1982; Rubin, 1997).

      3. **Critical or evaluative comprehension** is a higher level of comprehension that involves making evaluations and personal judgments based on the actual text and the readers' own background of personal experience. Readers at this level are required to employ sophisticated reading tasks such as collect, interpret, apply, analyze, and synthesize information (Rubin, 1997).

      4. **Appreciative comprehension** is an additional level of reading comprehension proposed by scholars such as Rubin (1997) and Barrett (1972). This level involves the affective view of reading comprehension in which readers are required to react to the content or writer's use of language, give valued and emotional responses, and identify characters or incidents stated in the passage they had read.

      Based on the aforementioned descriptions, it is clear that the two levels of literal comprehension and interpretive comprehension were appropriate for the reading comprehension assessment of the present study with students of low English reading proficiency. The next section explains the reading procedure, skills, and strategies used in the present study.

2.1.3 Reading procedure, skills, and strategies

Reading procedure, skills, and strategies are considered by teachers in order to encourage students to develop their reading abilities and provide effective reading instruction.

2.1.3.1 Reading procedure

There are many different stages of reading comprehension suggested by many scholars in the field of English reading. It is learned that these stages are basically embedded into the model, which has been most applied in English reading instruction, by Williams (1986). These stages are as follows:

1. **Pre-reading stage** aims to arouse students' interests and motivation and to introduce key vocabulary and expressions in the passage. The former involves connecting the text to the students' experience or background knowledge. The latter provides students with a purpose for reading and an opportunity to make predictions about the text they will read. Activities performed at this stage include predicting, discussing topics or situations, and teaching linguistic items.

2. **While-reading stage** focuses on helping students to understand the purpose of reading, extract message from specific content, and perceive the structure of the text. Activity types in this stage include marking, checking or arranging items from pictures, drawing pictures, gap filling, completing charts or grids, true/false statements, multiple choices, and searching for specific information.

3. **Post-reading stage** is an extension of what has been read. Students reflect and relate the text to their own knowledge, interests, and views. Also, other language skills can be performed in order to express their thoughts and feelings. Activities involved in this stage are checking comprehension of the reading text and making comments through writing or speaking.

The aforementioned evidence reveals that these stages are essential when designing a reading lesson. These three fundamental stages were thus designed within the interactive model with appropriate and effective reading tasks in the

English reading instruction of the present study. The next section explains these two concepts.

2.1.3.2 Reading skills and reading strategies

After reviewing literature for this part, it is obvious that reading skills and reading strategies are different by the criterion of consciousness of a reader (Anderson, 2008). Strategies are the conscious actions that a reader takes to improve his or her reading skills. Once the reader employs the reading strategies unconsciously and automatically, then these strategies become skills which can be found mostly in fluent readers (Grabe & Stoller, 2011). It can perhaps be said that reading strategies are fundamental for successful reading comprehension, as confirmed by McNamara (2009) who stated that using appropriate strategies was important for successful readers. It can be concluded that strategies used by poor readers can become skills when they gain fluency. Therefore, it is necessary to explicitly teach reading strategies in the classroom.

There were two main comprehension strategies, which are currently taken into consideration when teaching English reading comprehension, namely cognitive and metacognitive strategies. This present study decided to concentrate on cognitive strategies rather than metacognitive strategies. Since students in the study were students with poor English reading ability, it was more beneficial to teach them cognitive strategies in order to help them to comprehend culturally-embedded texts and to prepare them for project work. Among all of the cognitive strategies, it is found that the process that reflects the action of skimming for gist, scanning for specific information, analyzing words, inferring comparisons, and making conclusions and inference are fundamental. These reading strategies were then applied to an appropriate and up-to-date English reading instruction of the present study.

2.1.4 Trends in English reading instruction

After reviewing the proposals by Anderson (2012) and Stoller et al. (2013), it is evident that the current trends in English reading instruction highlighted explicit reading instruction, extensive practice and exposure to print, commitment to building

student motivation, attention to reading fluency, vocabulary building, and comprehension skills practice and discussion. It is also found that including the principles proposed by Grabe and Stoller (2013) in a reading curricula would be most beneficial to learners. These nine principles for reading instruction included the following:

1. Integrate reading skill instruction with extensive practice and exposure to print.

2. Use reading resources that are interesting, varied, attractive, abundant, and accessible.

3. Give students choices in what they read.

4. Introduce reading skills and provide students with practice opportunities by first drawing on course book passages.

5. Connect reading to students' background knowledge.

6. Structure lessons around pre-, during-, and post-reading tasks.

7. Provide students with opportunities to experience comprehension success.

8. Build expectations that reading occurs in every lesson.

9. Plan instruction around a curricular framework that integrates goals for the development of reading abilities.

   To do so, Grabe and Stoller (2013) suggested the following objectives.

1. Promote word recognition efficiency.

2. Assist students in building a large recognition vocabulary.

3. Create opportunities for comprehension skills practice.

4. Build students' discourse-structure awareness.

5. Develop the strategic reader.

6. Build students' reading fluency.

7. Provide consistent, extensive reading opportunities.

8. Motivate students to read.

9. Integrate content- and language-learning goals.

It was suggested that the aforementioned principles and objectives were integrated into an effective reading method. The present study considered three different reading models, namely SQ3R model by Robinson (1961), Scaffolding Academic Language model by McCloskey, Orr, Stack, and Kleckova (2010), and 3R model by Ketchum (2006). These are explained in the next section.

2.1.5 English reading models

The three reading models were adapted based on the four criteria (1) content-area texts, (2) cultural learning, (3) reading teaching texts through the before-, during-, and after-stages, and (4) interactive reading instruction. The three English reading models are described as follows:

2.1.5.1 SQ3R model

The SQ3R strategy stands for Survey, Question, Read, Recite, and Review. It was developed by Robinson (1961) for students to use when reading content materials. It was claimed to be an effective strategy that is integrated into many content areas and levels of English proficiency. It is agreed that this model helps students to comprehend and retain information by the use of the five steps below.

1. Survey (Before-reading stage): Students survey texts by looking at the titles, introductory paragraphs, and headings to get an overview of the passage they will read.

2. Question (Before-reading stage): Students ask questions to set an expectation of the answer to be found in the passage that they will read.

3. Read (During-reading stage): Students read the text to answer the given questions formulated in the previous step.

4. Recite (After-reading stage): Students attempt to answer the questions using their long-term memory.

5. Review: Students verify the answers given during Step 4 by rereading parts of the texts or notes.

2.1.5.2 A scaffolding academic language for English students model

McCloskey et al. (2010) proposed a reading model using scaffolding as the key strategy. The instructional sequence includes into the text, through the text, and beyond the text. It is learned that the highlight of this model is scaffolding from teachers and their peers that help students to achieve the goal of comprehension. The fundamental stages are described as follows:

1. Into the text. It involves preparing the students with background information about the text and connecting it with students' own experience. The teacher facilitates students to build background knowledge and vocabulary, and develops text structure and reading strategies.

2. Through the text. It emphasizes scaffolding strategies and schema for comprehending texts. Students apply reading strategies from Stage 1 and use different ways to read a text such as reading aloud, paired reading, and thinking aloud.

3. Beyond the text. It focuses on building reading fluency, extending other language skills, word study, and grammar focus.

2.1.5.3 The 3R model

The 3R model, proposed by Ketchum (2006), is divided into three principal stages, namely recognize, research, and relate. The model emphasizes the process of analysis and interpretation. It is one of the interactive strategies that combine linguistic, literary, and cultural learning. Culture is the fundamental focus of this model because it aims for students to demonstrate an understanding of the relationship among practices, perspectives, and products of a target culture. Each stage of the model is explained as follows:

1. Recognize stage. Students discover gaps in their knowledge regarding the target culture, and recognize the textual elements which trigger their schemata such as linguistic and literary elements. As a result, it guides the second phase of research into the target culture.

2. Research stage. Students investigate areas of the target culture that most interest them and in which they lack adequate background knowledge. In this second phase, it is important to use multiple and varied types of resources such as books, articles, the Internet, or even native sources from the community in that culture. Thus, students are able to relate the texts, linguistic practices, and individual cultural perspectives.

3. Relate stage. Students make connections between the literary and linguistic practices of the writer and his or her cultural perspectives that they have researched. This stage helps them to understand the variety of perspectives that exist in a single culture and become less biased towards the target culture; thus, viewing it as equal to their own. It is encouraged that the 3R techniques are used in a course such as an introduction to literary analysis or a survey course of literature.

The aforementioned reading models are considered as very useful tools in helping to foster effective reading ability. Table 1 illustrates the synthesis of the reading instructional frameworks.

Table 1: Synthesis of the Reading Instruction Frameworks

General Stages	Robinson (1961) SQ3R	McCloskey et al. (2010) A Scaffolding Academic Language	Ketchum (2006) 3R model	Synthesis of reading instruction of the present study
Before-reading	1. Survey -Students survey the text to build background knowledge. 2. Question -Students form questions before reading the text.	1. Into the reading -Teacher introduces vocabulary. -Teacher builds students' background knowledge. -Teacher introduces schema of reading genre. - Teacher introduces reading strategies and features.	1. Recognize -Teacher triggers students' background knowledge (linguistic and literary elements). -Students discover knowledge of the target culture.	1. Introduce -Teacher activates students' background knowledge and experience about cultural content. - Teacher motivates discussion and contribution of knowledge. -Teacher links words to the world through explicit reading instruction (linguistic elements, important pre-reading strategies, and comprehension skills) and questions. -Students explore text organization and hypothesize their answers.
During-reading	3. Read -Students read the text and memorize information to answer the questions.	2. Through the reading -Students make predictions of the text.	2. Research -Students investigate the target culture through multiple and varied types of resources.	2. Read -Students read (oral reading, buddy reading) culture-related texts, and look for cultural clues. 3. Research -Students summarize the reading passage using an organizational graphic. -Students work in pairs and read the text assigned for out-of-class research activity. -Students identify a problem (s) or question from the reading, and try to find answers by researching or

General Stages	Robinson (1961) SQ3R	McCloskey et al. (2010) A Scaffolding Academic Language	Ketchum (2006) 3R model	Synthesis of reading instruction of the present study
				interviewing other people.
After-reading	**4. Recite** -Students answer the questions without looking at the texts or notes. **5. Review** -Students verify the answers by rereading parts of the texts.	**3. Beyond the reading** -Students retelling story. -Students develop and practice vocabulary. -Students organize schema for writing. -Students apply text features to writing.	**3. Relate** -Students apply newly developed schemata back to the text. -Students make connection between literary and linguistic practices of the writer and his or her cultural perspectives to become less biased.	**4. Analyze** -Teacher introduces Moran's five-point cultural model to analyze culturally-embedded texts and practice in the whole class. -Students work in pairs or groups to reread their selected passages and interpret them. -Students discuss what they have analyzed. -Students reflect on the texts by comparing and contrasting with their own culture and identify conflicts, discuss, and write a paragraph to explain. **5. Reflect** -Students share their questions and findings and reflect on their perspectives different cultures. -Students establish comprehension through class discussion. -Teacher wraps up on the English reading strategies and cultural content that the students have learned.

2.1.6 Design of English reading tasks and materials

It is agreed that teachers consider applying the aforementioned principles into English reading instructional stages and designing English reading tasks and materials which complement the instructional approach (Anderson, 2008; Grabe & Stoller, 2011, 2013; Stoller et al., 2013). Collaborative learning seems to benefit all levels of students in mixed ability groups or pairs. Students can gain more motivation and enjoyment in reading because they become more aware of how others read and discuss the reading strategies and skills, and interpret texts when working collaboratively in groups (Bunyakarte, 2008; Genesee & Riches, 2006; Grabe, 1991). It is believed that much of the guidance comes from collaborative learning in the group structure which can be viewed in a learning approach such as project based-learning.

2.1.7 Trends in English reading assessment

It is discovered that the current English reading assessment for second language learning connects with interactive model of English reading instruction (Hubley, 2012). Reading assessment is covered in all the three reading stages (pre-, while-, post-reading) which emphasize different reading strategies in each stage. Formal and informal assessments are suggested in reading instruction. However, it is highly recommended that formal assessments are used. Anderson (2008) suggested that achievement testing was very important in all reading and language instruction programs. He revealed that standardized assessments were not as complex as process ones and the result would reveal whether or not the teaching had accomplished its objectives.

The suggestion by Oakley (2011), however, are most promising. He suggested that relying on qualitative assessment alone might not be fully accurate or reliable. The assessment of reading comprehension needed to involve both standardized testing and a series of assessments (such as through interviews, survey, analysis of artifacts, questioning, or thinking aloud). Thus, teachers were able to view students'

learning product and process and facilitate them along the way to reach reading comprehension.

The reading comprehension tasks in standardized assessment proposed by Grabe (2008), which were commonly used in classroom contexts, included the following.

1. Fluency and reading speed

2. Automatic and rapid word recognition

3. Search processes

4. Vocabulary knowledge

5. Morphological knowledge

6. Syntactic knowledge

7. Text-structure awareness and discourse organization

8. Main-ideas comprehension

9. Recall of relevant details

10. Inferences about text information

11. Strategic-processing abilities

12. Summarization abilities

13. Synthesis skills

14. Evaluation and critical reading

Several types of informal assessments were suggested for the aforementioned tasks including observations, self-reporting measures, progress charts, performance inventories, participation and engagement records, and portfolios (Grabe, 2008).

2.1.8 Summary of English reading instruction

After reviewing the literature, it is convinced that reading process, reading product, and the sociocultural aspects of English reading are highlighted. In this

study, the reading process referred to comprehension strategies, as well as motivation and fluency of reading through intensive and extensive reading. The product of the reading was the ability to comprehend texts. Diverse cultural contents were included in the sociocultural aspect to facilitate students to effective English reading comprehension. Interactive learning environments were offered to students in order to engage them in collaborative work and improve their English reading ability and intercultural communicative competence. The synthesis of the three reading models (SQ3R, A Scaffolding Academic Language, and 3R model) was integrated with the synthesis of the project-based learning frameworks explained in the next section to constitute Project-based Reading Instruction (PRI). This study integrated the content syllabus with the project-based learning syllabus using various types of authentic tasks and culturally-embedded reading materials. Formal assessments were used to assess students' English reading ability. A growth or progress type portfolio was also employed to triangulate with the result obtained from the formal assessments and to observe students' learning progress.

2.2 Project-Based Learning: Theory and Practice

Project-Based Learning (PBL) is suggested as one of the effective instructional tools which enhance both content knowledge and language skills simultaneously. This section describes its theoretical background and practices and how it was used in the present study.

2.2.1 Theoretical foundations for project-based learning

It is believed that PBL is one of the language teaching pedagogies supported by the theory of social constructivism. It emphasizes the importance of learning through social interactions with other people. This instructional pedagogy involves other theories which are essential to 21st century learning, namely social constructivism, cooperative learning, collaborative learning, autonomy in language learning, and learner-centeredness. The following section concerns these strands.

2.2.1.1 Social constructivism theories

As summarized by Waring and Evans (2015), social constructivism is referred to as "the process by which learners are integrated into a knowledge community" (p. 37). This knowledge community involves social interaction between students, which is the center of learning. It assists students to understand ideas or concepts and to perform or think more effectively and creatively (Vygotsky, 1962). This meaning, which was proposed by Kim (2010), becomes even more dynamic with the additional concept of culture and context in understanding any society.

The aforementioned aspects of social constructivism reveal the significance of social interactions which affect cognitive development, the Zone of Proximal Development (ZPD), and the role of scaffolding. Vygotsky contributed a high priority to the ZPD which was strongly associated with scaffolding when students were at the ZPD for a particular task. Walqui and vanLier (2010) stated that students were able to achieve mastery of the task and then perform the same task again on their own when they were given appropriate assistance or scaffolding. This was claimed to help develop students' cognition. The next section describes two methodologies which are associated with building students' cognition.

2.2.1.2 Cooperative learning

Cooperative approaches in the field of education were developed by Slavin and his colleagues (Stahl, Heubach, & Cramond, 1997). Basically, it is a teaching methodology which is geared towards gaining fundamental knowledge. These teaching approaches result in student achievement, develop higher level thinking skills, improve interpersonal and problem-solving skills, give greater intrinsic motivation, heighten self-esteem, and encourage positive attitudes toward learning (Dornyei, 1997; Johnson & Johnson, 1998; Johnson, Johnson, & Stanne, 2000; Olsen & Kagan, 1992; Slavin, 1995).

Despite its benefits, it is found that cooperative learning contains some weaknesses. In a research study conducted by Siritararatn (2007), she stated that cooperative learning could be challenging in the Thai context because those

who had high responsibility would always do most of the work. It seems that cooperative learning might not be an effective means of determining a student' individual performance. The following section provides collaborative learning as another approach in the formal classroom setting.

2.2.1.3 Collaborative learning

Collaborative learning is claimed to be more proactive than the cooperative learning approach. These two approaches are similar in some ways and different in others as pointed out by Mayers (1991) and Rockwood (1995a, 1995b).

Similarly, cooperative and collaborative learning approaches support a discovery-based approach to learning, and they are related to the Zone of Proximal Development (ZPD). In contrast, the cooperative approach is structured utilizing the full control of the teacher. Its central focus is on fundamental knowledge, which is suitable for courses that require more knowledge content and for students in the lower academic level. As for collaborative learning, its emphasis is towards the process of learning, which is student-centered and focused on student talk. Student talk was stressed as a means for working things out, group participation, discovery, engagement, interaction among students, and responsibility to decide on the activities, group assignments, and assessments.

2.2.1.4 Autonomy in language learning

Learner autonomy is one of the ultimate goals of education for lifelong learning, particularly in second language learning. Its concept is defined by Holec (1981) as "the ability to take charge of one's own learning" (p. 3). Nunan (1989) stated that teachers still played a significant role as facilitators who provided appropriate resources, and teaching materials based on students' needs.

The concept of autonomy has increasingly become a key concept in English language learning in the 21st century. It is certainly important for developing students' awareness of learning and influencing activities such as self-access, learner training, classroom practice, and curriculum design.

2.2.1.5 Learner-centered approach

Learner-centered instruction originated from both constructivist developmental and socio-cultural theories of learning. Richards and Farrell (2011) defined learner-centered teaching as the "teaching that reflects learners' individual differences in cognitive styles, motivations, needs and interests" (p. 130). They further explained that in order to develop learner-centered instruction, teachers should focus on teaching that involved real-life experience, interaction, and cooperation and development of shared interests and concerns. With this explanation, they asserted that a goal of learner-centered teaching was to create a sense of community among students, build motivation into a lesson, develop language ability, understand the students' needs and goals, and build learner-centered outcomes into the lessons. Vale, Weaven, Davies, and Hooley (2010) suggested that teachers using this approach became facilitators or coaches whose function was to support students to actively discover and reconstruct knowledge through their own actions. Thus, the central role of teachers as knowledge transmitters in the pedagogical process was relinquished.

Based on the aforementioned descriptions, project-based learning seems to project the principles and characteristics of the five pedagogical strands. The following section describes the background of project-based learning and its components in English teaching instruction.

2.2.2 Project-based learning: Means of integrating language and content

Project-Based Learning (PBL) was first introduced in the early 1900s by David Samuel Snedden and has since been utilized in many academic fields and levels of study. In second language education, PBL was established about two decades ago (Hedge, 1993). This section describes its types, steps, assessment, benefits, and drawbacks.

2.2.2.1 Definition of project-based learning

PBL had been widely defined by a number of experts in the field of education. Most definitions seem to reflect a similar view that engages students in

accomplishing an outcome which involves problem solving through meaningful and authentic tasks. It promotes student-centeredness, learner autonomy, collaborative learning, critical thinking, and creativity. However, the definition of PBL which seems to capture many important characteristics is given by Mergendoller, Markham, Ravitz, and Larmer (2006), as described below:

> *A systemic teaching method that engages students in learning essential knowledge and life-enhancing skills through an extended, student-influenced inquiry process that is structured around complex, authentic questions and carefully designed products and tasks*. (p. 587)

The aforementioned definition additionally reflects direct, process, and interactive-oriented learning, which seems appropriate and effective for English language education. To successfully conduct this approach, it is beneficial to learn its characteristics.

2.2.2.2 Characteristics of project-based learning

Many scholars have contributed descriptions of PBL. However, Stoller (1997) described the primary characteristics of project work more fruitfully as follows:

1. PBL focused on content learning through language learning.

2. It was student-centered with the teacher playing a role that offers support and guidance throughout the process.

3. Students worked cooperatively on their own, in small groups, or as a class to complete a project.

4. It was the integration of skills and processing of information from varied sources which reflected real-life tasks.

5. The end product of students' project work could be shared with others.

6. It improved students' language skills, content learning, and cognitive abilities, and built their confidence, self-esteem, and autonomy.

These characteristics, in turn, reflect the significant roles of both the teacher and students, which cannot be seen in the traditional teaching and learning of the English language. Teachers become facilitators and managers of the process of teaching to successfully conduct project work in a classroom. It is suggested that teachers used interpersonal and communication skills by showing care and interest in students' lives, and the ability to manage the open-ended learning process (Markham, Mergendoller, Larmer, & Ravitz, 2003). Students become active students who are involved in social interactions for accomplishing tasks, solving problems, or sharing perspectives of the subject, plans, resources, and skills during the learning process.

2.2.2.3 Types of projects

Based on a number of researchers, there are different types of project work, which are described as follows:

Haines (1989) classified PBL into three types based on how final products were presented, namely production projects, performance projects, and organizational projects.

Legutke and Thomas (1991) classified three types of projects, namely encounter projects (students had direct contact with native speakers such as in an excursion or class trip), text projects (students experienced and responded to the world around them through a given text), and encounter-text projects (students used different texts produced for the specific purpose of establishing communication exchanges between groups and individuals).

Stoller (1997) classified project works into five types, according to data collection techniques and sources of information, namely research projects, text projects, correspondence projects, survey projects, and encounter projects.

The present study considered choosing the research project type because it seemed to implement cultural learning which involved students in researching and reading various texts related to the target cultures in different topics.

2.2.2.4 Steps in developing a project

There are a number of frameworks which offer different stages or phases in operating a project work (Alan & Stoller, 2005; Fried-Booth, 1986; Markham et al., 2003; Sheppard & Stoller, 1995; Stoller, 2010). It is however revealed that the stages of these frameworks share similar characteristics which can be concluded into three simple stages of planning, developing, and presenting.

The present study considered adapting two frameworks by Stoller (2010) and Nekrasova-Becker (2012) because they were designed for use in reading instruction and culture learning in global communication. In her framework, Stoller (2010) proposed seven steps which were modified from her previous 10-step framework. She collapsed two steps in each cyclical step in which the teacher played an important role in scaffolding and helping students to compile information, analyze data, and present the data. The seven-step process can be explained as follows:

Step 1: Agree on a theme for the project—the teacher and students agree on the theme for the project work.

Step 2: Determine the final outcome—the teacher and the students determine the final outcome of the project.

Step 3: Structure the project—the teacher and the students structure the project.

Step 4: Information gathering cycle—the teacher prepares students for the language and strategy demands of information gathering.

Step 5: Information compilation and analysis cycle—the teacher prepares students for the language and strategy demands of compiling and analyzing information.

Step 6: Information reporting cycle—the teacher prepares students for the language demands of finalizing the project repeatedly until they can produce a written or spoken report.

Step 7: Evaluate the project—the students' self-evaluation, peer evaluation through constructive feedback, and reflection are used as a crucial feature. The evaluation involves language, strategies, content, and experience gained during the project.

Similar to Stoller's framework, Nekrasova‑Becker (2012) suggested seven steps of a project work for a high school Russian language classroom that emphasized content and foreign language learning. Their project-based research included seven steps, namely (1) identifying a relevant theme from the curriculum, (2) determining the final outcome(s), (3) structuring the project, (4) gathering information, (5) compiling and analyzing information, (6) reporting information, and (7) evaluating the project. The description of each step is akin to Stoller's framework, but without the cyclical feature. The highlight of their framework is the project evaluation that appears in all steps. They expanded on evaluating the project step as a fundamental element which took place from the beginning to the end of a project-based activity. Incorporating these two frameworks, the synthesis of a project-based learning framework can be seen in Table 2.

Table 2: Synthesis of Project-Based Learning Frameworks

General stages	Stoller (2010)	Nekrasova‑Becker (2012)		Synthesis of project-based language learning of the present research study	
Planning	1. Agree on a theme for the project 2. Determine the final outcome 3. Structure the project	1. Identifying a relevant theme from the STEM curriculum 2. Determining the final outcome(s) 3. Structuring the project	Evaluating the project	**1. Prepare** 1. Exploring the project work and culture 2. Discussing project work, outcomes 3. Planning tasks, responsibility, and outcome	Evaluating the project
Developing	4. Information Gathering Cycle 5. Information Compilation and Analysis Cycle	4. Gathering information 5. Compiling and analyzing information		**2. Search** 4. Preparing for language demand in the information search 5. Searching for information 6. Attending teacher-student	

General stages	Stoller (2010)	Nekrasova‑Becker (2012)	Synthesis of project-based language learning of the present research study	
			conference 　7. Revising and summarizing **3. Analyze** 　8. Preparing language demand for information analysis 　9. Analyzing information 　10. Attending teacher-student conference 　11. Revising and rewriting	
Presenting	6. Information Reporting Cycle 7. Evaluation	6. Reporting information	**4. Create** 　12. Preparing for presentation 　13. Creating project presentation 　14. Attending teacher-student conference 　15. Revising and presenting **5. Wrap-up** 　16. Reporting and reflecting on new knowledge	

2.2.2.5 Project-based learning assessment

Since PBL is a bridge in language study (process), language use (product/ performance), and the approach to integrating language and content, the traditional means of assessing students' ability using summative assessment alone would not seem to suit its purpose. It is agreed that both summative and formative assessments should be carefully designed and constructed to support students' learning and performance (Becker & Nekrasova‑Becker, 2012; Stoller, 2010). Becker and Nekrasova‑Becker (2012) suggested a variety of assessments in all steps of PBL. Those assessments included (1) formative assessment to collate students' progress, (2) summative assessment to determine students' achievement, (3) direct assessment to observe students' knowledge, skills, and abilities, and (4) indirect assessment to investigate students' self-reflection and attitudes.

After reviewing literature, it was convincing that a working-type portfolio for assessment seemed most suitable for the present study because it presented evidence of the students' performance, engaged the students to review and reflect on their own performance, and promoted collaboration with their peers and the teacher (Richards & Farrell, 2005). Most importantly, its purpose was to triangulate its result with the other result obtained from the standardized testing, to reveal the progress of students' reading ability, project work, and intercultural communicative competence. In turn, this promoted learner autonomy and learner-centeredness (Lo, 2010). In terms of portfolio assessment rubrics, this study was carefully designed as the criteria needed to meet the class instructional goals and objectives. Three features were included in the rubric to make it effective—(1) a set of aspects of product or performance, (2) a scale with numerical scores describing each level of performance, and (3) criteria with specific indicators for evaluating a product or performance's quality (Markham et al., 2003). The assessment was made by the teacher, while peers and individuals assessed each other.

2.2.2.6 Benefits and drawbacks of using project-based learning

In the present study, students' reading ability and intercultural communicative competence were expected to increase greatly because PBL was claimed to be an effective way to promote the acquisition of language, content, and skills simultaneously (Beckett & Slater, 2005; Stoller, 1997). Within the information gathering stage, students read a wide range of print and non-print texts to build an understanding of texts and diverse cultures. Students also applied a wide range of strategies to comprehend, interpret, and evaluate texts. Thus, reading ability was expected to be enhanced intensively and extensively because it was most likely that students used all the reading strategies learned or guided by the teacher both in and out of the classroom. Likewise, PBL could enhance intercultural communicative competence because it carried intercultural content in order to reinforce self-reflection and feedback among students (Ge, 2006). Students should also able to understand other cultures and their own culture better through the use of their mother tongue.

However, some drawbacks have been noted by certain teachers and scholars. For example, Fried-Booth (1986), Kraus (2009), and Rousova (2008) revealed that the organization of PBL could be rigid, time consuming, and stressful. Its assessment could also be challenging because the effective means of measuring students' performance and progress normally required alternative assessments. Moreover, Fried-Booth (1986) and Rousova (2008) stated that the use of mother tongue and noise in the classroom could be overwhelming for some teachers. It was also asserted that PBL could be detrimental to language learning for Thai students. For example, Tolley et al. (2012) revealed that the learning process of Thai students was impacted by their own culture, which led to passivity, respect of authority, and fear of making mistakes.

Despite these drawbacks, the present study considered using a variety of teaching strategies and balancing the learning approaches (passive, active, and reflective activities) as suggested by many scholars in the field (Genesee & Riches, 2006; Jensen, 2005; Lee, Lim, & Grabowski, 2008; Tolley et al., 2012). To make it effective, students' needs, preferences, and interests were taken into consideration. Most importantly, instructional materials and activities were carefully designed.

2.2.3 Summary of project-based learning: Theory and practice

Based on the aforementioned theories and descriptions, it was convinced that project-based learning could be the effective instructional tool for the present study, which would promote student-centeredness, learner autonomy, collaborative learning, critical thinking, creativity, self-confidence, motivation, and problem-solving skills. By implementing PBL in the English reading course, it was assumed that students would obtain English reading strategies, intercultural content knowledge, skills, and attitudes while completing an end product.

Two PBL frameworks of Stoller (2010) and Becker and Nekrasova-Becker (2012) were adapted in this study. Then, the synthesis of these two models was integrated into those of the English reading instruction to constitute the conceptual framework of Project-based Reading Instruction (PRI). In PRI, the teacher's roles were varied according to students' needs in all stages of the project work. The roles of the

teacher varied among a project manager, counselor, and facilitator of the process of teaching. Students became active students who were involved in social interactions for accomplishing tasks or solving problems and sharing perspectives of the subject, plans, resources and skills during the learning process. As for assessment, the final products, namely oral presentation and written product, were assessed by the teacher, students themselves, and their peers. The result obtained from the portfolio rubric was used to triangulate the results obtained from the tests of English reading ability and intercultural communicative competence. It also helped to determine students' progress of learning using the project-based reading instruction.

2.3 Intercultural Communicative Competence in English Language Teaching and Learning

Intercultural Communicative Competence (ICC) is one of the important elements in English language teaching and learning. In an English classroom, culturally-embedded contents and materials were centered on both native and non-native speakers of English to help to increase students' ICC. The next section reveals the concept of ICC and how it could be integrated into the English language teaching and learning.

2.3.1 Culture, Language, and Instruction

According to Saluveer (2004), culture is a large concept that fundamentally relates to all aspects of human life. The term is divided into two types, "big C" culture and "small c" culture. The former refers to cultural products of everyday interaction or achievement, including works of art, architecture, music and literature. The latter refers to invisible culture which includes beliefs, values, thought patterns, customs, traditions, practices, and myths that were carried out in everyday lives (Halverson, 1985; Moran, 2001).

In language teaching, Brooks (1997), the first scholar to propose culture in a language class, explained that all human beings were influenced by and related to their society and ways of life in which they were in. Barrett, Byram, Lazar, Mompoint-

Gaillard, and Philippou (1972) defined culture based on three elements, namely the materials, social and subjective aspects of culture to understand the term as in the following statement:

> *Culture in this way means that groups of any size may have their own distinctive cultures. This includes nations, ethnic groups, cities, neighborhoods, work organizations, occupational groups, sexual orientation groups, disability groups, generational groups, families, etc. For this reason, all people belong simultaneously to and identify with many different cultures.* (p. 5)

From this view, it could be concluded that everyone belongs to various groups; therefore, it is essential that people understood and became aware of their own cultures, as well as others.

It is obvious that culture and language are closely related. The next section discusses the relationship between language and culture.

2.3.2 Language and culture

Brown (1994) suggested the famous notion of the relationship between language and culture which has been most cited by a number of scholars to confirm its strong bond as the following statement:

> *Language is a part of culture and a culture is a part of a language. The two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.* (p. 164)

Another argumentative point underlining the strong relationship between the two was given by Kramsch (1998) who stated that the language that one expressed reflected his or her experiences, attitudes, and beliefs and symbolized his or her cultural reality and identity through verbal and nonverbal aspects. Similarly, Shao (2006) stated that culture was an essential part of the interaction between language and thought, in which people from the same culture would express similar cultural patterns, customs, and ways of life among one another or across culture.

Based on their relationship, it is undeniable that culture must be integrated into language teaching and learning because it is significant requirement that people have the ability to communicate effectively and appropriately in the globalized world. The next section describes intercultural communicative competence, which is one of the competences that are required in language learning.

2.3.3 Intercultural communicative competence

There are a great variety of the terms given to Intercultural Communicative Competence (ICC Competence). The most reliable definition could perhaps be found in the research study conducted by Deardorff (2006) who revealed that Intercultural Communicative Competence was referred to as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (p. 13). This definition was given to the term based on interview questionnaires from 23 expert participants in this field (such as Janet Bennett, Michael Byram, Guo-Ming Chen, Robert Moran, and etc.). All these experts most agreed on its definition. The most recent definition also reflected the same perspective. For example, Barrett et al. (2013) stated that intercultural communicative competence consisted of attitudes, knowledge, understanding, and skills which were combined and applied through actions.

Based on the aforementioned definitions, intercultural communicative competence is the combination of intercultural competence and communicative competence, focusing on knowledge, skills, and attitudes. It is evident that intercultural communicative competence is significant in language teaching and learning in the era of globalization. This notion can be supported by Mckay (2003) who pointed out that intercultural communication played a dynamic role in language education both linguistically and pedagogically as English is considered a Lingua Franca. The following section attempts to explain the integration of intercultural communicative competence in English language education.

2.3.4 Integration of intercultural communicative competence in English language education

According to Byram (1997), intercultural communicative competence involves communicative competence (which includes linguistic competence, sociolinguistic competence, and discourse competence) and intercultural competence. These two main competences are combined to support the theory that successful communication and interaction of people from different languages, cultures, and countries depend on several factors such as knowledge about his/her culture, attitudes towards others, and skills. It can be acknowledged that linguistic competence, especially of the target language, does not play a major role in the acquisition of intercultural communicative competence.

The above notion is also agreed upon by many other researchers and educators. Ho (2000) suggested that EFL teachers need to shift from a traditional teaching method to an intercultural one to develop both linguistic and intercultural competences of students. According to Leung and Street (2012), the theory and practice of English as an International Language (EIL) and Literacy should involve the link between "local" and "global."

Based on the aforementioned views, there are many ways to integrate intercultural communicative competence into English language education such as employing intercultural approaches and/or materials. In the present research study, however, the aspect of intercultural materials was centered by employing intercultural contents to enhance students' English reading ability and intercultural communicative competence in an existing English reading course.

2.3.5 Intercultural content teaching materials

McDonough et al. (2013) revealed that English instructional materials should develop students for global communication, build global relationships, and improve students' intercultural communication. Instructional materials of cultural learning (including native and non-native speakers of English and students' own culture) were also suggested to be used. The materials, moreover, should be authentic and

contain a variety of written documents and visuals (Cortazzi & Jin, 1999; Kramsch, 1998).

In terms of topics and culture categories, it was suggested that cultural topics include physical location, verbal-non-verbal behavior, routine, moral, social life, history notable event, values and meaning, cultural heritage, people, society, and stereotypes. Moreover, the cultural topics and contents should be selected from different sources, not from any commercial textbooks produced for the course (Brooks, 1964; Byram, Zarate, Co-operation, & Committee, 1994; Stern, 1992). However, when designing instructional materials in an existing course, Byram, Gribkova, and Starkey (2002) and Matsuda (2012) suggested that teachers started from the theme and content in the textbook. Themes treated in textbooks could be used to develop an intercultural and critical perspective. The key principle is to get the students to compare themes in a familiar situation with examples from an unfamiliar context.

For intercultural content, scholars such as Cortazzi and Jin (1999) and Matsuda (2012) suggested using three similar types of cultural information but in a slightly different way. Cortazzi and Jin (1999) suggested source culture materials referring to a learner's own culture as content, target cultural materials referring to the culture of a country where English is spoken as a first language, and international target culture materials referring to a great variety of cultures in English and non-English-speaking countries around the world. Similarly, Matsuda (2012) suggested using three cultural contents, namely global culture, culture of their future interlocutors, and the source of the learner's own culture. Their suggestions were synthesized for this research study which can be illustrated in Figure 1.
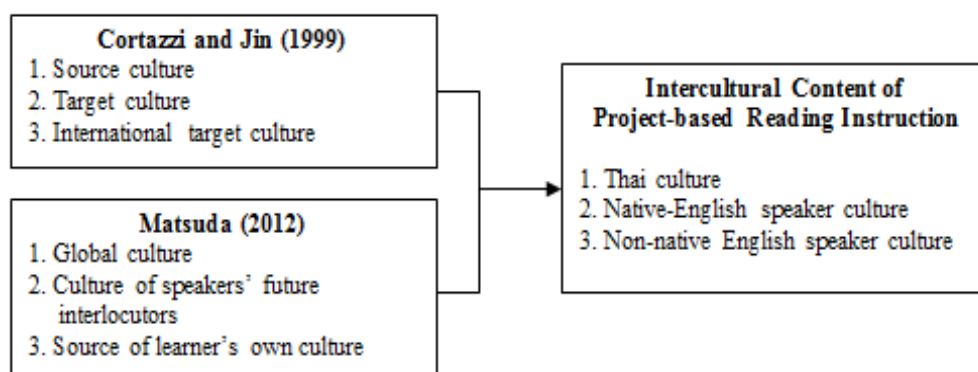
Figure 1: Synthesis of Intercultural Content

The present study proposed using the three main simple intercultural contents of the Thai culture, native-English speaker culture, and non-native English speaker culture. A variety of reading texts and features such as magazines, newspapers, and online articles were considered in order to reflect students' thinking, feelings, and interaction with others. The teacher's tasks were to make students aware of cultural differences and to facilitate them to learn and acquire ICC.

2.3.6 Methods of assessing intercultural communicative competence

In spite of the fact that ICC has been investigated in education for a number of years, its assessment remains a major issue in a classroom setting. An argument about using either summative or formative methods in a typical assessment to measure students' performance was raised. For example, Corbett (2003) argued that both summative and formative assessments were necessary in the general education in foreign language education where students' ability was measured by means of a summative assessment. Many ICC assessment models were suggested. The most elaborated model was the model of savoirs by Byram (1994) and Byram and Zarate (1996) which included both summative assessment (i.e., testing) and formative assessment (i.e., portfolio). Based on these two types of assessments, Barrett and colleagues (2013) suggested using three key elements of knowledge, attitudes, and skills. These three elements led to desired internal and desired external outcomes of intercultural communicative competence, which can be explained below.

2.3.6.1 Assessing intercultural knowledge

Intercultural learning is assessed in terms of knowledge about events and their emblems (such as cultural products, myths, practices and so on) found in various countries and cultures, including ones' own country and the target culture (Byram, 1997; Parmenter, 2003). The instrument used to assess intercultural knowledge can be found mostly in a summative form. Objective tests are suggested in various formats such as multiple choice, matching, true-false, and interactive probes.

In the present study, a researcher-made intercultural knowledge test aiming to measure students' factual knowledge about specific cultures was employed to assess students' intercultural knowledge. The intercultural knowledge-based test involved different cultural aspects, namely the beliefs, values, practices, discourses, and products that were used by people in specific cultures. The questions were adapted from other researchers and scholars relevant to the study.

2.3.6.2 Assessing intercultural skills

The intercultural skills most mentioned in the literature include interpreting other cultural practices, beliefs, and values, and relating them to one's own by comparing similarities and differences between cultures (Byram, 1997; Corbett, 2003; Deardorff, 2006; Liddicoat, Papademetre, Scarino, & Kohler, 2003). Useful tasks that can be found for measuring intercultural skills include both summative and formative assessments. For the summative assessment, Assessment of Intercultural Competence (AIC) of Fantini (2005) is claimed to be suitable for the field of language education and conveys high results of reliability. His test items are Likert-type items indicating the extent to which respondents might agree or disagree with each statement on a 5-point scale (e.g., 5 = always, 4 = often, 3 = occasionally, 2 = rarely, and 1 = never). Subjective assessment can be executed in various forms, by role-plays, text construction tasks (reflective writing or speaking tasks), and discourse completion tasks (Paige, Jorstad, Siaya, Klein, & Colby, 1999).

2.3.6.3 Assessing intercultural attitudes

Intercultural attitudes refer to the openness, curiosity, and willingness to learn from and about people who have different cultural perspectives from the students' own culture. There are several models proposed by scholars, but they are not related to language education. ICC assessments of Barrett et al. (2013), Deardorff (2006), and Fantini (2005) seem most relevant and can possibly be adapted to the field of language education. When assessing intercultural attitudes, Likert-type items are most applied to indicate the extent to which respondents may agree or disagree with each statement on a 5-point scale (e.g., 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree) (Fantini, 2005).

2.3.7 Summary of culture, language, and instruction

It is evident that there is a need to link local culture and global culture together. It is also essential to include the materials and social and subjective aspects of culture in language instruction to improve students' intercultural communicative competence. In the present research study, the students' own culture, the native English culture, and the international English culture were introduced through materials and cultural contents. A variety of reading texts and features such as magazines, newspapers, and online articles were employed. In terms of assessment, the present study employed formative assessment to supplement the summative assessment. As for summative assessment, the formats of assessment by Fantini (2005) and a sociocultural test of Zhenya (1990) were adapted to assess students' intercultural communicative competence in three aspects, namely intercultural knowledge, skills, and attitudes. For formative assessment, students' reflections from the portfolio were used to observe students' progress in intercultural communicative competence.

2.4 The Relations between Reading Instruction, Project-Based Learning, and Intercultural Communicative Competence

The theoretical foundations of the project-based learning (PBL) approach, intercultural communicative competence, and previous research studies have confirmed that there is a strong relationship between the two theories and also explained how PBL could promote intercultural communicative competence.

Firstly, PBL requires interpersonal skills, collaborative skills, flexibility, adaptability, confidence, and motivation (as revealed in the synthesis) which all possibly help to promote ICC. This assumption can be supported based on their analogous characteristics and studies by a number of scholars and researchers. First of all, the PBL framework is used as a pedagogical instruction in carrying out intercultural content in order to reinforce self-reflection and feedback among students. Intercultural issues or topics are formed based on students' interests. Reflection plays a crucial feature of PBL and intercultural communicative competence by engaging students in group work or project work. Students gain new knowledge and then reflect upon it. Through conscious reflection and action required from project-based learning and intercultural learning, students can gain intercultural awareness. Consequently, they become competent in intercultural communication, including the target culture, the non-native cultures, and their own. Zhang (2012) explained that EFL students could gain benefits from project-based learning from engaging in important, real-world projects, and utilizing their first and second language knowledge, skills, and abilities to complete the work.

Secondly, the PBL framework and intercultural learning framework share the same root of Progressivism. They both require experiences of students as a fundamental component in learning and development. This can be supported by Wrigley (1998) with the example of the relationship between project-based learning and culture learning. She provided the following example: teachers who emphasized individual growth and self-actualization would encourage the projects that involved personal or cultural expressions of self and community, such as oral history.

Therefore, background knowledge and/or students' experience appeared to be very important factors in the learning.

Thirdly, PBL matches the notion of ICC (Shu-jing & Li-hua, 2010). Both of them are based on the theory of constructivism, which is related to Vygotsky's ZPD, together with the role of scaffolding through which students can significantly gain knowledge and skills through project work. In other words, project-based learning has been found to be an effective method which allows students to actively explore, create authentic language, and use language in real life situations (Hutchinson & Waters, 1987). As part of the project work, the teacher and peers can provide valuable scaffolding to support deeper learning, critical thinking, and problem-solving skills, in which learner agency is centered and autonomous learning occurs (Walqui & vanLier, 2010).

Fourthly, the inquiry driven approach of PBL helps students become aware of different cultures, which results in positive attitudes toward learning and cultural diversity. Also, collaborative learning encourages students to engage actively in interactive learning and to work together to fulfill various activities or projects assigned by the teacher. In this experiential learning process, students enrich their understanding of different cultures, cultivate positive attitudes towards other cultures, and develop more flexible and adaptable intercultural skills. Also, through the use of students' mother tongue, the students understand other cultures and their own culture better. This can be seen in project work or tasks that involve discussion and feedback from the teacher, students, and peers, which provides students with experience in understanding foreign concepts related to the same topics (Cosgrove, 2004).

Fifthly, PBL enhances ICC through experiential learning. It is the learning process via the basis of the pedagogical principle "learning by doing." Similarly, ICC is also the learning process which can be best learned through experience. Therefore, using PBL in the classroom can facilitate the students to explore and experience different cultures through tasks and activities designed in project work. With this principle, students can also make use of their existing content and practice and

reflect on it, which is required in the teaching of culture (Lafayette, 1988). As suggested by Swatevacharkul (2009), using projects or homework assignments outside of class will help students become aware of different cultures.

Finally, it is evident that there is a positive relationship between English reading ability and communicative competence. As it seems, the links of these two variables are knowledge of language and contexts (Grabe & Stoller, 1997). Specifically, it is possible that extensive reading has an effect on productive skills such as speaking and writing (Olshtain & Dubin, 1977). Mart (2012) concluded in his analytical paper on developing speaking skills through reading, that students' speaking fluency was enhanced by the knowledge of language (vocabulary and structure) and contexts obtained from reading printed texts. He firmly stated, "As students develop stronger reading skills, they develop more sophisticated speaking skills" (p. 95).

The aforementioned reasons can therefore perhaps convince readers that reading instruction, project-based learning, and ICC are related and that they can possibly result in effective English reading ability and intercultural communicative competence.

2.5 Instructional Design

According to Berger and Kam (1996), instructional design can be defined in a single sentence as a systematic process involving student's needs, the design of goals and objectives of the learning, the development of instructional materials and activities, and the design of assessment and evaluation of the learning materials and activities. This definition is derived from different views contributed to the term such as process (based on theory, learning needs, and goals), discipline (involving knowledge about research, theory, and process), science (involving different steps and elements for the process of instructional design), and reality (started at any step in the process).

Based on the descriptions above, it can be interpreted that instructional design is a part of a course design and share similar fundamental elements which have been applied by educational scholars. The next section explains the frameworks of course design.

2.5.1 Frameworks of course design

Graves (2000) suggested a systematic approach to course design which consisted of eight fundamental steps: defining the context, articulating beliefs and defining one's context, formulating goals and objectives, assessing needs, organizing materials, organizing the course, and designing an assessment plan (See Figure 2).
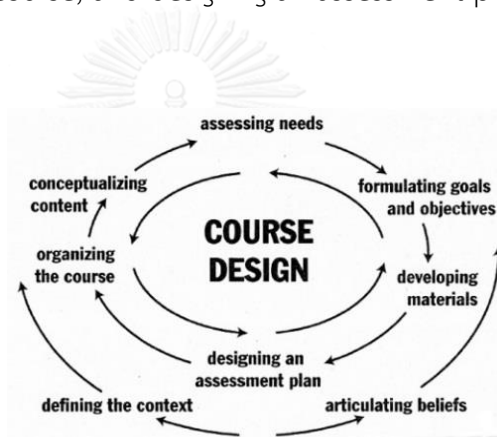
Figure 2: Course Development Framework by Graves (2000)

It is discovered that this process is similar to the process of English as an International Language (EIL) curriculum development by Brown (2012). His process starts with conducting EIL needs analysis, setting goals and objectives, assessing EIL objectives, compiling EIL materials, supporting EIL teachers, and evaluating the overall EIL curriculum. It also shares similar elements to the approach of McDonough et al. (2013) whose framework includes context and syllabus as two essential factors. These factors are used in a logical sequence, starting with needs analysis consisting of two contextual factors—students and educational setting. The data from a needs analysis assist the teacher to formulate the goals of language teaching. The next stage is to construct a course syllabus which involves many components such as instructional materials and classroom methods.

2.5.2 Syllabus design

As for syllabus design, McDonough et al. (2013) defined the term simply as "an overall organizing principle for what is to be taught and learned" (p. 11). More deliberately, it is referred to as "the way in which [the] content is organized and broken down into a set of teachable and learnable units, and will include consideration of pacing, sequencing and grading of items, methods of presentation and practice, and so on" (p. 14). Nowadays, many researchers and scholars, such as Brown (2012), Ho (2000), Liddicoat et al. (2003), Mason (2010), Moran (2001), and Shu-jing & Li-hua (2010), recommended various types of syllabi such as task-based syllabus, content-based syllabus, project-based syllabus, text-driven approach, discourse-based syllabus, communicative strategies, and lexical syllabus. It is suggested that these syllabi are combined when designing a course. For example, Brown (2012) suggested that any of the syllabi could be used "singly," "alternately," or "layered." Mason (2010) suggested the combination of the text-driven approach, the task-based syllabus, and the content-based instruction approach. Similarly, Hutchinson and Waters (1987) suggested that "it is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher" (p. 51).

2.5.3 Summary of instructional design

This present study selected the instructional framework of Graves (2000) because the framework was flexible and systematic. Teachers could start the process at any stage they wished as long as it was the most appropriate for their students and contexts. Also, all steps were connected and dependable on one another. Most importantly, it concerned the teacher's beliefs about teaching and decision making based on students' needs and the context of learning.

A combination of content syllabus and project-based syllabus was applied because it seemed most appropriate for the present study. There were five fundamental steps for designing the instruction: analyzing the existing English reading course from various documents, conducting a learner survey, constructing project-

based reading instruction (i.e., develop instructional materials, lesson plan, and assessment), pilot-testing a lesson plan, and redesigning the course. A needs analysis was not conducted in the present study because the main purpose of this study was to design an effective English reading instruction that would enhance students' reading ability and intercultural communicative competence. The instructional design was also based on the existing course description approved by the university committee, and experts in the field. Most research studies conducted a learner survey in order to investigate teachers and students. Learner surveys were normally conducted on many different aspects related to teaching materials and sources for the teaching of cultures, students' opinions about their satisfaction with activities and techniques, and aspects or topics of culture that they were most interested in (Kjartansson & Skopinskaja, 2003; Saluveer, 2004; Vrbova, 2006). The present study conducted a learner survey on the aspects of students' interests and preferences in the cultural content. The data obtained were used for preparing instructional materials, lesson plans, reading tests, and questionnaires.

2.6 Related studies to the present research

There is a number of research studies conducted to investigate reading ability which revealed links to intercultural communicative competence. This section attempts to review the following research studies that confirmed successful results, challenges, suggestions, and limitations.

The first study describes the effective use of constructivist approaches in a reading course to promote intercultural communicative competence. Gomez (2012) conducted an action research on "Fostering intercultural communicative competence through reading authentic literary texts in an advanced Colombian EFL classroom: A constructivist perspective," which aimed to develop students' intercultural competence and investigate the use of constructivist approaches. A group of 23 advanced EFL students, ages from 18 to 22 of the Modern Language Program at a university in Bogotá, Colombia, participated in the research. The

content they studied consisted of factual information including celebrations, food, tourist places, geography, and historical events of the U.S., England, Australia, and Canada. The instruments for data collection included direct observations, in-depth interviews, and journals. Through the process of triangulation, the data were compared and analyzed in order to identify significant opinions, attitudes, and comments about the literary texts and the approaches applied.

The results revealed that, among the constructivist approaches, namely inquiry-based approach, dialogical approach, transactional approach, and content-based learning, the participants highly favored the inquiry-based process for the construction of knowledge. The application of this approach enhanced communicative competence and simultaneously enabled students to acquire intercultural knowledge. For the dialogic approach, it ultimately became a way for communication, interaction, and the construction of meaning during the reading process, while the content-based instruction approach became the means to develop intercultural communicative competence as EFL students identified important information about beliefs, traditions, and values. With the use of appropriate constructivist approaches, the students could potentially build both language and intercultural knowledge through a process of negotiation by working out the meaning of language in context.

The second source of literature can be demonstrated in an article of Uso-Juan and Martinez-Flor (2008) on teaching intercultural communicative competence through the four skills. This study involved project-based learning, intercultural content, and English skills, with an emphasis on reading skill. They suggested activities that were useful in reading with intercultural content, which included critical reading based on pre-, during-, and post-reading instruction, cultural bump activities (a situation that caused people to become uncomfortable or feel strange given particular cultural beliefs and attitudes), and other activities that focused on written genres or cultural extensive reading. The authors provided three essential ways or activities to use in the classroom. First, they recommended using project work in a classroom. Second, the practice of previewing or making guesses

about the culturally-embedded texts that were given should be included before and while reading to develop students' strategic competence. Finally, extensive reading and assignments (such as answering questions prepared before class, writing summaries or reaction reports, and giving oral presentations) were recommended to promote learning outside of the classroom.

More uses of project work were found in a study by Zumbihl (2010) who designed an intercultural program to prepare French students for the Erasmus program of a European university exchange using project work. The purpose of this study was to design a course that helped to improve students' both linguistic and cultural adaptation and to help them to become aware of 'intercultural speakers.' The course was designed based on the concept of intercultural communicative competence by Byram (1997) and Lorenz's model (2001) which included the elements of global attitude towards otherness and cultural and communicative practice. This study focused on students' ICC, mainly on linguistic competence and intercultural competence to link between language and culture. The evaluation and assessment included oral examination by means of interview and presentation to measure speaking skills and a written entry in the portfolio to elicit students' personal intercultural reflection. There were 15 students attending the course, 13 of whom passed the examination and significantly improved their linguistic knowledge, significantly in terms of interaction with the native English teacher, using vocabulary, and gaining self-confidence. In terms of intercultural competence, students showed that they had gained intercultural knowledge but had difficulty using the language to reflect on their intercultural encounters. The researcher concluded that working in small groups through project work helped students to better express themselves and that their objectives in both communicative competence in English and intercultural competence had been achieved.

Similar to the above study, project-based learning was utilized to enhance students' intercultural communication skills through the use of authentic international online exchange. In her study, *"Teaching comments: intercultural communication skills in the digital age"*, Ware (2013) analyzed the interactions of

102 participants who were American eighth graders and Spanish students using an interaction through online blogging. The purpose of her study was to investigate how students' comments about each other would display their ability to interact with people from a different country and culture. She also attempted to examine how the students displayed the skills of discovery and interaction with their encounters. She adopted the concept of intercultural communicative competence of Byram et al. (1994). The results of her study revealed new literacy skills needed in a digital age including writing, reading, communicating, producing, consuming, and critiquing. These skills and the authentic intercultural interactions could help students to better understand how the words and symbols could represent their ways of life.

The aforementioned studies suggested and confirmed the promising pedagogies and language skills. However, they did not focus on reading skills, intercultural communicative competence, or multiple aspects of culture. The next example of research can perhaps reveal a more tangible integration of cultural elements into the teaching of reading. Ketchum (2006) originated the 3R (Recognize-Research-Relate process) model and used it as a structured framework of reading strategies in her research study with American students who were studying French literature. The 3R model guided students and instructors in the process of analyzing the relationship between practices and perspectives of French culture. She found that the model provided a useful tool for analyzing the relationship between language and culture. She stated, "…each written piece of communication must be interpreted in reference to cultural, linguistic, and formal schemata that have shaped the document at hand" (p. 32). Based on her study, it can be assumed that cultural familiarity of a text assisted students with their comprehension of the texts more than does linguistic competency. Therefore, it can be concluded that introducing cultural knowledge of the target language through reading culturally-embedded texts can possibly help to prevent them from misinterpretation of what an author might attempt to convey in his or her work. This instruction seems to portray a constructive

approach because students mostly construct their own knowledge by researching, and the teacher appears to be the center of students' learning.

Similar approaches and activities can also be found in the Thai contexts. For example, Bosuwon and Woodrow (2009) developed a business English reading course at the University of the Thai Chamber of Commerce (UTCC) using the problem-based learning approach to investigate its effects on undergraduate students' reading English for business communication abilities. Twenty-four students in their fourth year majoring in English for Business Communication were selected. The research instruments included a reading English for business communication test and a problem-solving skills inventory, a problem-based learning log, and a problem-based learning attitude questionnaire. The study revealed that students' post-test mean score was higher than their pre-test mean score. Data obtained from problem-based learning logs demonstrated that more than 50 percent of the students reported that their reading for business communication and problem-solving skills had improved. The problem-based learning attitudes questionnaire revealed that all students had high positive attitudes toward problem-based learning. Also, the problem-solving activity while doing group work was suggested to be an effective instructional approach to help enhance cooperation and collaboration for the project work. However, the students stated it was very time-consuming and that they had to work harder to become familiar with problem-based learning. The study suggested that problem-based learning was most suitable to be implemented in an ESP course and that the students needed to learn intercultural communication because it was one of the top-five business communication topics. In other words, the study suggested that intercultural communicative competence should be included in a reading course in future studies.

Another study conducted by Jabareen (2006) provides a good example of how to incorporate culture learning in a reading course. Her research study was conducted as part of a Master's thesis entitled "*Investigating culture through story to explore ways of integrating cultural awareness with the development of language skills required by the school curriculum*." The researcher adapted the five

dimensions of culture introduced by Moran (2001) to analyze culture in terms of persons, products, practices, perspectives, and community. Her implementation focused on identifying the culture-specific information and perceptions embedded in stories. The study was conducted with 21 EFL female students at Khadija Bint Khuwaylad High School for Girls in Um El-Fahem, Israel. The methodologies employed in her study were collaborative learning, reader response theory and alternative assessment, and their application to a series of literature pieces. The alternative method was used and the students were very keen and well acquainted with a three page length portfolio, which required them to express their thoughts and opinions on other cultures. The findings revealed that students engaged more in learning reading, became more interested in learning reading, and gained reading ability and intercultural competence. Students' confidence and ability to express themselves increased significantly throughout the course. These positive findings were the results of teacher's adequate support and feedback and the use of graphic organizers in a lesson.

Another related study to reading and intercultural communicative competence can also be found in the research conducted by Chang (2012). Her study was conducted with 30 EFL students enrolled in a general English reading course to investigate how metacognitive reading strategies and intercultural sensitivity could increase through the use of the intervention. She employed C2-based reading instruction which could be understood as two cultures-based reading, namely the target culture and students' own culture. The metacognitive reading strategies were devised through the use of the R.I.D.E.R. approach which included reading, imaging, describing, evaluating, and repeating. The intercultural sensitivity test adapted by Chen and Starosta (2000) and a metacognitive reading strategy test were employed to assess the first two research questions. Correlation analysis and regression analysis were used to answer the third question. The results revealed that the students had developed their intercultural sensitivity, enjoyed classroom interaction, and become open-minded about the target cultures. The students' metacognitive reading strategies were increased through the use of the R.I.D.E.R.

strategy. With this result, the researcher recommended teaching reading strategies explicitly in the classroom. Its result also showed the positive correlation of metacognitive reading strategies and intercultural sensitivity.

Based on the aforementioned research studies, several issues were summarized, which led to a research gap for the present study. First, constructivist approaches with social interaction were found to be most suitable to EFL/EIL environments in a reading course. Most researchers used constructivist approaches with students who had higher English proficiency. However, few of these research studies were conducted in a reading course using project-based learning. Most of them used project-based learning either in an oral communication course or an integrated course covering the four English skills. If the studies were conducted in a reading course, they did not employ project-based learning as a tool of instruction. All of these research studies merely emphasized the target cultures of English, namely American or British cultures.

According to the summary above, a potential gap was revealed and filled in by the present study. This study aimed to expose students to diversity to promote the new status of English as a Lingua Franca (ELF) or International Language (EIL) in the 21st Century. A variety of written genres, besides literature, or various types of culturally-embedded reading sources were used in the reading course through a project-based learning approach which promoted students' English reading and intercultural communicative competence.

2.7 The Present Research Study

The aforementioned evidence revealed a firm conclusion that project-based learning would benefit to students' English reading ability and intercultural communicative competence. In the present study, Project-based Reading Instruction (PRI) was designed as an alternative method of English reading instruction. This instructional design aimed to enhance students' English reading ability and intercultural communicative competence. The information obtained from a diverse

range of documents were analyzed and translated into the goals and objectives of the English reading course based on the intervention. It was discovered that students learned to develop their English reading ability and intercultural communicative competence through exposure to different cultures, namely native English speakers, non-native English speakers, and students' own culture. In this study, the intercultural contents were studied by means of exploring and reading a variety of written documents, visuals, printed media, and online media. Based on the result of the learner survey, students would explore cultural contents of festivals, social norms, and intercultural contacts of native English culture (English, American, and Australian), non-native English culture (French, Italian, and Japanese), and learner's own culture (Thai). Two intercultural skills of discovery and interaction were found most appropriate for students with low level of English proficiency. The skills of interpretation and relation were not considered because many previous research studies had examined them in literature classes which required students to have a higher level of English proficiency. Intercultural attitudes of openness and curiosity were selected because they were most likely to facilitate students to gain English reading ability and intercultural communicative competence. These intercultural components could be enhanced by explicit teaching, intensive and extensive reading, and direct interaction with their target speakers. Hence, students learned and practiced their linguistic and intercultural knowledge simultaneously. This mirrors a statement by Byram (1997) in that linguistic competence and intercultural competence were intertwined; thus, these two elements should not be separated in teaching.

It was hoped that students' reading ability and intercultural communicative competence was enhanced through project-based reading instruction. This instruction included five main stages, namely *prepare*, *research*, *analyze*, *produce*, and *reflect* through before-reading, during reading, and after-reading stages, which derived from the synthesis of the reading instruction frameworks and project-based learning frameworks. These steps were designed to promote student-centeredness, motivation, explicit reading instruction, authentic reading materials, intensive and

extensive reading comprehension, scaffolding, collaborative learning, integration of culture-and-reading learning, continuous evaluation, and self-reflection. This study integrated the content syllabus into the project-based syllabus. Students were permitted to select their own peers so that learner centeredness and motivation were promoted. The present study employed summative and formative assessments as they were strongly suggested by Anderson (2008) and Becker and Nekrasova-Becker (2012). For the summative assessment, students were required to take the pre-and post-tests to evaluate their English reading ability and intercultural communicative competence. To investigate students' English reading ability, a researcher-made English reading test was constructed to measure students' English reading comprehension. Students were tested for their literal comprehension and interpretative comprehension through (i) recognizing the main idea, (ii) identifying factual information, (iii) predicting word meanings from context, (iv) inferring comparisons, and (v) drawing conclusions or inferences. To investigate students' intercultural communicative competence, two separate instruments, which were an Intercultural Knowledge-based Test, and Intercultural Attitudes and Skills Inventory, were constructed. The Intercultural Knowledge-based Test was used to measure students' factual information about specific cultural contents through multiple-choice test items. For Intercultural Attitudes and Skills Inventory, students' attitudes of openness and curiosity and skills of discovery and interaction were evaluated. A portfolio rubric was used to triangulate with the quantitative results of the two tests. Student's reflection from the portfolio was also used to confirm the quantitative results. A questionnaire was then employed to investigate the effects of PRI. The formative assessment, which was a semi-structured interview protocol, was utilized to triangulate with the summative assessment and provide rich descriptions of the learning process.

CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the research design, population and samples, research instruments, research procedure, and scope and sequence of Project-based Reading Instruction.

3.1 Research Design

The study employed a mixed-method approach which adopted the quasi-experimental research design using quantitative and qualitative methods to investigate the effects of Project-based Reading Instruction on English reading ability and intercultural communicative competence of undergraduate students. The independent variable of this study was Project-based Reading Instruction, while the dependent variables were English reading ability and intercultural communicative competence. The one-group pre-test-post-test design and Project-based Reading Portfolio Rubric were utilized to measure students' English reading ability and intercultural communicative competence. The results of these tests were triangulated with the qualitative data obtained from students' reflections in the Project-based Reading Portfolio. An English Reading Ability Test and Intercultural Communicative Competence Test were utilized to study the correlation between students' English reading ability and their intercultural communicative competence. A Project-based Reading Instruction Questionnaire and Project-based Reading Instruction Interview were utilized to explore students' opinions of Project-based Reading Instruction.

3.2 Population and Sample

3.2.1 Population

The population of the main study was second-year Thai undergraduate students from 10 faculties of a private university in Thailand (Accountancy, Architecture, Business Administration, Communication Arts, Digital Media, Economics, Engineering, Information Technology, Law, and Liberal Arts), who were taking Vocabulary and Reading Skills, a compulsory foundation English course offered at Sripatum University, Bangkhen Campus. The group comprised males and females aged between 20 and 21 years old, who had enrolled in English Foundation I and II courses during their first year at the university. They possessed different levels of English proficiency, but the majority of the students were placed at the intermediate level as they all had passed English Foundation I and II.

3.2.2 Sample

The sample of the main study was drawn from the population, adopting the purposive sampling technique. There were 32 students purposively selected majoring in Tourism Management of the Faculty of Liberal Arts. The criteria used to select the samples included (i) they were in the same age range as the population, (ii) they were second-year undergraduate students of Sripatum University in Bangkhen campus, (iii) they had completed English Foundation I and II courses, (iv) and they were enrolling in Vocabulary and Reading Skills. In addition, six of those students were later randomly selected for semi-structured interviews employing a focus-group interview technique in three groups of low, medium, and high achievers based on their post-English reading ability test scores.

3.3 Research Instruments

Five research instruments were utilized to elicit quantitative and qualitative data from the English Reading Ability Test, Intercultural Communicative Competence Test (comprising two instruments, namely the Intercultural Knowledge-based Test and Intercultural Attitudes and Skills Inventory), Project-based Reading Portfolio

(comprising two components, namely project-based reading portfolio rubric and student's reflection), Project-based Reading Instruction Questionnaire, and Project-based Reading Instruction Interview Protocol. These research instruments are summarized in Table 3 to indicate their methods, purposes, data sources, and data analyses to answer the research questions.

Table 3: Methods and Instruments Employed by the Researcher to Answer the Researcher Questions

Research questions	Purposes	Instruments	Data sources	Data analyses
1. To what extent does Project-based Reading Instruction enhance English reading ability of undergraduate students?	(1) To assess students' English reading ability (2) To help with the analysis of the assessment, confirm the quantitative data, and explain how Project-based Reading Portfolio can enhance English reading ability.	(1) Pre-test and post-test of English Reading Ability Test (2) Project-based Reading Portfolio (a) Project-based Reading Portfolio Rubric (b) Student's reflection	(1) Pre-and post-test scores (2a) Project-based Reading Portfolio Rubric scores (2b) Analysis of the data from the student's reflection	(1) Descriptive statistics ($\bar{x}$, SD) and t-test (2.a) Descriptive statistics ($\bar{x}$, SD) (2.b) Content analysis, coding, and categorization
2. To what extent does Project-based Reading Instruction enhance Intercultural Communicative Competence of undergraduate students?	(1) To assess students' intercultural communicative competence (2) To help with the analysis of the assessment, confirm the quantitative data,	(1) Intercultural Communicative Competence Test (a) Intercultural knowledge-based test (b) Intercultural attitudes and skills inventory	(1a, 1b) Pre-and post -test scores of Intercultural knowledge-based test and Intercultural attitudes and skills inventory (2a) Project-based Reading Portfolio	(1a, 1b) Descriptive statistics ($\bar{x}$, SD) and t-test (2.a) Descriptive statistics ($\bar{x}$, SD) (2.b) Content analysis,

Research questions	Purposes	Instruments	Data sources	Data analyses
	and explain how Project-based Reading Portfolio can enhance intercultural communicative competence	(2) Project-based Reading Portfolio (a) Project-based Reading Portfolio Rubric (b) Student's reflection	Rubric scores (2b) Analysis of the data from the student's reflection	coding, and categorization
3. Is there a correlation between students' English reading ability and their intercultural communicative competence?	(1) To study the correlation between reading ability and their intercultural communicative competence - whether or not they have positive correlation.	(1.1) English Reading Ability test (1.2) Intercultural Communicative Competence Test (a)Intercultural knowledge-based test (b) Intercultural attitudes and skills inventory	(1.1, 1.2a, 1.2b) Post-test scores of English Reading Ability and Intercultural Communicative Competence Test (2) Correlation analysis	(1) Pearson's correlation coefficient
4. What are the opinions of the students toward the Project-based Reading Instruction?	(1) To find out and summarize content indicating the students' opinions of the intervention.	(1) Project-based Reading Instruction Questionnaire (2) Project-based Reading Instruction Interview Protocol	(1.1) Scale of questionnaire (1.2) Analysis of the texts for open-ended questions (2) Analysis of the data from the interview	(1.1) Descriptive statistics $\bar{x}$, SD (1.2) Content analysis, coding, and categorization (2) Content analysis, coding, and categorization

3.3.1 English Reading Ability Test

To answer the first research question, *To what extent does Project-based Reading Instruction enhance English reading ability of undergraduate **students?***, the English reading ability test was developed to assess students' English reading ability. This test was used as a pre- and post-test before and after the main study to investigate the difference between the scores. It aimed to test students' literal comprehension and interpretative comprehension by (i) recognizing main idea, (ii) identifying factual information, (iii) predicting word meanings from context, (iv) inferring comparisons, and (v) drawing conclusions or inferences. These two levels of comprehension were selected because they were the most fundamental and essential levels of reading comprehension which led students to achieve the more sophisticated understanding (Falke, 1982). They were also most compatible with the students' English proficiency level. In addition, they were drawn from various sources as they were most mentioned in teaching and learning English reading comprehension, for example, English reading course descriptions, English reading comprehension textbooks, reading comprehension tests, and taxonomies of reading comprehension.

As shown in Appendix A, 30 multiple-choice questions were developed and divided into three main sections of culturally-embedded content: Thai culture, native-English speaker culture, and non-native English speaker culture based on the learner survey results (See Appendix K). Of those cultures, English culture, Japanese culture, and Thai culture were selected as the representatives of the three cultural categories to be used in the English Reading Ability Test. These three selected cultures were then assigned three different cultural topics (festivals, intercultural contacts, and social norms), which made three different reading passages of ten items each. The ten items in each reading passage were designed to measure students' English reading comprehension and place them into the two levels mentioned earlier. The passages were selected from authentic reading sources based on the Fry Graph Readability Formula. Each passage contained 100-300 words at the grade levels of 9-13. These levels were most suitable to students at the intermediate

level based on the researcher's investigation of three English reading commercial textbooks at the intermediate level, namely Strategic Reading by Jack C. Richards and Samuela Eckstut-Didier (2012); Reading Explorer by Cengage Learning by Becky Tarver Chase et al. (2011); and Ready to Read Now: A skills-based reader by Karen Blanchard and Christine Root (2004) . Each test item comprised four choices of a, b, c, and d (Alderson, 2000) to offer a 25 percent chance of correctness (Cohen, Paige, Shively, Emert, & Hoff, 2005). Students were required to read three passages comprising of ten questions for each culture and complete 30 questions within 60 minutes.

Table 4 demonstrates the construct and culturally-embedded contents for the English reading ability test.

Table 4: Levels and Items of English Reading Ability Test

Levels of the Reading Comprehension	Domains of Reading Comprehension	Items/ Contents			No. of Items
		Thai Culture (Festivals & Celebrations)	English culture (Social norms)	Japanese culture (Intercultural contacts)	
Literal Comprehension Level	Recognize main idea (Skimming to identify main ideas)	1, 2	11, 12	21, 22	6
	Identify facts and details (Scanning to identify factual information)	3, 4	13, 14	23, 24	6
Interpretative Comprehension Level	Determine words/text (Predicting vocabulary)	5, 6	15, 16	25, 26	6
	Make Comparisons	7, 8	17, 18	27, 28	6
	Draw Conclusions/ Inferences	9, 10	19, 20	29, 30	6
Total		10	10	10	30

Validation of English Reading Ability Test

The validation of this study included two stages of content and construct validation, the pilot testing to measure the reliability of the English reading ability test and test item difficulty. The modification of the test after pilot testing was also explained. The two stages are discussed as follows:

1. Content validity and construct validity

Content validity and construct validity were assessed by five experts, including four experts from the field of English reading instruction, and one from the field of English assessment and evaluation by means of the Index of Item Objective Congruence (IOC) process (Rovinelli & Hambleton, 1977). A three-point rating scale Evaluation form, -1 = Incongruent, 0 = Questionable, and 1 = Congruent, was provided to the experts. Mean scores derived from the results were calculated. The items which did not achieve the score between 0.50 and 1.00 were revised according to the experts' suggestions. (See Appendix L for the experts' validation of the English Reading Ability Test)

The overall content and construct validity was 0.86 which indicated that the test content was suitable for the students, the test items and choices were appropriate for the students and could measure students' literal comprehension and interpretative comprehension. Only Item 14 was below 0.50 which was suggested to be changed in terms of its ambiguous distractors. In addition, nine items with the scores above 0.50 were adjusted slightly in terms of their ambiguous distractors and word choice according to the experts' comments and suggestions. Other additional comments were that the test layout, providing the labels of the reading strategies for each part, made the test very clear and organized. The passages were also very interesting and up-to-date. Other suggestions included (i) being consistent with the format in regard to punctuation, capitalization, and font used in the questions and choices, (ii) keeping the reading passages to a similar length, and (iii) forming appropriate distractors. The revised and adjusted items are shown in Table 5.

Table 5: Revised and Adjusted Version of English Reading Ability Test

No.	Original Items	Revised and Adjusted Items
2	What is the main idea of the third paragraph (from line 5)?	What is the main idea of the third paragraph (lines 5-9)?
4	Which sentence about the story of the water fights is **NOT** true?	According to the passage, which sentence about the water fights is **NOT** true?
5	Based on the passage, what does "blessed" in line 11 mean?	Based on the passage, what does "<u>***blessed***</u>" (line 11) mean?
8	According to paragraph 3 (from lines 5), what is the difference between Hindu and Buddhist water fights?	According to paragraph 3 (lines 5-10), what is the difference between Hindu and Buddhist water fights?
10	What can be concluded about the passage?	What can be concluded from the passage?
12	According to the article, the boy band becomes very popular among young girls because they_____.	According to the article, the boy band becomes very popular particularly among young girls because they_____.
14	What details of the text support the idea that the boy band is very popular? a. They needed 100 bodyguards to protect them. b. British young girls go very crazy about the band. c. They made a song and album and tour around the world. d. The girls spent a lot of money buying the band members gifts.	What details of the text support the idea that the boy band is very popular? a The band members call their fans beautiful. b. An Australian girl decided not go on a date with Zayn. c. The girls spend a lot of money buying the band members gifts. d. Young girls around the world go very crazy about the band members.
15	In line 17, what can the word *heat* be changed to?	In line 15, what does the phrase <u>***feel the heat***</u> mean?
19	Based on the detail in the article, which of these appearances MOST LIKELY makes the fans like the boys so much?	Based on the detail in the article, which of the following traits **MOST LIKELY** makes the fans like the boys so much?
22	What is the main idea of the first	What is the main idea of the first paragraph?

No.	Original Items	Revised and Adjusted Items
	article?	
28	Based on the article, what is the similarity between "Kawaii" and "Emoji"?	Based on the article, what is the similarity between "*Kaomoji*" and "*Emoji*"?

2. The pilot testing of English Reading Ability Test

Pilot testing of English Reading Ability Test aimed to measure the reliability of the English Reading Ability Test and test item difficulty. The test was piloted twice within a three-week period, before and after completing the intervention of one lesson. There were 15 students majoring in Tourism Management of Sripatum University, Bangkhen Campus, in the Additional Summer semester of the academic year 2014. These students were not from the sample group of the main study but had similar demographic characteristics, namely English proficiency, age, major area of study, and enrollment in the English reading course. They also participated in the evaluation of other research instruments in this pilot test.

Reliability of English Reading Ability Test

As for reliability, the pilot test scores were calculated with the Statistical Package for Social Sciences (SPSS) program using reliability coefficient (Kuder-Richardson 20 formula or K-R20) to ensure internal stability reliability. In addition, test item difficulty (difficulty index) was also calculated. According to the reliability coefficient (or K-R20), it was found that the overall test reliability was unsatisfactory (r=0.44). Theoretically, the internal consistency of the test was expected to be over 0.70 (or r < 0.70) to be reliable. The overall test item difficulty was accepted but fell into the range of 'very difficult' (p = 0.25). Basically, the difficulty index should be between 0.20 and 0.80 (or p = 0.20-0.80) (Sukamolson, 1995). With these unsatisfactory results, an investigation was conducted. First of all, the test was given to the students towards the end of the day. It took most of the students only half an hour to complete the test instead of one hour as instructed. The teacher researcher did not explain clearly about the objectives of the pilot testing, the

importance of the data or results obtained from students, and the improvement of their English reading ability after completing the course using the intervention. An informal discussion with the class after the test revealed that most of the students did not attempt to do their best because they assumed that it was not important and did not have an impact on their course performance. They also lost their concentration, already felt fatigued and were ready to return home.

According to the investigation above, another pilot test was conducted once again at the end of the course. This time, the teacher researcher divided the test into two versions by shuffling the passages and questions around. The pilot test was also conducted at the beginning of the class. Clear explanations of the study using Project-based Reading Instruction and all of the research instruments were delivered prior to administration of the test. The result revealed that the English reading test was satisfactory ($r = 0.84$). For the test item difficulty, the overall test item difficulty was 0.34 which showed that the test was rather difficult ($p = 0.21-0.40$). The average score of the test was 9 (Mean = 9). When considering the difficulty of each item, the following results were found.

Test items 15 and 30 received high test item difficulty ($p = 0.67$), indicating that these test items were rather easy ($p = 0.61-0.80$).

Test items 1, 5, 8, 16, 21, 26, and 28 received the test item difficulty of 0.60, 0.60, 0.47, 0.47, 0.53, 0.47, and 0.53, respectively. The results indicated that the difficulty of these test items were moderate ($p = 0.41-0.60$).

Test items 2, 3, 6, 7, 9, 17, 20, 22, 24, 25, and 27 received the test items difficulty of 0.27, 0.27, 0.40, 0.33, 0.33, 0.27, 0.33, 0.40, 0.27, 0.40, and 0.27, respectively. The results indicated that these test items were rather difficult ($p = 0.21-0.40$).

Test items 4, 10, 11, 12, 13, 14, 18, 19, 23, and 29 received the test items difficulty of 0.20, 0.20, 0.20, 0.13, 0.20, 0.20, 0.20, 0.13, 0.20, and 0.13, respectively. The test items were very low which indicated that the test was very difficult ($p = 0-0.20$) because most of the students answered the test items incorrectly.

Modification of English Reading Ability Test for the main study

Based on these findings, some adjustments of the test items and test administration were made for the main study as follows:

1. Prior to administering the test, the teacher researcher needed to explicitly explain to the students the objectives of the test and what the results would be used for.

2. The test would be administered at the beginning of the class.

3. Test versions A and B were prepared and distributed to the students in different rows.

4. Content of the reading passages was slightly adjusted in terms of word choice and context clues to the answers. Moreover, test distractors of items 4, 10, 11, 12, 13, 14, 18, 19, 23, and 29 were modified to make them less difficult.

3.3.2 Intercultural Communicative Competence Test

To answer the second research question, *To what extent does Project-based Reading Instruction enhance Intercultural Communicative Competence of undergraduate students?*, an intercultural communicative competence test was conducted. According to Barrett et al. (2013), Byram (1997), and Deardorff (2006), knowledge, attitudes, and skills were three essential key elements of assessing intercultural communicative competence. In this study, Intercultural Knowledge-based Test and Intercultural Attitudes and Skills Inventory were two instruments used to measure students' Intercultural Communicative Competence.

3.3.2.1 Intercultural Knowledge-based Test was a researcher-made test aiming to measure students' factual knowledge of specific cultures based on the results of the learner survey. In this study, a multiple-choice testing format was used because it was one of the most appropriate tests for measuring students' intercultural knowledge, according to Byram et al. (2002) and Skopinskaja (2009). The test consisted of 30 items and was used before and after the main study to

investigate the difference between the scores of the pre-and post-test assessing students' intercultural knowledge. The test items were constructed based on the analysis of the test items in social studies tests from ONET, Pre-Ent. Exams. The amount of test items was decided in alignment with the English reading test and sufficiently covered all of the cultural aspects. The content was designed evenly to cover the three categories of seven cultures by country, including native English speaking cultures (English, American, and Australian), non-native English speaking cultures (French, Italian, and Japanese), and students' own culture (Thai). Within each category, the items were designed to measure students' intercultural knowledge about festivals and celebrations, social norms, and intercultural contacts. Students were required to complete 30 questions within 50 minutes. The items were constructed in Thai in order to minimize problems related to the linguistic or English proficiency of the students (See Appendix B). The test construct of this study is shown in Table 6.

Table 6: Categories of Cultures and Items of Intercultural Knowledge-based Test

Categories of Cultures	Items/Cultural Topics			No. of Items
	Festivals and Celebrations	Social norms	Intercultural contacts	
Learner's own culture				
• Thailand	1, 2	3, 4	5, 6	6
Native English Speaking Countries				
• England	7, 8	9	10	4
• United States of America	11	12	13, 14	4
• Australia	15	16, 17	18	4
Non-Native English Speaking Countries				
• France	19, 20	21	22	4
• Italy	23	24	25,26	4
• Japan	27	28,29	30	4
Total	10	10	10	30

Validation of Intercultural Knowledge-based Test

The validation of this study included two stages of (1) content validity and construct validity and (2) the pilot testing to measure the reliability of the intercultural knowledge-based test and text item difficulty. The modification of the test after pilot testing was also explained.

1. Content validity and construct validity

Content and construct validity were assessed by five experts, including three experts from the field of cross-cultural communication and two experts from the field of research, assessment, and evaluation by means of the Index of Item Objective Congruence (IOC) process (Rovinelli & Hambleton, 1977). A three-point rating scale Evaluation form, -1 = Incongruent, 0 = Questionable, and 1 = Congruent, was provided to the experts. Mean scores derived from the results were calculated. The items which did not achieve the score between 0.50 and 1.00 were revised, and those above the requirement were modified according to the experts' suggestions. The results of the experts' evaluation are illustrated in Appendix M.

The overall IOC value of the intercultural knowledge-based test was 0.80. According to the five experts, the test was suitable and appropriate for the students. Out of 30 items, items 7, 11, 19, and 27 fell below 0.50 because they merely measured students' memory and were not meaningful and comparable with the Thai context. These items were suggested to be revised. In addition, nine more items, above 0.50, were suggested to be modified in terms of word choice, distractors, and conciseness. For the items that asked about intercultural contacts (particularly on stereotypes) Expert A from the field of ICC suggested that the items should be using situational questions. The revised and modified items are shown in Table 7.

Table 7: Revised Version of Intercultural Knowledge-based Test

No.	Original Items	Revised/ Adjusted Items
2	ประเพณีผีตาโขนจัดขึ้นในจังหวัดใด (In which province is Phi Ta Khon held?)	ข้อใด**ไม่ใช่**วัตถุประสงค์ของการจัดประเพณีผีตาโขนของชาวอำเภอด่านซ้าย จังหวัดเลย (Which is NOT the purpose of the Phi Ta Khon Festival held in the Dan Sai district in Loei?)
5	ข้อใดคือทัศนคติทางสังคมที่ชาวต่างชาติมีต่อชาวไทย (Which of the following stereotypes do foreigners have of Thai people?)	คนไทยส่วนใหญ่เดินลากรองเท้า ทำให้ชาวตะวันตกคิดว่าคนไทยเป็นคนแบบใด (A lot of Thai people drag their feet when walking. What do Westerners think about Thai people?)
6	ข้อใดคือประโยคที่คนไทยใช้ทักทายกันทั่วไป แต่ชาวต่างชาติรู้สึกตกใจเมื่อได้ยิน (What common Thai greeting usually surprises by foreigners?)	ข้อใดคือประโยคที่คนไทยใช้ทักทายกันทั่วไป แต่ชาวต่างชาติรู้สึกแปลกใจเมื่อได้ยิน (What common Thai greeting is usually unexpected by foreigners?)
7	การตรวจพลสวนสนาม เป็นธรรมเนียมที่จัดขึ้นในประเทศอังกฤษเนื่องในโอกาสใด (On what occasion is Trooping the Color traditionally held in England?)	ประเพณีการตรวจพลสวนสนาม (หรือ Trooping the Colour) ในประเทศอังกฤษจัดขึ้นเพื่ออะไร (What is the purpose of Trooping the Colour held in England?)
8	เทศกาลสารภาพบาป เป็นวันที่ชาวคริสเตียนในสหราชอาณาจักรสารภาพบาปก่อนเข้าเทศกาลช่วงถือศีล หนึ่งวัน ในวันนี้คนเกือบทั่วประเทศทำการเฉลิมฉลองโดยการทำอาหารชนิดใดเพื่อรับประทาน (Shrove Tuesday is the day when Christians in the United Kingdom make confession before entering the first day of Lent. What food do people make and eat to celebrate the day?)	เทศกาลสารภาพบาป (Shrove Tuesday) ของชาวคริสเตียนประเทศอังกฤษมีความเกี่ยวข้องอย่างไรกับขนมแพนเค้ก (How is Shrove Tuesday, held by the Christians in England, associated to pancakes?)
10	ข้อใดคือทัศนคติของสังคมที่ชาวต่างชาติมีต่อชาวอังกฤษ (What stereotypes do foreigners have of English people?)	พฤติกรรมใดที่คนต่างชาติรู้สึกว่าคนอังกฤษส่วนใหญ่มีความอดทนและตรงไปตรงมา (Which behavior explains that English people are fair and patient?)
11	วันชาติสหรัฐอเมริกา ตรงกับวันที่เท่าใด (When is Independence Day in the USA?)	ทำไมชาววอชิงตัน ดี ซี จึงมีการเฉลิมฉลองเทศกาลซากุระ (หรือ เทศกาลดอกซากุระบาน) (Why do people in Washington D.C. celebrate the National Cherry Blossom Festival?)
14	ข้อใดคือทัศนคติทางสังคมที่ชาวต่างชาติมีต่อชาวอเมริกัน (What stereotypes do foreigners have of people from the USA?)	ชาวอเมริกันทั่วไปมีนิสัยชอบกินอาหารระหว่างที่ดูโทรทัศน์บนโซฟาเป็นเวลานานๆ ทำให้ชาวต่างชาติคิดว่าชาวอเมริกันเป็นคนแบบใด (Americans generally have a habit of eating

No.	Original Items	Revised/ Adjusted Items
		food on the sofa while watching TV for a long time. What do foreigners think about them?)
19	วันสงบศึก เป็นวันเฉลิมฉลองการสงบศึกของสงครามโลกครั้งที่ 1 ซึ่งตรงกับวันที่เท่าใด (Armistice Day is a celebration of the armistice of World War I, which falls on what date?)	วันสงบศึก (Armistice Day) ที่เฉลิมฉลองในประเทศฝรั่งเศส จัดขึ้นเพื่อวัตถุประสงค์ใด (What is the purpose of Armistice Day, which is celebrated in France?)
23	เทศกาลประเพณีปาส้ม เป็นเทศกาลประจำปีของชาวอิตาเลียน ที่จัดขึ้นในเมืองอีฟเรีย แคว้นพีดมอนต์ ทางตอนเหนือของอิตาลี เริ่มแรกประเพณีนี้ไม่ได้ใช้ส้มปากันแต่ใช้อะไร จากตัวเลือกต่อไปนี้ (The Battle of the Oranges is an annual Italian festival held in Eve Maria, in Northern Italy. In the past, oranges were not used. What object was used instead?)	เทศกาลประเพณีวิ่งลา (Donkey race) เป็นเทศกาลประจำปีของชาวเมืองเธอร์ริทา ดิ เซียนน่า ประเทศอิตาลี จัดขึ้นเพื่อวัตถุประสงค์ใด (What is the purpose of the Donkey race festival which is celebrated in Torrita di Siena, Italy?)
26	ข้อใดคือทัศนคติทางสังคมที่ชาวต่างชาติมีต่อชาวอิตาเลียน (Which of the following stereotypes do foreigners have of Italians?)	หนุ่มสาวชาวอิตาเลียนส่วนใหญ่อาศัยอยู่กับพ่อแม่ในบ้านเดียวกันซึ่งต่างกันกับชาวยุโรปประเทศอื่นๆ ทำให้คนต่างชาติคิดว่าคนอิตาเลียนเป็นแบบใด (Most Italians live with their parents, which is unlike other countries in Europe. What do foreigners think about that?)
27	เทศกาลเทนจิน มัทซุริ เป็นหนึ่งในสามเทศกาลที่เยี่ยมยอดที่สุดของญี่ปุ่น ซึ่งเป็นงานแห่เทพเจ้าทางบกและทางน้ำของศาลเจ้าเทนมันงุ เทศกาลนี้จัดขึ้นที่เมืองใด (Tenjin Festival is one of the three great festivals of Japan. The parade is held to respect the land and river gods. In what city is this festival held?)	เทศกาลเทนจิน มัทซุริ (Tenjin Matsuri) มีการเฉลิมฉลองที่คล้ายคลึงกับเทศกาลใดของไทยมากที่สุด (What Thai festival is similar to the Tenjin Festival in Japan?)
30	ข้อใดไม่ใช่ทัศนคติทางสังคมที่ชาวต่างชาติมีต่อชาวญี่ปุ่น (Which of the following statements is **NOT** a stereotype that foreigners have of the Japanese?)	หลังจากที่นักท่องเที่ยวญี่ปุ่นได้ดูการแข่งขันฟุตบอล World Cup เสร็จ เขาก็เก็บขยะที่อยู่บนสเตเดียมจนหมด ทำให้ชาวต่างชาติคิดว่าคนญี่ปุ่นเป็นคนแบบใด (After watching a World Cup match, Japanese tourists picked up the trash in the stadium. What would other foreigners think about their behavior?)

2. Pilot testing of the Intercultural Knowledge-based Test

The pilot testing of this test was conducted with 15 students majoring in Tourism Management of Sripatum University, Bangkhen Campus, in the Additional Summer semester of the academic year 2014. It was to measure the reliability of the intercultural knowledge-based test and test item difficulty (difficulty index or *p*). It was conducted twice before and after conducting the PRI lesson.

Reliability of Intercultural Knowledge-based Test

Pilot testing scores were calculated with the Statistical Package for Social Sciences (SPSS) program for reliability coefficient (Kuder-Richardson 20 formula or K-R20) and test item difficulty. According to the reliability coefficient (or K-R20), it was found that the overall test reliability was unsatisfactory (*r* = 0.42). The overall test item difficulty fell into the range of 'very difficult' (*p* = 0-0.20). With this unsatisfactory result, an investigation was conducted. Based on students' feedback and the teacher researcher's observation, it was found out that the purpose of the test was not clearly explained. The test was administered at the end of the class and students had already lost their concentration and interest in completing it. Students were sitting too close with one another in a small room, so it was very difficult to invigilate.

Another pilot test was conducted once again at the end of the course. This time, the teacher researcher divided the same test into two versions by shuffling the passages and questions around. The pilot test was also conducted at the beginning of the class. Clear explanations of the study using Project-based Reading Instruction and all of the research instruments were delivered prior to taking the test. The result revealed that the Intercultural Knowledge-based Test was satisfactory (*r* = 0.76). For the test item difficulty, the overall test item difficulty was 0.38 which showed that the test was rather difficult (*p* = 0.21-0.40). However, the items that were found to be very difficult were not adjusted or modified because the information about the target cultures was not yet taught to or researched by the students. Only one unit of culture was introduced to the students; therefore, it could

be concluded that the test would have been less difficult if the students were exposed to or learned other aspects of interculture which appeared on the test. It was presumed that the test would not be too difficult to be utilized in the main study.

Modification of the Intercultural Knowledge-based Test for the main study

Based on these findings, some adjustments of the test items and test administration were made for the main study as follows:

1. Prior to administering the test, the teacher researcher needed to explicitly explain to the students the objectives of the test and what the results would be used for.

2. The test was administered at the beginning of the class.

3. Two test versions A and B were prepared and distributed to the students in different rows.

3.3.2.2 Intercultural Attitudes and Skills Inventory aimed to examine students' skills of discovery and interaction and their attitudes of curiosity and openness towards a target speaker of English from any culture. The inventory shown in Appendix C was conducted before and after the main study to investigate the difference between the scores of the pre-and post-test assessing students' intercultural attitudes and skills. According to Byram (1997) and Skopinskaja (2009), attitudes and skills in intercultural communicative competence can be assessed in many different ways such as test, simulation, role-play, problem-solving of critical incidents, visual literacy tasks, and portfolio. This study, however, used a questionnaire survey using Likert-type items to collect the data. To measure students' intercultural attitudes, 16 items indicating the extent to which respondents agreed or disagreed with each statement on a 5-point scale (e.g., 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree) were used. As for their intercultural skills, it consisted of 10 Likert-type items indicating the extent to which respondents assessed their intercultural skills from very low to very high

with each statement on a 5-point scale (e.g., 1 = Very low, 2 = Low, 3 = Moderate, 4 = High, and 5 = Very high). Since there were limited existing studies and ICC tests in the field of second language education, this inventory was mainly based on the theory of Byram (1997) and partially adapted from the studies by Fantini (2005) and Cohen et al. (2005).

The test content did not specify a particular culture but included festivals and celebrations, social norms, and intercultural contacts to elicit students' intercultural attitudes and skills. Students were required to complete the test within 30 minutes.

Validation of Intercultural Attitudes and Skills Inventory

The validation of this study included two stages, namely (i) content validity and construct validity and (ii) pilot testing to measure the reliability of the Intercultural Attitudes and Skills Inventory. The two stages are explained as follows:

1. Content validity and construct validity

Content validity and construct validity were assessed by five experts (three experts from the field of cross-cultural communication and two experts from the field of research, assessment, and evaluation) by means of the Index of Item Objective Congruence (IOC) process (Rovinelli & Hambleton, 1977). A three-point rating scale evaluation form, -1 = Incongruent, 0 = Questionable, and 1 = Congruent, was provided to the experts. Mean scores derived from the results were calculated. The items which did not achieve the score between 0.50 and 1.00 were revised according to the experts' suggestions. (See Appendix N for the illustration of the experts' validation of the inventory)

The overall IOC value of the intercultural attitudes and skills inventory was of 0.84 indicated the suitability of Intercultural Attitudes and Skills Inventory. Out of 20 statements, statement 1.2 of the attitudes domain suggested a revision was needed. However, 13 statements above 0.50 suggested modification was needed. The statements shown in Table 8 suggested a revision was needed due to inappropriate word choice, unclear statements, and multiple factors/ideas in one

statement. In addition, Expert B from the field of assessment suggested rearranging the scales from 'Strongly disagree' and 'Very low' (or 1 to 5) to 'Strongly agree' and 'Very high' (or 5 to 1) close to the statements.

Table 8: Revised Version of Intercultural Attitudes and Skills Inventory

No.	Original Items	Revised and Adjusted Items
ทัศนคติ (Attitudes)		
1.2	ฉันสนใจสนใจค้นหาข้อมูลเกี่ยวกับการใช้ชีวิตประจำวัน เทศกาลสำคัญ แบบแผนปฏิบัติทางสังคม และค่านิยม ของชาวต่างชาติทั้งที่เป็นเจ้าของภาษาอังกฤษและไม่เป็นเจ้าของภาษาอังกฤษที่ไม่ได้มาจากสื่อโทรทัศน์ วิทยุ หรือการบอกเล่าอย่างเดียว แต่มาจากการอ่านหรือสนทนากับเจ้าของวัฒนธรรมนั้นโดยตรง (I am interested in searching for information about important festivals and celebrations, social norms, and intercultural contacts of both native and non-native English speakers by reading about or communicating with them, not from media or hearing from others.)	Statement was revised and Ideas were separated 1.2 ฉันสนใจค้นคว้าหาข้อมูลจากการอ่านหรือสอบถามชาวต่างชาติเกี่ยวกับประเพณีของเขา (I am interested in searching for information about foreign festivals and celebrations from reading or asking them questions directly.) 1.3 ฉันสนใจค้นคว้าหาข้อมูลจากการอ่านหรือสอบถามชาวต่างชาติเกี่ยวกับแบบแผนการปฏิบัติทางสังคมของเขา (I am interested in searching for information about foreigners' social norms from reading or asking them questions directly.) 1.4 ฉันสนใจค้นคว้าหาข้อมูลจากการอ่านหรือสอบถามชาวต่างชาติเกี่ยวกับการติดต่อสื่อสารข้ามวัฒนธรรมกับเขา (I am interested in searching for information about intercultural contacts of foreigners from reading or asking them questions directly.)
1.3	ฉันไม่คิดเหมารวมเอาเองว่าคนต่างชาติต่างวัฒนธรรมมีประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมที่เหมือนกัน โดยยึดจากบรรทัดฐานทางวัฒนธรรมของฉันเอง หรือคำบอกเล่าและทัศนคติของคนอื่น (เช่น ผู้ชายอิตาลีทุกคนโรแมนติก หรือ คนอเมริกันอ้วน) แต่จะหาอ่านข้อมูลและการสอบถามจากเจ้าของวัฒนธรรมนั้นแทน (I do not assume that people from different cultures have the same cultural practices based on my own culture. For example, all Italian men are romantic or Americans are fat. Instead, I find more information by reading texts and asking them questions directly.)	Ideas were separated 1.5 ฉันไม่คิดเอาเองว่าคนต่างชาติมีประเพณีที่เหมือนกันกับฉัน แต่จะหาอ่านข้อมูลหรือสอบถามจากเจ้าของวัฒนธรรมนั้นแทน (I do not assume that foreigners celebrate similar festivals to my own. Instead, I would search for information or ask them questions directly.) 1.6 ฉันไม่คิดเอาเองว่าคนต่างชาติมีแบบแผนการปฏิบัติทางสังคมที่เหมือนกันกับฉัน แต่จะหาอ่านข้อมูลหรือสอบถามจากเจ้าของวัฒนธรรมนั้นแทน (I do not assume that foreigners have similar social norms to my own. Instead, I would search for information or ask them questions directly.) 1.7 ฉันไม่คิดเอาเองว่าคนต่างชาติมีการติดต่อสื่อสารข้ามวัฒนธรรมที่เหมือนกันกับฉัน แต่จะหาอ่านข้อมูลหรือสอบถามจากเจ้าของวัฒนธรรมนั้นแทน (I do not assume that foreigners have similar intercultural contacts to my own. Instead, I would

No.	Original Items	Revised and Adjusted Items
		search for information or ask them questions directly.)
1.4	ฉันสนใจวิเคราะห์ข้อมูลทางวัฒนธรรม เช่น ประเพณี แบบแผนการปฏิบัติทางสังคม และ การติดต่อสื่อสารข้ามวัฒนธรรม โดยหาอ่าน สืบค้นข้อมูลหรือสนทนากับคนชาตินั้น (I am interested in analyzing the cultural practice of festivals, social norms, and intercultural contacts by searching for information from written tests and communicating in English with the target speakers of a particular culture.)	**Items 1.4 and 1.5 were combined and ideas were separated** 1.8 ฉันสนใจวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับ ประเพณี โดยการ เปรียบเทียบลักษณะที่คล้ายคลึง และแตกต่างทางวัฒนธรรมของฉันกับวัฒนธรรมของ ชาวต่างชาติ (I am interested in analyzing information from different texts about foreign festivals and celebrations by comparing similarities and differences between my own culture and a foreign culture.) 1.9 ฉันสนใจวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับแบบ แผนการปฏิบัติทางสังคม โดยการเปรียบเทียบลักษณะ ที่คล้ายคลึงและแตกต่างทางวัฒนธรรมของฉันกับ วัฒนธรรมของชาวต่างชาติ (I am interested in analyzing information from different texts about foreigners' social norms by comparing similarities and differences between my own culture and a foreign culture.) 1.10 ฉันสนใจวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับการ ติดต่อสื่อสารข้ามวัฒนธรรม โดยการเปรียบเทียบ ลักษณะที่คล้ายคลึงและแตกต่าง ทางวัฒนธรรมของฉันกับวัฒนธรรมของชาวต่างชาติ (I am interested in analyzing information from different texts about foreigners' intercultural contacts by comparing similarities and differences between my own culture and a foreign culture.)
2.1	ฉันมีความเต็มใจยอมรับกับความหลากหลาย ทางวัฒนธรรมของชาวต่างชาติที่ใช้ ภาษาอังกฤษในการสื่อสาร (I am willing to accept the cultural diversity of foreigners who use English as a means of communication.)	**Statement was adjusted** ฉันยินดียอมรับกับความหลากหลายทางวัฒนธรรมของ ชาวต่างชาติที่ใช้ ภาษาอังกฤษในการสื่อสาร (I am willing to accept the cultural diversity of foreigners who use English as a means of communication.)
2.2	ฉันมีความเต็มใจในการหาโอกาสที่จะอ่าน บทความ นิตยสาร และสื่อต่างๆ เกี่ยวกับ ชาวต่างชาติ หรือติดต่อสื่อสารกับคนเหล่านั้น โดยไม่เลือกเชื้อชาติ ภาษาและวัฒนธรรม (I am willing to find an opportunity to read texts and study about or communicate in English with foreigners regardless of their nationality, language, and culture.)	**Items 2.2 was combined with items 2.4 and 2.5 and ideas were separated** 2.2 ฉันยินดีเรียนรู้เพิ่มเติมเกี่ยวกับประเพณีของ ชาวต่างชาติโดยการอ่าน เพื่อให้ เข้าใจและสื่อสารกับ เขาได้อย่างถูกต้องและเหมาะสมโดยไม่เลือกเชื้อชาติ ภาษาและวัฒนธรรม (I am willing to learn more about foreign festivals by reading different texts in order to understand and communicate with them correctly and appropriately

No.	Original Items	Revised and Adjusted Items
		regardless of their nationality, language, and culture.)
		2.3 ฉันยินดีเรียนรู้เพิ่มเติมเกี่ยวกับแบบแผนการปฏิบัติทางสังคมของชาวต่างชาติโดยการอ่าน เพื่อให้เข้าใจและสื่อสารกับเขาได้อย่างถูกต้องและ เหมาะสมโดยไม่เลือกเชื้อชาติภาษาและวัฒนธรรม
		(I am willing to learn more about foreigners social norms by reading from different texts in order to understand and communicate with them correctly and appropriately regardless of their nationality, language, and culture.)
		2.4 ฉันยินดีเรียนรู้เพิ่มเติมเกี่ยวกับการติดต่อสื่อสารข้ามวัฒนธรรมกับชาวต่างชาติโดยการอ่าน เพื่อให้เข้าใจและสื่อสารกับเขาได้อย่างถูกต้องและ เหมาะสมโดยไม่เลือกเชื้อชาติภาษาและวัฒนธรรม
		(I am willing to learn more about intercultural contacts with foreigners by reading different texts in order to understand and communicate with them correctly regardless of their nationality, language, and culture.)
2.3	ฉันมีความเต็มใจที่จะปรับความรู้สึกและพฤติกรรมของตนเองเพื่อการสื่อสารที่เหมาะสมและมีประสิทธิภาพ เมื่อได้อ่านบทความหรือติดต่อสื่อสารกับชาวต่างชาติที่ใช้ภาษาอังกฤษในการสื่อสาร (I am willing to adjust my own feelings and behaviors for appropriate communication when reading or communicating with foreigners appropriately and effectively.)	**Ideas were separated** 2.5 ฉันยินดีที่จะปรับความรู้สึกของตนเองเพื่อการสื่อสารที่เหมาะสม หลังจากได้อ่านบทความหรือติดต่อสื่อสารกับชาวต่างชาติที่ใช้ภาษาอังกฤษในการสื่อสาร (I am willing to adjust my own feelings for appropriate communication when reading and communicating in English with foreigners.) 2.6 ฉันยินดีที่จะปรับพฤติกรรมของตนเองเพื่อการสื่อสารที่เหมาะสม เมื่อได้อ่านบทความหรือติดต่อสื่อสารกับชาวต่างชาติที่ใช้ภาษาอังกฤษในการสื่อสาร (I am willing to adjust my own behaviors for appropriate communication when reading and communicating in English with foreigners.)
ทักษะ (Skills)		
1.1	ฉันสามารถค้นหาข้อมูลเฉพาะ เช่น ประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมของคนต่างชาติต่างวัฒนธรรมจากการอ่านเอกสารหรือสอบถามข้อมูลจากคนในชาตินั้น (I am able to search for information in relation to festivals and celebrations, social norms, and intercultural contacts of	**Items 1.1 and 1.3 were combined and ideas were separated** 1.1 ฉันสามารถค้นหาข้อมูลเฉพาะทางประเพณีของชาวต่างชาติโดยการอ่านเพื่อให้เกิดความเข้าใจความหมายที่แท้จริง (I am able to search for information by reading texts in relation to foreign festivals and celebrations.)

No.	Original Items	Revised and Adjusted Items
	foreigners from reading documents or asking them questions.)	1.2 ฉันสามารถค้นหาข้อมูลแบบแผนการปฏิบัติทางสังคมของชาวต่างชาติโดยการอ่าน เพื่อให้เกิดความเข้าใจความหมายที่แท้จริง (I am able to search for information from reading texts in relation to foreigner social norms.)
1.3	ฉันสามารถระบุข้อมูลเฉพาะทางวัฒนธรรม เช่น ประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมได้อย่างถูกต้อง รวมถึงเข้าใจความหมายที่แท้จริงโดยการอ่านเอกสารต่างๆ หรือสอบถามข้อมูลจากคนชาตินั้น (I am able to identify specific festivals and celebrations, social norms, and intercultural contacts and understand meanings of words correctly from reading documents and asking foreigners questions.)	1.3 ฉันสามารถค้นหาข้อมูลการติดต่อสื่อสารข้ามวัฒนธรรมกับชาวต่างชาติโดยการอ่าน เพื่อให้เกิดความเข้าใจความหมายที่แท้จริง (I am able to search for information by reading texts in relation to foreigners' intercultural contacts.)
1.2	ฉันความสามารถอ่านทำความเข้าใจหรือถามคำถามจากเจ้าของวัฒนธรรมเพื่อให้เข้าใจถึงวิถีชีวิตของคนชาตินั้นและสื่อสารได้อย่างเหมาะสมและมีประสิทธิภาพ (I am able to read, understand, or ask foreigners questions to understand their culture appropriately and effectively.)	**Ideas were separated** 1.4 ฉันสามารถทำความเข้าใจประเพณีและการเฉลิมฉลองของชาวต่างชาติได้อย่างถูกต้องจากการอ่าน (I am able to comprehend foreign festivals and celebrations of foreigners correctly by reading different texts.) 1.5 ฉันสามารถทำความเข้าใจแบบแผนพฤติกรรมของชาวต่างชาติได้อย่างถูกต้องจากการอ่าน (I am able to comprehend social norms of foreigners correctly by reading different texts.) 1.6 ฉันสามารถทำความเข้าใจเกี่ยวกับการติดต่อระหว่างวัฒนธรรมของชาวต่างชาติได้อย่างถูกต้องจากการอ่าน (I am able to comprehend intercultural contacts of foreigners correctly by reading different texts.)
1.4	เมื่ออ่านเอกสารหรือสื่อสารกับชาวต่างชาติ ฉันสามารถวิเคราะห์ข้อมูลหรือสิ่งที่เกิดขึ้นในวัฒนธรรมอื่นที่แตกต่างไปจากวัฒนธรรมของฉัน โดยการเปรียบเทียบความเหมือนและแตกต่างระหว่างสองวัฒนธรรมได้ (When reading a document or communicating in English with foreigners, who are from a different culture, I am able to analyze written texts by comparing similarities and differences between their culture and mine.)	**Items 1.4 and 1.5 were combined and ideas were separated** 1.7 ฉันสามารถวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับประเพณีของชาวต่างชาติที่แตกต่างไปจากของฉัน โดยการเปรียบเทียบความเหมือนและแตกต่างระหว่างสองวัฒนธรรมได้ (I am able to analyze information from different texts about foreign festivals and celebrations by comparing similarities and differences with my culture.)
1.5	ฉันสามารถตรวจสอบลักษณะทั่วไปเกี่ยวกับประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมของคนต่างชาติจากการอ่าน และถามคำถามเพื่อให้ได้	1.8 ฉันสามารถวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับแบบแผนการปฏิบัติทางสังคมของชาวต่างชาติที่แตกต่างไปจากของฉัน โดยการเปรียบเทียบความเหมือนและแตกต่างระหว่างสองวัฒนธรรมได้ (I am able to analyze information from different texts

No.	Original Items	Revised and Adjusted Items
	ข้อมูลที่ถูกต้อง (I am able to investigate common cultural information related to festivals and celebrations, social norms, and intercultural contacts by reading and asking questions to receive correct information.)	about foreigners' social norms by comparing similarities and differences with my culture.) 1.9 ฉันสามารถวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับการติดต่อสื่อสารข้ามวัฒนธรรมกับชาวต่างชาติที่แตกต่างไปจากของฉัน โดยการเปรียบเทียบความเหมือนและแตกต่างระหว่างสองวัฒนธรรมได้ (I am able to analyze information from different texts about foreigners' intercultural contacts by comparing similarities and differences with my culture.)
2.1	ระหว่างที่สื่อสารกับชาวต่างชาติต่างวัฒนธรรมที่แตกต่างจากฉัน ฉันเข้าใจชาวต่างชาติที่มีวัฒนธรรมที่แตกต่างจากฉันได้อย่างถูกต้องโดยไม่ใช้ทัศนคติแง่ลบตามที่ได้ยินมา (เช่น คนจีนเป็น คนงก หรือคนเกาหลีหยาบคาย) (While communicating with foreigners who are from a different culture, I understand their culture correctly without using negative attitudes towards them. For example Chinese people are stingy or Korean people are rude.)	**Statement was adjusted** 2.1 ระหว่างที่สื่อสารกับชาวต่างชาติ ฉันไม่ใช้ทัศนคติแง่ลบตามที่ได้ยินมาหรืออ่านมา (While communicating with foreigners in English, I did not show any negative attitude towards them, which might have obtained from hearing or reading about them.)
2.2	ระหว่างที่สื่อสารกับชาวต่างชาติต่างวัฒนธรรม ฉันใช้ภาษาพูดและท่าทางที่เหมาะสมเพื่อทำให้การสนทนามีประสิทธิภาพ (While communicating with foreigners who are from a different culture, I am able to use verbal and non-verbal language appropriately for effective communication.)	**Items 2.2 and 2.5 were combined and ideas were separated** 2.2 ระหว่างที่สื่อสารกับชาวต่างชาติ ฉันใช้ภาษาพูดที่เหมาะสมกับวัฒนธรรมเขาเพื่อทำให้การสนทนามีประสิทธิภาพ (While communicating with foreigners, I used English appropriately for effective communication.) 2.3 ระหว่างที่สื่อสารกับชาวต่างชาติ ฉันใช้ท่าทางที่เหมาะสมกับวัฒนธรรมเขาเพื่อทำให้การสนทนามีประสิทธิภาพ (While communicating with foreigners in English, I used non-verbal cues appropriately and effectively to match their culture.)
2.5	ระหว่างที่สื่อสารกับคนชาติอื่น ฉันติดต่อสื่อสารกับชาวต่างชาติ ทั้งจากการเขียนบรรยาย การพูดสื่อสารกับชาวต่างชาติเป็นภาษาอังกฤษ และท่าทางที่แสดงออกในสถานการณ์จริงได้อย่างเหมาะสมและมีประสิทธิภาพ (While communicating with foreigners who are from a different culture, I am able to communicate with them by means of reading, speaking, and using body language appropriately and effectively in real situations.)	
2.3	ระหว่างที่สื่อสารกับคนชาติอื่น ฉันวิเคราะห์ข้อมูลเฉพาะทางประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมในวัฒนธรรมต่างชาติที่แตกต่างจากนักศึกษาโดยการมองวิเคราะห์จากหลายแง่มุม	**Items 2.3 and 2.4 were combined and ideas were separated** 2.4 ระหว่างที่สื่อสารกับชาวต่างชาติ ฉันใช้ความรู้ที่ได้จากการหาอ่านมาเกี่ยวกับเนื้อหาทางวัฒนธรรม เพื่อ

No.	Original Items	Revised and Adjusted Items
	(While communicating with foreigners who are from a different culture, I am able to analyze cultural information related to festivals and celebrations, social norms, and intercultural contacts from different perspectives.)	สนทนาโต้ตอบกับเขาได้อย่างถูกต้องและมีประสิทธิภาพ (While communicating with foreigners in English, I used the cultural knowledge of various countries gained from reading texts to correspond about their culture correctly and effectively.)
2.4	ระหว่างที่สื่อสารกับคนชาติอื่น ฉันตรวจสอบความถูกต้องของความรู้ ทักษะและทัศนคติทางวัฒนธรรมโดยการอ่านและศึกษาจากเอกสารหรือสอบถามชาวต่างชาติจากวัฒนธรรมนั้น (While communicating with foreigners who are from a different culture, I am able to investigate specific knowledge, intercultural attitudes and skills by reading documents or asking them questions.)	2.5 ระหว่างที่สื่อสารกับชาวต่างชาติ ฉันใช้ความรู้ที่ได้จากการหาอ่านเกี่ยวกับเนื้อหาทางวัฒนธรรม เพื่อถามคำถามเขาและให้ได้ข้อมูลที่ถูกต้อง (While communicating with foreigners in English, I used the cultural knowledge of various countries gained from reading texts to ask them questions correctly to obtain the correct information.)

2. The Pilot Testing of Intercultural Attitudes and Skills Inventory

Pilot testing was conducted with 15 students majoring in Tourism Management of Sripatum University, Bangkhen Campus, in the Additional Summer semester of the academic year 2014.

Reliability of Intercultural Attitudes and Skills Inventory

This pilot test aimed to measure reliability of the inventory using SPSS to identify Cronbach's alpha coefficient. The inventory was piloted right after the intercultural knowledge-based test at the beginning of the pilot testing phase. It went through the same dilemmas as the intercultural knowledge-based test. Therefore, it was conducted again at the end of the pilot testing phase. After the pilot test was completed, it was found that the inventory was applicable for the main study with the reliability of 0.91. Students did not make comments on any of the statements, which indicated that all of the statements had been clear to them.

3.3.3 Project-based Reading Portfolio

According to Richards and Farrell (2005), along with other language educators, a portfolio helps to promote self-reflection, self-assessment, collaboration, learner

autonomy, and learner centeredness. In this study, a project-based reading portfolio was used as growth portfolio, which as suggested by Richards and Farrell (2005) and Erlandson (2003), to evaluate and report on students' progress and performance in English reading ability and intercultural communicative competence. It was a compilation of students' works, which demonstrated the progress and achievement in their learning, and their reflection on their reading ability, intercultural communicative competence, and project work. The works collected in the portfolio were stored in the style of file folders with a content checklist provided by the teacher researcher.

The format of the portfolio was adapted from the Portfolio of Intercultural Competence initiated by Erlandson (2003); Gomez (2012); and INCA (2004). The content of the portfolio was adapted from experts in the field of reading, intercultural communication, and Project-Based Learning as follows: Burke, Fogarty, and Belgrad (2002), ReadWriteThink (2010), WestEd (2013), and Rubistar (2008). The portfolio content of this study included three parts as follows:

1.1 My passport. This included a profile of the students introducing themselves and description of students' personal and academic background.

1.2 Record of the project work. It included the content or works that students completed. The products included three pieces of the individual work as follows: (i) a reading research on international festivals from Lesson 1 Festivals and Celebrations, (ii) a reading summary of comparing social norms and patterns of behaviors and communication of a target culture and Thai from Lesson 2 Social Norms, and (iii) interview questions drawn from drawing conclusion of the previous reading tasks from Lesson 3 Intercultural Contacts.

1.3 Student's reflection. Students were required to write a -paragraph essay in Thai of 300-400 words reflected on students' English reading ability and intercultural communicative competence using their work as evidence to prove if their English reading ability and intercultural communicative competence were enhanced.

Guideline questions, which resembled the interview protocol, were given to the students. (See Appendix E)

There were two main tools included in the project-based reading portfolio, namely project-based reading portfolio rubric and student's reflection. These tools were utilized to triangulate with the results of the student's English reading ability test and intercultural communicative test and provide detailed descriptions of students' reflections on the learning progress.

1. Project-based Reading Portfolio Rubric

According to National Capital Language Resource Center (1997), the portfolio rubric consists of criteria with a rating scale. As for the rubric used in the present study, the criteria were employed by an individual, peer, and the teacher researcher to evaluate students' mini-projects in the portfolio. The evaluation was done by students, peer, and instructor. As for the peer evaluation process, students were shuffled to evaluate their peer for each mini-project. The criteria and scoring rubric in this portfolio shown in Appendix D are described as follows:

1.1 The criteria of this study was adapted from Burke et al. (2002), ReadWriteThink (2010), WestEd (2013), and Rubistar (2008). The format of the portfolio rubric was adapted from Burke et al. (2002) as it was practical, was well-organized, and served the purpose of the portfolio. This study used the four criteria of (a) organization, (b) knowledge, (c) group work, and (d) reflections.

a) Organization: It included two components, namely completeness and mechanics (spelling, grammar, and typing). The students, peer, and the teacher researcher evaluated all the works compiled in each student's portfolio by considering the quality of completion and language use.

b) Knowledge: This part included (1) knowledge of English reading ability, (2) knowledge of intercultural communicative competence, and (3) process of the reading project. In this part, descriptors were made with specific details (using the scores obtained from the three individual mini-project evaluations). A checklist of the project-based reading process was used to evaluate each other in term of the

process of the reading project. The checklist contained five statements asking students whether or not they had used the reading strategies and intercultural skills. These statements were similar to those which had appeared on the Intercultural Attitudes and Skills Inventory.

The evidence of students' works, which reflected the ability to apply the English reading strategies, key concepts of intercultural communication, and the frequent use of those reading strategies and cultural concepts to complete the project, were used. The scores of students' individual works, which were compiled in the record of the project work section, were used by the students, peer, and the teacher researcher to evaluate each student's knowledge of English reading ability, intercultural communicative competence, and process.

c) Group work: This part included (1) scaffolding and (2) collaboration. The students, peer, and the teacher researcher were required to evaluate thier behaviors in sharing constructive feedback to the group and working well with other group members.

d) Reflections: the students, peer, and the teacher researcher were required to evaluate one's reflective essay on how thoughtful and insightful it was reflected.

1.2 The scoring rubrics in this study were divided into five levels in the portfolio including A (80-100 = Excellent), B (70-79 = Good), C (60-69 = Satisfactory), D (50-59 = Pass), and F (0-49 = Fail). The portfolio was assessed by the students, peer, and the teacher researcher.

2. Student's Reflection

A reflection section was included in the last section of the project-based reading portfolio as described earlier. It was utilized to help explain students' learning progress in English reading ability, intercultural communicative competence, and group work. The insightful data gained from students' reflections were also used to provide evidence for the quantitative results of students' performance in English reading ability and intercultural communicative competence.

Validation of Project-based Reading Portfolio Rubric

The validation of this study included two stages of content and construct validation and reliability. The two stages are explained as follows:

1. Content and Construct Validity

Content validity and construct validity were assessed by five experts (two experts from the field of the English curriculum development and three experts with specialization in project-based instruction) by means of the Index of Item Objective Congruence (IOC) process (Rovinelli & Hambleton, 1977). A three-point rating scale was used in the evaluation form (-1 = Incongruent, 0 = Questionable, and 1 = Congruent) and was provided to the experts. Mean scores derived from the results were calculated. Items which did not achieve the score between 0.50 and 1.00 were revised according to the experts' suggestions. The experts' validation of Project-based Reading Portfolio Rubric can be found in Appendix O.

The mean scores of all the items shown in Appendix O ranged from 0.20 to 1.00. Four out of five criteria received scores of 0.20 and 0.40 indicating the unsuitability of the portfolio rubric. However, the overall rubric was suitable in terms of content and construct since it received the overall mean score of 0.56. Based on this result and experts' additional recommendations for improvement, the criteria descriptions of format, knowledge, social skills, and reflections were revised, adjusted, and added as follows:

1. The criterion in each scale of the format emphasized only spelling and grammar.

2. The criterion of evidence of knowledge should be separated into English reading ability and intercultural communicative competence. Also, the heading of 'Evidence of Understanding' was changed to 'Knowledge.' In addition, 'Process of the reading project' was added in this section.

3. Under 'Group work,' 'Social skill' was changed to 'Scaffolding' and 'Collaboration' as suggested by Experts A, B, and F.

4. Expert F suggested translating the form from English into Thai so that students would be able to understand the criteria clearly and evaluate their own and their peers' performance more effectively without any language barrier.

5. Expert A suggested a weighted rubric to highlight the knowledge and process of learning. (See Appendix D)

2. Pilot testing of Project-based Reading Portfolio Rubric

The modified rubric was used in the pilot test at the end of the project to investigate the practicality and reliability of the portfolio rubric. Each student was asked to select one friend in their group to evaluate their portfolio. For students to peer evaluate, the portfolio rubric was explained to them prior to executing the evaluation.

Reliability of Project-based Reading Portfolio Rubric

The pilot test of the rubric revealed both practicality and impracticality. On the one hand, students found that evaluating their peer's performance through the portfolio was new to them yet beneficial to them as they felt more engaged in the learning. On the other hand, students had difficulty assigning scores to their peer on the criteria of 'Knowledge.' It was found that the descriptions were rather abstract and too complicated to use. The teacher research also found that it required many copies of the rubric form for peer and the instructor to evaluate each student. Evidence of group work included in the student's portfolio was found unnecessary to include in the individual portfolio rubric. As for the reliability, based on students' performance on rating the portfolio of themselves and their peers, it was found that scores rated by some students and the teacher researcher were rather different. Many students did not know what score to assign due to ambiguity of the statement.

Modification of Project-based Reading Portfolio Rubric for the main study

In the present study, the rubric was adjusted based on students' feedback and the teacher research's observation during pilot testing as follows.

1. Based on the National Capital Language Resource Center (1997), a student training session for the portfolio rubric evaluation was needed for reliability. This was

arranged during a teacher-student conference session so that each group understood the explanation and had the opportunity to practice.

2. The descriptor of 'Knowledge' was adjusted to more detail, so that it was clearer and easier for students to use to evaluate themselves and peers.

3. In the "Process of the reading project" section, a checklist of project-based reading processes was added for students and the teacher researcher were able to evaluate each other more effectively. This would then lead to increased reliability of the evaluation.

4. The format of the evaluation form was adjusted by creating more columns for the learner, peer, and instructor so they could to the evaluation on the same form.

3.3.4 Project-based Reading Instruction Questionnaire

This was a questionnaire aiming to explore students' opinions of the Project-based Reading Instruction (PRI). Students' opinions in this study referred to their beliefs of the effectiveness of PRI on English reading ability and intercultural communicative competence, and suggestions on PRI based on their direct experience during the PRI implementation. The questionnaire shown in Appendix F consisted of two parts as follows:

1. Students' opinions of the Project-based Reading Instruction intervention: This covered four aspects, namely classroom management employing PRI (including reading ability, intercultural communicative competence, and group collaboration), classroom activities (including statements concerning all of the PRI stages, namely prepare, research, analyze, produce, and reflect), instructional materials, and assessment and evaluation. There were 50 Likert-type statements indicating the extent to which respondents agreed or disagreed with each statement on a 5-point scale (e.g., 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree).

2. Open-ended questions asking the students to provide additional opinions and suggestions about the Project-based Reading Instruction: Three questions concerning students' likes and dislikes and additional opinions on PRI were included to elicit more information.

Validation of the Project-based Reading Instruction Questionnaire

To measure the reliability of the questionnaire, the validation of this research instrument included the two stages of content and construct validation and the pilot testing as follows:

1. Content validity and construct validity

The questionnaire was validated by five experts (two experts from the field of the English curriculum development and three experts from the field of project-based instruction). Mean scores of the five experts were calculated for the Index of Item Objective Congruence (IOC) process (Rovinelli & Hambleton, 1977). A three-point rating scale Evaluation form (-1 = Incongruent, 0 = Questionable, and 1 = Congruent) was provided to each expert. Mean scores derived from the results were calculated. Any item that did not achieve scores between 0.50 and 1.00 were revised according to the experts' suggestions. Experts' validation of Project-based Reading Instruction Questionnaire is demonstrated in Appendix P.

The overall IOC value was 0.68. Out of 19 statements, it was suggested that six statements be revised due to many ideas or factors being addressed in one statement. Thus, the experts suggested separating all those ideas into individual statements. Of the statements that measured above 0.50, only some of them were revised for improvement according to the experts' suggestions. For example, two experts suggested that some statements in the category of Activities should emphasize the process of learning. This would be beneficial for the researcher to discuss students' learning development. The revised version of Project-based Reading Instruction Questionnaire is demonstrated in Appendix Q.

2. Pilot testing of Project-based Reading Instruction Questionnaire

Pilot testing was conducted with 15 students majoring in Tourism Management of Sripatum University, Bangkhen Campus, in the Additional Summer semester of the academic year 2014. This pilot test aimed to measure reliability of the research instrument using SPSS to identify Cronbach's alpha coefficient.

Reliability of Project-based Reading Instruction Questionnaire

The reliability of the questionnaire was 0.98, which implied that the questionnaire was applicable for the main study. Minimal changes were made in the content on the misspelt words. Some students made additional opinions and suggestions. For example, Student A commented that "*the instructor explained about the reading strategies very clearly, which made me understand better.*"

3.3.5 Project-based Reading Instruction Interview Protocol

Project-based reading instruction interview protocol was used to help the researcher to investigate the students' opinions of PRI in-depth and provide further information in addition to those obtained from the questionnaires (See Appendix G). The present study employed a semi-structured interview. This type of research interview was employed because it provided guidance on what to talk and was flexible for the discovery of valuable information which might appear during the interview. Focus-group interviews were employed because it helped the researcher to obtain dynamic and extensive detailed information from group interaction (Gill, Stewart, Treasure, & Chadwick, 2008). There were three groups of high (scores ranged from 21-30), average (scores ranged from 11-20), and low (scores ranged from 0-10) achievers based on English Reading Ability post-test scores. Two students, whose scores were in the same range, were randomly selected from each group.

The interviews were conducted after the completion of the project-based reading instruction questionnaire. It was administered by an instructor of linguistics who taught the course in a different section and who had direct experience with focus-group interviews. The researcher decided not to participate in the interviews because it was found that students might become biased rather than honest and open about their own opinions toward the course (Gill et al., 2008). The students were interviewed in their native language, Thai, in order to avoid problems related to linguistic or communicative proficiency. Each group was interviewed for approximately 20 minutes. The interviews consisted of five questions. Questions one to four were designed to investigate students' opinions of how the instruction

helped improve their English reading ability and intercultural communicative competence, the pros and cons of the instruction, and their feedback on the course. Question five was to elicit students' suggestions on course improvement.

Validation of Project-based Reading Instruction Interview Protocol

The validation of this research instrument included two stages of content validity and construct validity, and the pilot testing that aimed to identify the effectiveness of the interview questions and the feasibility of gaining sufficient information as follows:

1. Content validity and construct validity

The questionnaire was validated by five experts (two experts from the field of the English curriculum development and three experts with the specialization in project-based instruction). The mean scores of the five experts were calculated using the Index of Item Objective Congruence (IOC) process (Rovinelli & Hambleton, 1977). Evaluation form using a three-point rating scale (-1 = Incongruent, 0 = Questionable, and 1 = Congruent) was provided to the experts. Mean scores derived from the results were calculated. The items which did not achieve a score between 0.50 and 1.00 were revised according to the experts' suggestions. The experts' validation of project-based reading instruction interview protocol is demonstrated in Appendix R.

The overall IOC value of the rubric was 0.56. It was suggested that most questions be revised, mainly on the language use. For example, Expert A suggested that the second question should be avoided because it assumed that students' English reading ability had been improved. Instead, the question should be more open-ended and invite students to provide interesting and useful insights. Expert B suggested changing the fourth question from asking about the pros and cons of the instruction to how much they understood about the instruction. This would help elicit information about the process of their learning as shown in Table 9.

Table 9: Revised Version of Project-based Reading Instruction Interview Protocol

No.	Original Items	Revised Items
1	นักศึกษาชอบอะไรมากที่สุดและน้อยที่สุดเกี่ยวกับรายวิชานี้ (What did you like most and least about this course?)	Changed to 1. นักศึกษาเข้าใจการสอนแบบโครงงานการอ่านหรือไม่ อย่างไร (Did you understand Project-based Reading Instruction? How?)
2	ความสามารถการอ่านภาษาอังกฤษของนักศึกษาดีขึ้นใน ขณะที่ทำโครงงานอย่างไร (How did your reading ability of English improve while doing the project work?)	Changed to 2. นักศึกษาคิดอย่างไรต่อวิธีการสอนแบบโครงงานการ อ่าน เพราะอะไร (What did you think about Project-based Reading Instruction? Why?)
3	ความสามารถของการสื่อสารระหว่างวัฒนธรรมของนักศึกษาดี ขึ้นในขณะที่ทำโครงงานอย่างไร เช่นความรู้ระหว่างวัฒนธรรม ทัศนะคติต่อความหลากหลายทางวัฒนธรรม ทักษะระหว่าง วัฒนธรรม (How did your intercultural communication competence improve while doing the project work (e.g., knowledge, attitudes, and skills)?)	Adjusted to 3. นักศึกษาคิดว่าความสามารถการอ่านภาษาอังกฤษของ นักศึกษาตอนนี้เป็นอย่างไรเมื่อเทียบกับก่อนเรียน เพราะ อะไร (What did you think about your English reading ability before and after taking the course? Why?)
4	อะไรคือข้อดีและข้อเสียของการใช้วิธีการสอนแบบโครงงาน การอ่านในชั้นเรียน (What are the pros and cons of having a classroom atmosphere that incorporates PRI?)	Adjusted to 4. นักศึกษาคิดว่าความสามารถการสื่อสารระหว่าง วัฒนธรรมของนักศึกษาตอนนี้เป็นอย่างไรเมื่อเทียบกับ ก่อนเรียน เพราะอะไร (What did you think about your intercultural communicative competence before and after taking the course? Why?)

2. The pilot testing of Project-based Reading Instruction Interview Protocol

Pilot testing was conducted using three groups (high, average, and low) with two students in each group based on their English Reading Ability Test results. The interview was scheduled in Week 14 after the PRI implementation completed on the basis of convenience for both students and the instructor. The interview was conducted in Thai. During the interview, students in the three groups responded in great detail. The interviewer also added sub-questions for each interview question in order to elicit in-depth information on students' opinions towards PRI in the main study. Their responses revealed correlation of the effectiveness of the PRI.

3.3.6 Summary of the research instruments

There were five research instruments constructed for this study, namely (1) English reading ability test, (2) intercultural communicative competence tests (including intercultural knowledge-based test and intercultural attitudes and skills inventory), (3) Project-based reading Portfolio (including project-based reading portfolio rubric and reflection assay), (4) Project-based reading instruction questionnaire, and (5) Project-based reading instruction interview protocol. These instruments were assessed for their validity by experts with specializations of English reading instruction, project-based learning, and intercultural communication. A pilot study was conducted to investigate the reliability and practicality of the research instruments and the PRI lesson plan. Based on the results of KR-20 and Cronbach's alpha coefficient, they assured that the instruments employed in the Project-based Reading Instruction were reliable.

3.4 Research Procedure

Project-based Reading Instruction (PRI) was developed to enhance students' English reading ability and Intercultural Communicative Competence. The PRI intervention was based on the theories of Project-Based Learning, English reading instruction, and intercultural materials frameworks. The research procedure is outlined in Table 10.

Table 10: Research Procedure

Phase 1: Designing PRI	
Stage 1	Exploring theoretical frameworks
Stage 2	Conducting learner survey
Stage 3	Constructing PRI
Stage 4	Pilot testing PRI
Stage 5	Redesigning PRI
Phase 2: Implementing PRI	
Stage 1	Administering the English Reading Ability pre-test and Intercultural Communicative Competence pre-test
Stage 2	Conducting the main study and collecting data
Stage 3	Administering the English Reading Ability post-test and Intercultural Communicative Competence Test
Stage 4	Distributing the PRI Questionnaire and conducting the interview
Stage 5	Analyzing quantitative and qualitative data

3.4.1 Designing Project-based Reading Instruction (PRI)

The first phase of the present research study comprised five stages: (1) exploring theoretical frameworks, (2) conducting learner survey, (3) constructing PRI, (4) pilot testing PRI, and (5) redesigning PRI. These five stages are elaborated as follows:

3.4.1.1 Exploring theoretical frameworks

To develop the PRI framework, theories and related studies were extensively and thoroughly investigated and analyzed. Three theoretical frameworks viewed in this study included (1) English reading instruction, (2) Project-Based Learning, and (3) intercultural materials. The selected frameworks of each theory were developed by scholars renowned in their fields, most updated, and/or adapted by a number of educators and language instructors. The three frameworks are summarized as follows:

1. English reading instruction

This study adapted the frameworks proposed by Robinson (1961), Ketchum (2006), and McCloskey et al. (2010). Robinson (1961) suggested that SQ3R (*Survey, Question, Read, Recite*, and *Review*) helped students to comprehend and retain information. McCloskey et al. (2010) proposed an instructional sequence of into the text, through the text, and beyond the text to help students achieve the goal of comprehension through scaffolding from teachers and their peers. Besides these two models, Ketchum (2006) proposed the 3R model, which was purposely created for intercultural teaching and learning. It included *recognize, research*, and *relate* to highlight the cultural aspects in learning English reading comprehension. These three reading models covered three main reading processes (*pre-, during-*, and *post-reading* stages) throughout the reading instruction. In addition, it supported the most recent English reading instruction targeting explicit reading comprehension, which helps increase students' reading ability (Anderson, 2012; Stoller et al., 2013). Table 11 illustrates the synthesis of the three reading models.

Table 11: Synthesis of English Reading Instruction Frameworks

General Stages	Synthesis of reading instruction of the present study	Robinson (1961) SQ3R	McCloskey et al. (2010) A Scaffolding Academic Language for English Students	Ketchum (2006) 3R model
Before-reading	1. Introduce -Teacher activates students' background knowledge of the target culture. - Teacher motivates discussion - Teacher links words to the world through explicit reading instruction.	1. Survey -Students survey the text to build background information. **2. Question** -Students form questions before reading the text.	1. Into the reading -Teacher uses an anticipation guide to prepare students for reading. -Teacher asks students for agreement or disagreement with the statements. -Teacher explains an activity before reading.	1. Recognize -Teacher triggers background knowledge. -Discover knowledge of the target culture.

General Stages	Synthesis of reading instruction of the present study	Robinson (1961) SQ3R	McCloskey et al. (2010) A Scaffolding Academic Language for English Students	Ketchum (2006) 3R model
During-reading	**2. Read** - Teacher reads text aloud and students read along / student reads text to their pair (oral reading, buddy reading). - Students look for cultural clues and summarized text in their mind. -Teacher writes down key words for discussion with students. **3. Research** - Students respond to the texts they have read. - Teacher helps students form question (s) of their interest about the target language. - Students investigate the target culture outside of the classroom. -Students summarize the reading passage.	**3. Read** -Students read the text and memorize the information to answer the questions.	**2. Through the reading** - Students make predictions and distinguishing fact from opinion. -Teacher selects passage and reads aloud to students and they read along. -Teacher selects keywords and discusses with students -Students summarize the content in mind.	**2. Research** -Students investigate the target culture through multiple and varied types of resources.
After-reading	**4. Analyze** -Students summarize their research using an organizational graphic. - Students work in a group to analyze and interpret culturally-embedded texts. - Students discuss their analysis to establish comprehension. **5. Reflect** - Teacher asks students to	**4. Recite** -Students answer the questions without looking at the text or notes. **5. Review** -Students verify the answers by rereading parts of the texts.	**3. Beyond the reading** - Students respond to the statements based on the reading. -Teacher and students discuss answers using the text to support the decision. -Students retell story and write a summary.	**3. Relate** -Students apply new developed schemata back to the text. -Students make connections between literary and linguistic practices of the author and his or her cultural

General Stages	Synthesis of reading instruction of the present study	Robinson (1961) SQ3R	McCloskey et al. (2010) A Scaffolding Academic Language for English Students	Ketchum (2006) 3R model
	reflect on their findings by comparing and contrasting with their own culture and identify conflicts, discuss, and write a paragraph to explain. - Students share their findings and reflect on their perspectives of cultural differences. -Teacher wraps up both the English reading strategies and cultural content of the lesson.		-Students work alone or in pairs to find information in the text to create a summary. -Students share the summary firstly in small groups, then large group. -Teacher elicits sample answers from the whole class to conclude the activity.	perspectives to become less biased.

2. Project-based learning

Project-Based Learning (PBL) frameworks developed by Stoller (2010) and Becker and Nekrasova-Becker (2012) were adapted. As shown in Table 12, Stoller's PBL framework included seven steps aimed at scaffolding to help students compile information, analyze data, and present their findings. In addition to Stoller's framework, Nekrasova and Becker added evaluation from the beginning to the end in their seven stages of project-based learning. After synthesizing their frameworks, five main stages derived as follows: prepare, search, analyze, create, and wrap-up. This synthesis was later integrated with the synthesis of English reading instruction frameworks to develop Project-based Reading Instruction (or PRI).

Table 12: Synthesis of Project-based Learning Frameworks

Main stages	Synthesis of PBL for the present study		Stoller (2010)	Becker and Nekrasova-Becker (2012)	
Prepare	1. Students explore the project work. 2. Teacher and students discuss project works. 3. Teacher and students plan tasks, responsibilities and outcome.	Evaluating the project	1. Agree on a theme for the project. 2. Determine the final outcome. 3. Structure the project.	1. Identifying a relevant theme from the STEM curriculum. 2. Determining the final outcome (s). 3. Structuring the project.	Evaluating the project
Search	4. Teacher prepares students to search for information. 5. Students search for and gather information. 6. Teacher-student conference.		4. Information Gathering Cycle: - Teacher prepares students for the language demands of information gathering. - Students gather information.	4. Gathering information.	
Analyze	7. Teacher prepares students for information analysis. 8. Students analyze information. 9. Teacher-student conference.		5. Information Compilation and Analysis Cycle: - Teacher prepares students for the language demands of compiling and analyzing information. - Students compile and analyze information.	5. Compiling and analyzing information.	
Create	10. Teacher prepares students for presentation. 11. Students create project presentation. 12. Teacher-student conference. 13. Students revise and present.		6. Information Reporting Cycle: - Teacher prepares students for the language demands of finalizing the project. - Students finalize and submit/present project.	6. Reporting information.	
Wrap up	14. Teacher and students report and reflect on reading strategies, cultural content, and experience.		7. Evaluate the project: Language, strategies, content, & experience (process & product).		

3. Intercultural materials

The framework of intercultural materials in this study adapted from the two frameworks proposed by Cortazzi and Jin (1999), and Matsuda (2012) are shown in Figure 3. The present study proposed three main simple intercultural contents: (1) Thai, (2) native English culture, and (3) non-native English culture to generate intercultural reading materials accordingly. The PRI reading materials were designed the basis of being culturally embedded, interactive, and authentic.
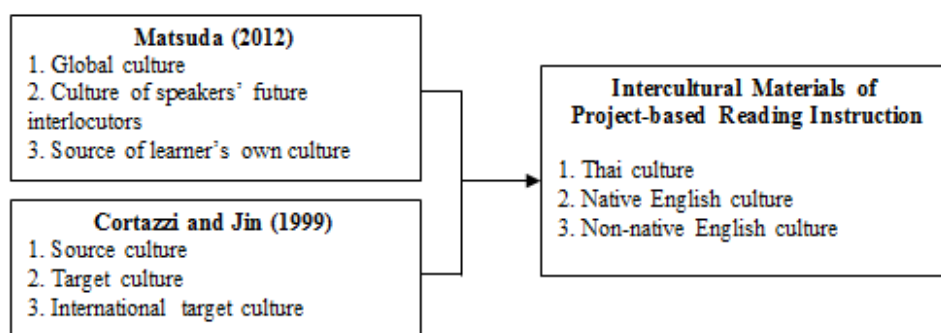
Figure 3: Synthesis of Intercultural Materials

Based on the extensive and thorough review and analysis of the three main theoretical frameworks reviewed above, the conceptual framework of Project-based Reading Instruction was developed as illustrated in Figure 4.

Stoller (2010)

1. Agree on theme for the project
2. Determine the final outcome
3. Structure the project
4. Information gathering cycle
5. Information compilation and analysis cycle
6. Information reporting cycle
7. Evaluate the project

Nekrasova and Becker (2012)

1. Identifying a relevant theme
2. Determining the final outcome
3. Structuring the project
4. Gathering information
5. Compiling and analyzing information
6. Reporting information
* Evaluating all the steps above

Robinson (1961)
SQ3R

- Survey
- Question
- Read
- Recite
- Review

McCloskey and Stack (2003)
A Scaffolding Academic Language

- Into the text
- Through the text
- Beyond the text

Ketchum (2006)
3R

- Recognize
- Research
- Relate

Synthesis of Project-Based Language Learning Framework

Step 1: Prepare
Step 2: Search
Step 3: Analyze
Step 4: Create
Step 5: Wrap-up

Culturally embedded texts (Adapted from Cortazzi & Jin (1999) and Matsuda (2012)
-Native English speaking culture
-Non-native speaking culture
-One's own culture

Synthesis of English Reading Instruction Framework

Step 1: Introduce
Step 2: Read
Step 3: Research
Step 4: Analyze
Step 5: Reflect

Project-based Reading Instruction

Prepare

↓

Research

↓

Analyze

↓

Produce

↓

Reflect

English Reading Ability

- Literal Comprehension
- Interpretative Comprehension

Intercultural Communicative Competence

- Intercultural Knowledge
- Intercultural Attitudes
- Intercultural Skills

Figure 4: Conceptual Framework of Project-based Reading Instruction (PRI)

The PRI framework consisted of ten essential principles to be used as a guideline for designing course objectives, course sequence, and instructional materials and activities as shown in Appendix T. Based on the synthesis, the PRI principles included the following:

1. PRI is student centered.

2. PRI prepares students for reading comprehension to enhance intercultural knowledge, skills, and attitudes, not merely the culture of native English speakers, but also non-native English speakers and their own.

3. The learning process focuses on scaffolding between the teacher and students, and students and their peers.

4. Learning involves constructing intercultural knowledge, skills, and attitudes through social interaction by means of project work, working collaboratively on their own, in small groups, or as a class to complete a project.

5. Learning takes place through experiencing, analyzing, and connecting ideas in every stage of the project to help students to obtain knowledge, skills, and attitudes.

6. Learning is enhanced when cultural content can be explored in depth by reading authentic materials inside and outside the classroom.

7. Students gain reading comprehension, intercultural knowledge, skills, and attitudes through a variety of learning approaches (such as explicit reading strategies, reading, and experiencing diverse cultures inside and outside of class, project work, etc.), activities, and resources.

8. The teacher's role varies based on students' needs throughout the project work, namely a project manager, a counselor, and a facilitator.

9. Students are active students controlling their own learning and work in groups by sharing, reflecting, and giving feedback throughout the learning process.

10. Students evaluate themselves and others progressively and formatively on their process and product of the project work and intercultural communicative competence.

Based on the review of the related theoretical frameworks and the principles above, PRI integrated Project-based Learning, English reading instruction, and intercultural communicative competence and emphasized the key fundamental concepts of learner- centeredness, motivation, authentic reading materials, explicit reading instruction, intensive and extensive reading comprehension, scaffolding, collaborative learning, the integration of culture- and reading-learning, continuous evaluation, and self-reflection. English reading strategies were explicitly taught and practiced both in and outside of class. The content and materials of PRI were designed based on interculture through various written and media texts. The instructional procedure consisted of five fundamental stages, including *prepare, research, analyze, produce,* and *reflect*. The instructional framework in all PRI stages is illustrated in Figure 5.
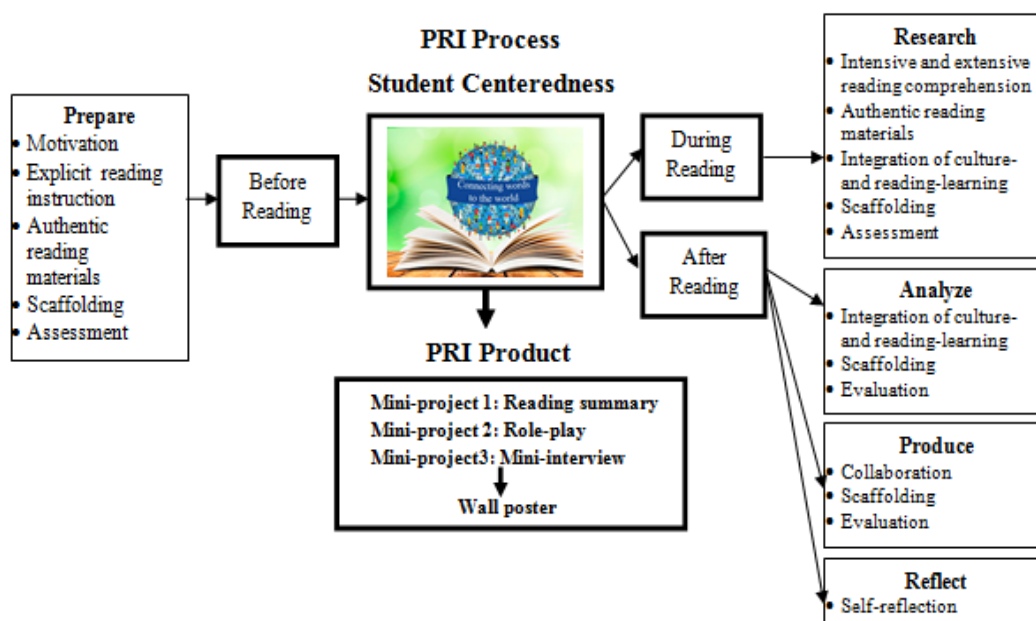
Figure 5: Instructional Framework of Project-based Reading Instruction (PRI)

These fundamental stages were designed to promote student-centeredness, motivation, explicit reading instruction, authentic reading materials, intensive and extensive reading comprehension, scaffolding, collaborative learning, integration of culture- and - reading-learning, continuous evaluation, and self-reflection. These ten fundamental course principles were essential for learning English reading successfully and were incorporated into this study as shown in Appendix U. The principles occurred repeatedly in all of the three units of the cultural topics derived from the learner survey results, namely festivals and celebrations, social norms, and intercultural contacts. Each unit consisted of one cultural topic of five hours covering three sessions and requiring students to achieve one individual reading task and one group mini-project.

Before starting their projects, students selected their own groups of three to five members according to their own preference, as PRI promoted student centeredness. By allowing students to select their own group, it was expected that they would find the course more enjoyable, be more open to work, and help each other to learn and accomplish the given tasks. During the course, each student was

required to complete three individual reading tasks for the three group mini-projects, namely a reading summary, a role-play, and a mini-interview. The three individual tasks for reading were (1) a reading research report on festivals and celebrations, (2) a reading summary of English subtitles of a selected movie comparing social norms and patterns of behavior and communication of a target culture and Thai culture, and (3) interview questions obtained from a reading summary of festivals and celebrations, patterns of behavior and communication, and stereotypes and generalizations. These three individual tasks and mini projects served different purposes as shown in Table 13.

Table 13: The Sequence and Purpose of PRI Tasks/Mini-projects

Individual reading task	Group mini-project	Reading Strategy	Intercultural Communicative Competence
1. Researching a festival of their target culture, writing a few paragraphs about it, and illustrating their work with a map and pictures.	1. Reading summary	1. Skimming and scanning various texts	1. Identifying cultural facts and comparing similarities and differences between Thai festivals and other festivals
2. Reading the English subtitles of a selected movie, and observing and comparing cultural behaviors and patterns of communication between the target culture and Thai culture.	2. Role-play	2. Predicting vocabulary from contexts and making comparisons	2. Identifying culturally appropriate social norms and communication patterns, and comparing cultural behaviors and patterns of communication between the target culture and Thai culture
3. Drawing conclusion from the previous mini-projects, searching, and generating interview questions based on the findings from the previous reading tasks and the stereotypes and generalizations.	3. Interview foreigners	3. Drawing conclusion and making inferences of a text	3. Examining the stereotypes and generalizations of people, comparing stereotypes and generalizations of the target culture and the Thai culture, and communicating appropriately and effectively in English with the native speakers of the target culture
Final Project	**Wall Poster and Presentation**		

These three individual tasks and group mini-projects were connected and covered all the required reading strategies, intercultural contents and aspects. These tasks were also analogous to the activities in *Activity 1 Exploring my culture and their cultures* in the three units. Thus, students were well-equipped and familiar with the tasks. To complete a group project, students were required to complete individual task one, two, and three sequentially. Students were also required to share their individual tasks with the group to complete each mini-project. At the end of the course, the mini-projects were compiled and used to make a wall poster as an end product on the group's chosen topic under the theme of "Culture and Tourism." Then, they presented their poster to the class, followed by a question and answer session.

It is essential to describe each stage of Project-based Reading Instruction (PRI) in detail. First of all it is important to explain the unit content of PRI. The content employed in all three units was based on the learner survey results, and included three units of different cultural content from three categories (native English culture, non-native English culture, and Thai culture). The three native English speaking countries were England, the United States of America, and Australia; the three countries from non-native English speaking countries were France, Italy, and Japan. Thailand was automatically included as it was categorized in the group of students' own culture. Three cultural topics of festivals and celebrations, social norms, and intercultural contacts were also derived from the survey. Unit one concentrated on students' own culture in relation to festivals and celebrations, while unit two concentrated on native-English speaking cultures in relation to social norms. The last unit concentrated on non-native English speaking cultures in relation to intercultural contacts. A detailed explanation of each stage is described as follows: (also See Appendix I for the sample of instructional materials)

Stage 1: Prepare

This instructional stage was aimed to motivate students to engage in learning and participate in reading activities, explicit reading instruction, authentic reading materials, scaffolding, and assessment. In doing so, two main activities,

namely *'Exploring my/their culture'* and *'Linking words to the world,'* were used in all the units. The prepare stage was introduced and executed in class sessions 3, 6, and 9.

        1. As for the activity of *'Exploring my/their culture,'* fun, enjoyable, and interactive games and activities using props, authentic materials, and online video clips were used to activate and prepare students' basic knowledge for the first activity. Students were given 30 minutes to complete the activity in each unit. In Unit 1: Festivals and Celebrations, the "*Guess the Thai Festival?*" game was designed for students to practice reading and to become motivated to learn. They also learned cultural facts about festivals and celebrations in their Thai culture and in international cultures. In Unit 2: Social Norms, students participated in an activity called '*He said this and She did that*.' They were required to read the English subtitles of a movie entitled *Bridget Jone's Diary*, which represented the native English speaking culture. In this activity, students examined patterns of behavior and communication of native English speakers. In the last unit on *Intercultural Contacts*, students were asked to examine stereotypes of non-native English speaking cultures. To practice reading strategies and make the activity more effective, the sheet of descriptions for each festival as hints was changed to a gap-filling exercise. A sample of a class activity for this stage is illustrated in Figure 6.

Figure 6: A Sample of Activity 1: Exploring my Culture

2. As for 'Linking words to the world,' the emphasis was placed on explicit teaching of reading strategies. The teacher researcher explicitly taught and modeled reading strategies. Students learned the reading strategies for each unit, practiced them, and used them in the reading research project or in the real world reading activities. Power Point slides were prepared for presentation in the classroom. In the first unit, skimming and scanning were explicitly taught and practiced. As for the second unit, predicting vocabulary from contexts and making comparisons were taught and practiced. As for the last unit, students explicitly learned how to draw conclusions and make inferences. This activity lasted 30 minutes. A sample of a class activity for this stage is illustrated in Figure 7.

Figure 7: A Sample of Activity 2: Linking words to the world

As part of the preparation stage, a reading research project preparation was also required. For an effective project outcome, the teacher researcher explained the project to the class, and organized groups, plans, and assessment methods with the students in the orientation session. In addition, a research skill training session was also provided in this session. Each group then submitted their topic, culture, and plan to the teacher researcher. During this stage, the teacher researcher observed students on their performance.

Stage 2: Research

This stage promoted intensive and extensive reading comprehension, integration of culture - and - reading-learning, authentic reading materials, scaffolding, and assessment through pair works, group works, discussions, and reading exercises and practices. Two main activities in this stage included 'Reading for comprehension' and 'Being a cultural detective,' which can be explained as follows:

1. For the activity of *'Reading for comprehension'*, the teacher researcher encouraged students to read and complete reading exercises, prepared them for researching texts, and describing a research task following the background knowledge activation. This activity in each unit followed similar patterns of 1) discussing key vocabulary words, 2) reading the given texts, and 3) answering questions in the multiple-choice format. In the second step, the teacher researcher read text aloud and students read along (oral reading), or asked students to read text to their partner (buddy reading). Meanwhile, the teacher researcher wrote down some key words on the board for discussion with students. The reading strategies practiced in each unit were connected to those which were taught explicitly in the previous stage. After reading, students worked in pairs to complete reading comprehension exercises and checked their answers with the class.

To ensure that students understood the task, a clear explanation with an example was added to the Teacher's Book. Also, a training session of how to search online using the Google search engine was added in the third class session which was in the research stage of the first mini-project. The training session aimed to facilitate students to find valid and reliable information. In addition, a set of criteria (reliable website, reliable author, and fairness) was explained. This stage was introduced and executed in class sessions 3, 6, and 9. It lasted 60 minutes in each unit. This activity lasted 30 minutes. A sample of a class activity for this stage is illustrated in Figure 8.

Figure 8: A Sample of Activity 3: Reading for comprehension

For *'Being a cultural detective,'* after the reading comprehension was completed, the teacher researcher prepared students to research further information about their chosen project topic and selected culture by country. Prior to assigning each task to the students, the teacher researcher showed them a sample task and explained it explicitly. A 'Grammar Clinic' section was also provided in the students' workbook, so that students could study and refer to it as needed when they wrote summary reports. To complete individual tasks, the teacher researcher also provided a list of topics for students in each group to choose from. For example, in the first unit, a list of three festivals of each culture that could be compared to Thai festivals was provided to all groups. A list of reliable websites for individual tasks in all units was also given to the students. Each student in the group then had to search for the cultural information of their target culture and complete a task sheet on the targeted reading strategies and intercultural contents for each mini-project in their extracurricular time. In the first unit, *Festivals and Celebrations*, the teacher researcher prepared a sheet of questions in regards to the festivals and celebrations of each country that each group needed to research. In the second unit, *Social Norms*, the teacher researcher prepared an observation sheet of cultural behavior and patterns of verbal and non-verbal communication for students to complete. The groups were asked to observe and gather information of cultural behavior, and patterns of verbal and non-verbal communication involved in festivals and

celebrations, namely greeting, gift giving, and dining from assigned video clips with English subtitles. These three themes (greeting, gift giving, and dining) were selected as they were the most frequently mentioned topics in social norms. In the last unit, *Intercultural Contacts*, the teacher researcher provided a task sheet of stereotypes for students to research and then complete the questions. The students also needed to search for questions most asked by people about their target culture. The questions were later used for the interview. Groups were required to interview one or two foreigners of their selected country to confirm the results of the researched and analyzed information from the previous mini-projects. Students also had their intercultural communicative skills assessed by their target speaker(s). These mini-projects were connected and would be used to complete the final project.

In extracurricular time, a teacher-student conference session was required at this stage of all the units in order to (a) clarify their understanding about the projects, (b) explain the process, (c) provide assistance and suggestions, (d) informally assess their understanding of projects, and (e) express their feelings. Prior to the conference, groups were required to submit a group log addressing their project progress and questions. During the conference, an individual reading summary rubric was explicitly explained, demonstrated, and provided to the students. A sample of the class activity for this stage is illustrated in Figure 9.

Figure 9: A Sample of Activity 4: Being a Cultural Detective

Through group discussion, these sessions also aimed to help the teacher researcher to determine if students understood the assigned tasks or mini-projects. Thus, further explanation during the teacher-student conference could be pursued as needed.

Stage 3: Analyze

This stage promoted integration of culture and reading-learning, scaffolding, and evaluation. The main activities included '*Sharing with the group*' (where students shared their findings from the previous stage with their group) and '*Investigating cultural differences*' (where students worked in groups to share their individual reading research task for each mini-project). Each individual task was then evaluated upon completion. The evaluation was composed of student, peer, and teacher evaluations. Due to time constraints, the teacher researcher, however, evaluated students' individual tasks in her own time. Hence, she only provided feedback and assistance to the students for this activity in the classroom. Further investigation and research on Thai festivals was suggested to compare cultures more accurately and completely. The scores obtained from the three mini-projects would then be calculated and used as base scores for the project-based reading portfolio rubric. Students were required to assess their project-based reading process through a checklist for all the three mini-projects. The scores obtained from the checklists were accumulated and used as a base score for the Project-based Reading Portfolio Rubric. In the second activity, after evaluation had finished, groups analyzed and interpreted culturally-embedded texts together. In so doing, the teacher researcher explained and demonstrated to students how to analyze cultural data from many perspectives adapted from the 5-point model of Patrick Moran (2001). Once the analysis was complete, each group reflected on it by comparing and contrasting other cultures with Thai culture to see what cultural differences there were. The teacher researcher observed students' reading comprehension and visited each group to facilitate their reading comprehension and cultural analysis. Figure 10 illustrates the sample of this step.

Figure 10: A Sample of activity 5: Sharing with the Group

Stage 4: Produce

This step promoted collaboration, scaffolding, and evaluation. It also enhanced other language skills, including writing and speaking. The main activity performed in this stage was '*Presenting to class*.' Groups had to prepare for a group mini-project in each unit (namely a report summary and presentation, role-play, and a mini-interview). In each group mini-project product, groups were required to provide a copy of a reading summary or description of the product for a question and answer session after the presentation of the product, thus enabling the class to be able to read the summary and answer the questions correctly. In extracurricular time, a teacher -student conference session was required at this stage of all three units in order to facilitate with their project products. Prior to the conference, groups were required to submit a group log addressing their project progress, questions, or concerns. Groups' mini-projects were evaluated by the teacher researcher. Feedback was welcome from peers and provided by the teacher researcher to help scaffold groups' performances and their final products. At the end of the course, groups were asked to display their wall poster and present it one by one to the class and guests. For effective engagement in the presentation, each group was assigned to prepare questions to ask the audience about the content of their presentation. Figure 11 illustrates a sample of this step.

Figure 11: A Sample Activity 6: Presenting to the Class

Stage 5: Reflect

This stage promoted students self-reflection so that they became aware of their learning achievements and progress, strengths and weaknesses of their performance, and future improvement. The activity in this stage was 'Voicing out.' The teacher researcher concluded at the end of each unit by summing up reading comprehension and cultural diversity that had been included in the students' tasks and projects. The teacher researcher and students summarized and reflected on their findings. The teacher researcher explained English usage in the globalized world. At the end of each unit, students reflected on their learning in the portfolio. At the end of the course, self-evaluation, peer evaluation, and teacher evaluation of the students' portfolios were executed using the portfolio rubric. A sample of this step is illustrated in Figure 12.

Figure 12: A Sample of Activity 7: Voicing Out

The course principles illustrated in Appendix U were used to develop materials for this study. The reading materials were carefully selected to suit students' level of English proficiency based on the Fry Graph Readability Formula (Fry, 1968).

After the conceptual framework was constructed, documents were analyzed and translated into the goals and the objectives of the reading course based on the intervention. The course description and course objectives of this research study are explained as follows:

1. Course description of PRI

The course description of PRI was formulated as an alternative to the existing course description of the Vocabulary and Reading Skills course offered as an English foundation course at Sripatum University. The course description of the present study concerned students' development of their reading ability and intercultural communicative competence through the exposure to cultural differences among native, non-native English speakers, and their own culture by means of reading and interacting with foreigners. It emphasized effective and appropriate reading comprehension of culturally-embedded texts, which was gained through explicit reading instruction, intensive and extensive reading comprehension,

scaffolding, collaborative learning through project work, integration of culture and reading-learning, and self-reflection.

The focal points that this course centered on were the reading ability and intercultural communicative competence. Students were expected to gain intercultural knowledge, attitudes, and skills. It was also expected that their reading ability, including literal comprehension and interpretation comprehension, would be enhanced.

2. Course objectives of PRI

There were some adjustments made to the existing course objectives specified by the researcher as a curriculum developer, to fit in the framework of Project-based Reading Instruction. The redesigned objectives of the Project-based Reading Instruction and the existing course objectives were compared and illustrated in Table 14.

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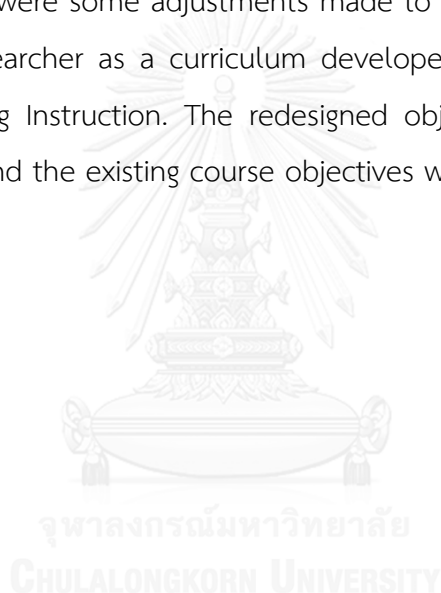
Table 14: Existing Course Objectives and Redesigned Course Objectives

Course Objectives	
Vocabulary and Reading Skills	**Project-based Reading Instruction**
After completing the course, students should be able to: 1. Gain confidence to experiment with language 2. Identify topics, main ideas, and supporting details of the reading passages 3. Study the reading strategies: skimming, scanning, previewing, and predicting 4. Guess the meaning of difficult words by using different types of contextual clues 5. Gain English vocabulary: prefixes, suffixes, antonyms, and synonyms 6. Use a dictionary to find appropriate and correct meanings of difficult words	After completing the course, students should be able to: 1. Use reading strategies to comprehend cultural texts inside and outside the classroom: skimming for main ideas, scanning to identify facts and details, guessing vocabulary or texts, making comparisons, and drawing conclusion and inferences 2. Use intercultural knowledge and skills to analyze written texts and interact with people from different cultures appropriately and effectively 3. Do the project by comprehending and analyzing culturally-embedded texts and interviewing a foreigner 4. Prepare, produce, present, and evaluate a research reading project work to enhance English reading ability and intercultural communicative competence

3.4.1.2 Conducting learner survey

According to Byram et al. (2002), the choice of cultural content and topics should be determined based on students' interests and should reflect other target cultures besides the cultures of the native English speakers. Hence, it

was decided that conducting a learner survey was necessary. The learner survey was constructed to investigate students' interests in the cultural content prior to developing the Project-based Reading Instruction (See Appendix J). Its aim was to obtain data for designing the course content, instructional materials, and the tests of English reading ability and intercultural communicative competence.

The survey was conducted in the second semester of the academic year 2013. After a revision of the survey, the questionnaire was distributed to 140 undergraduate students majoring in Tourism Management at Sripatum University. These students were not from the target sample of the main study. Of these, 137 copies of the questionnaire were returned. The questionnaire survey contained two parts as follows:

Part I: Cultural topics

Eleven cultural topics were chosen according to experts, researchers, and material developers in the fields of English language teaching and intercultural education. Byram et al. (1994), Corbett (2010), Liu (2011), Matsuda (2012), Saluveer (2004), and Tomalin and Stempleski (1993) suggested over 19 topics. In this study, the selected 11 topics were (1) cultural heritage, (2) customs/holidays/festivals, (3) education, (4) entertainment, (5) food, (6) intercultural contacts, (7) lifestyle, (8) social norms, (9) sports, and (10) verbal and non-verbal communication, (11) world and other issues. Students were asked to select the three most interesting cultural topics to match with the three categories of cultural content from the native English culture, non-native English culture, and Thai culture.

Based on the results of the learner survey, three cultural topics were selected by the students, namely festivals and celebrations, intercultural contacts, and social norms (47.45%, 39.42%, and 37.96%, respectively) as shown in Appendix K.

Part II: Cultures by country

Twenty-six countries were chosen according to Baker (2008), Kachru (1992) and reliable and well-known sources such as the UNWTO (2012) and

TripAdvisor (2012). These 26 countries were categorized into the following eight continents: (1) Africa including South Africa, (2) Australia including Australia and New Zealand, (3) Europe including England, France, Germany, Italy, Denmark, and Portugal, (4) East Asia including South Korea, China, and Japan, (5) Indochina including Cambodia, Laos, and Vietnam, (6) North America including Canada and the United States of America, (7) countries in the Caribbean and South America including Brazil and Argentina, and (8) South East Asia including the Philippines, Malaysia, Singapore, Indonesia, Burma, and Brunei. These countries were classified into two groups: native English speaking countries and non-native English speaking countries. Students were required to select the three most interesting countries of each group. They were also allowed to add any other countries which were not provided in the list.

The results revealed that students were most interested in England, the United States of America, and Australia, respectively from the list of native English speaking countries. As for the non-native English speaking countries, students were most interested in France, Italy, and Japan, respectively. The data obtained from the survey are shown Appendix K.

The six countries in which most interested in by the students were three native English speaking countries, namely England from Europe, United States of America from North America, and Australia from Australia (77.37%, 67.88%, and 62.04%, respectively). Three non-native English speaking countries were selected: France and Italy from Europe and Japan from East Asia (66.42%, 49.64%, and 35.77%, respectively).

The aforementioned results were utilized for designing the course content, instructional materials, and the tests of English reading ability and intercultural communicative competence. Examples of their use are presented as follows:

1. Course content

The selected three topics and six countries, including Thailand, were used in the three units of *festivals*, *social norms*, and *intercultural contacts*. All

of the PRI stages, namely *prepare*, *research, analyze, produce, and reflect* appeared in the three units which covered 300 minutes per unit. For example, in the *Exploring Amazing Thai and International Festivals and Celebrations lesson* in the *Festivals and Celebrations* unit, Thai festivals were explored and discussed through an enjoyable game called "*Guess the Thai festival?*" to stimulate students' background in the prepare stage. In the research stage, students learned skimming and scanning and completed reading comprehension exercises. For the stages of *research, analyze, produce,* and *reflect*, students were assigned to research and summarize festivals in England, the United States, Australia, France, Italy, and Japan from various printed sources outside the classroom. Below is an example of the course content.

Class sessions 3

Unit 1: Festivals and Celebrations

Lesson: Exploring Amazing Thai and International Festivals and
      Celebrations

PRI stages: Stage 1st Prepare and Stage 2nd Research

Content: Activity 1: Exploring my culture (30 mins.)

  1. *Instructor activates students' background knowledge of Thai festivals through a "Guess the Thai festival?" game*

Activity 2: Linking words to the world (30 mins.)

  1. *Instructor explicitly teaches and models the two reading strategies: skimming for main ideas and scanning to identify facts and details using the descriptions of the festivals.*
  2. *The whole class practices the strategies while the Instructor observed and assisted.*

 Activity 3: Reading for Comprehension (60 mins.)

  1. *The Instructor reads a passage on festivals of various countries while students read along (Trooping the Colour in England, Memorial Day in the USA., ANZAC Day in Australia, The Armistice Day in France, Donkey Race in Italy, and The Tenjin Matsuri in Japan).*
  2. *Students complete a multiple choice exercise to answer questions about main ideas and identity facts and details.*
  3. *The class checks the answer by going through the passage and discussing vocabulary.*

2. Instructional materials

The results of the survey for cultural topics and countries were used to search for authentic English reading materials and design activities in this study. Authentic English reading passages, PowerPoint presentations, games, and interesting activities were designed to motivate students to learn and engage them in discussion, provision of cultural knowledge of various countries, and exercises to practice inside and outside the classroom. Supplementary coursebooks, namely a Student's Book and Teacher's Book, were developed based on the PRI framework, PRI objectives, and course principles. The design of the coursebooks followed the guidelines presented by Howard and Major (2005). An example of the PRI materials is presented below. (See Sample of Instructional Material in Appendix I)

Class session 3

Unit 1: Festivals and Celebrations

Lesson: Exploring Amazing Thai and International Festivals and
*   Celebrations*

PRI stages: Stage 1st Prepare

Activity 1: Activating students' background knowledge of Thai
*   festivals using "Guess the Thai festival?" Game*

Materials:

1. Power Point Presentation with images of famous regional Thai
*   festivals*

2. *Script for the description of each festival cited from an English website for tourists called Thaiways (http://www.thaiwaysmagazine.com/thailand/thailand_festival.html, Tourism Authority of Thailand website (http://www.tourismthailand.org/See-and-Do/Events-and-Festivals/). The readability of the passages is at an average of syllables per 100 words: 158, average of sentences per 100 words: 6.4 and the grade level is between 5 and 13 which is suitable for beginner and pre-intermediate.*

3. *A set of stripped papers of months and the names of Thai festivals for each group.*

3. English reading ability test

The test content of this study was based on the learner survey. Six authentic reading passages were carefully selected. The passages were separated into three parts which covered some of the selected countries in each part. The content of the six passages was also related to the three cultural topics. The example below shows the test item with the content of Japanese culture on the topic of intercultural contacts.

Section 2: Non-native speaking countries

Passage III entitled "A Japanese Social App Contacts New Shores"

Reading strategy: Conclusions/Inferences

Q 29. Based on the article, what can be said about Japanese people?

a. They are good at inventing and using new technology.

b. They have become more westernized from using Line.

c. They understand American people better by using Line.

d. Their way of communication has changed because of Line.

4. Intercultural communicative competence test

The content in this test was based on the results of the survey that aimed to investigate students' intercultural knowledge. The survey results were used to design 20 test items (incorporating all of the chosen six cultures by country and Thailand) to investigate students' knowledge of cultural facts regarding festivals, social norms, and intercultural contacts of each country. Below is an example of a test item translated into English in the section of native English speaking countries that aimed to test students' knowledge on an American social norm.

Q. 14. Americans generally have a habit of eating food while sitting on the sofa and watching TV for a long time. What do foreigners think about them?

1. Fat and lazy   *2. Simple and easy*

3. Intrusive   *4. Inactive and boring*

It was believed that the course content, materials, and tests would help to increase students' reading ability and intercultural communicative competence.

3.4.1.3 Constructing project-based reading instruction (PRI)

The Project-based Reading Instruction (PRI) framework was based on the integration of Project-Based Learning, English reading instruction, and Intercultural materials. PRI materials included three units: *Festivals and celebrations*, *Social norms*, and *Intercultural contacts*. These three units included *Exploring amazing Thai and international festivals and celebrations*, *Examining patterns of behavior and communication of native English speakers*, and *Experiencing intercultural communication of non-native English speakers*. These three units were planned into three lessons that followed the same steps and patterns based on the PRI model. The cultural contents used for project work and reading were designed and selected based on the criteria of being famous, cultural and traditionally oriented, and comparable to Thai culture. The coursebooks, namely Student's Book and Teacher's Book, were designed based on the framework of ten guidelines for material

developers presented by Howard and Major (2005). The guidelines suggested that English language teaching materials should (1) be contextualized, (2) stimulate students to learn, (3) encourage students to develop learning skills and strategies, (4) focus on form and function, (5) integrate language use, (6) be authentic, (7) develop progression of skills, understanding, and language items, (8) be attractive in terms of physical appearance, user-friendliness, durability, and ability to be reproduced, (9) be appropriate to instruction, and (10) be flexible. Additional textbooks were also explored for ideas prior to designing supplementary coursebooks for PRI. Three categories of commercial textbooks were reviewed: (1) project-based learning included the book titled *Project* written by Tom Hutchinson (2008) published by Oxford University Press, (2) English reading instruction included the books titled *Panorama: Building perspective through reading* written by Kathleen F. Flynn and others (2006) published by Oxford University Press), and (3) cultural studies included the books titled *People Like Us, Too: Exploring cultural values and attitudes* written by Simon Greenall (2004) published by MacMillan, as well as one coursebook titled *Cross-cultural communication: An introduction* by Wirangrong Boonnuch (2012) published by Thammasat University Press, and one resource books for teachers titled *Cultural Awareness* by Barry Tomalin and Susan Stempleski (1993) by Oxford University Press.

To confirm the content validity and construct validity of the PRI lesson plans, one unit of festivals and celebrations was assessed by five experts.

Validation of PRI

Content validity and construct validity were measured by five experts (two experts from the field of English instruction and three experts from the field of Project-Based Learning). The lesson plan of '*Exploring amazing Thai and international festivals and celebrations*' covering the five stages of PRI was evaluated and commented on by the experts in regards to the lesson title, objectives, content, materials, time allotment, activities, evaluation and assessment, and language use. The additional comments and suggestions section was also provided towards the end of the evaluation. The lesson plan was measured by

means of the Index of Item Objective Congruence (IOC) process by Rovinelli and Hambleton (1977). A three-point rating scale Evaluation form (-1 = Incongruent, 0 = Questionable, and 1 = Congruent) was provided to the experts. The mean scores from the experts' validation and their suggestions were used to improve lesson plans for effectiveness. The other two lesson plans were then designed following the revised lesson plan.

Findings of the validation of PRI

After the five experts had reviewed and evaluated the PRI lesson plan, the IOC of each item was then calculated (See Appendix V). Mean scores of all items ranged from 0.60 to 1. The overall mean score was 0.82 indicating the suitability of the lesson plan. However, some minor revisions were made according to the experts' suggestions as follows: Expert A suggested adjusting the original lesson title from '*Exploring amazing Thai festivals*' to '*Exploring amazing Thai and international festivals and celebrations*' because the original title was rather misleading since there were also other foreign cultures being studied and explored in the lesson. She also suggested that each group should plan their project and assign roles in the first class. The instructor should provide a group learning log for the students so that the instructor could review it before the teacher-student conference session. *Activity 1 Exploring my culture* should be adjusted to make it more challenging to the students. Finally, she suggested that the project product of the first task should be designed to prepare students for making a wall poster display and presentation as the final project product. Expert B suggested changing the original name for a country from 'United Kingdom' to 'England' in order to make it more specific to the students. Expert C suggested keeping the consistency of the activity titles of all the units in the same grammar form. The experts' comments and suggestions were taken into consideration for the instructional material improvement. Then, PRI pilot testing was conducted.

3.4.1.4 Pilot testing of a PRI lesson

After the validation, PRI lessons were pilot-tested. The objective of the pilot study was to validate the construct of an instructional lesson. This pilot study was carried out for three consecutive weeks during the end of June to the end of July with 15 students majoring in Tourism Management in the additional summer semester of the academic year 2014. The students in this pilot study were not from the sample group of the main study but with the same demographic characteristics, namely English proficiency, age, major area of study, and enrollment in the English reading course. The lesson plan of the "Festivals and Celebrations" unit, its materials, and activities covering the five steps (prepare, research, analyze, produce, and reflect) of PRI were piloted. The main purpose of this pilot study was to measure the effectiveness and practicality of the lesson plan, including materials and activities. Particular goals of piloting the instructional lesson were to assess whether or not the intervention, activities, and instructional materials would be practical and effective in the actual classroom environment of the main research study. The results of the pilot testing were used for revision and improvement of the intervention.

According to students' participation and feedback during the implementation, several issues were found that needed to be improved as follows:

1. Time allowance to complete activities was inadequate for the students.

2. Some images in the activities were ambiguous to the students.

3. Some instructions for comprehension tasks were not clear to the students, so they could not provide correct answers.

4. The researcher did not have enough time to evaluate students' individual tasks in class.

5. Students did not pay attention to their friends' presentations or asked any questions.

Overall, the pilot test was successful. The lesson plan, materials, and activities were practical and effective in the actual classroom environment. The aforementioned issues were adjusted for the main study.

3.4.2 Implementing project-based reading instruction

From the population of all students who enrolled in the Vocabulary and Reading Skills course in the first semester of the academic year 2014, 32 second-year students majoring in Tourism Management of the Faculty of Liberal Arts at Sripatum University in Thailand were selected as the sample of this study. These students were selected using the purposive sampling technique based on a set of criteria and students' volunteers.

The main study was conducted for 14 weeks from August 20th 2014 to November 19th 2014. The Office of Academic Affairs allowed the Tourism Management-second-year students to enroll into three different sections (Sections 38, 47, and 48) on the same day and at the same time. However, students from other majors and faculties later added into these sections. The students from Section 47 of 32 students were finally selected because most Tourism Management students enrolled in this section. The implementation took place in a regular classroom setting over one semester during which the researcher employed PRI as the basis for students' learning.

There were five stages of the implementation: (1) Administering the English Reading Ability pre-test and Intercultural Communicative Competence pre-test, (2) Conducting the main study and collecting data, (3) Administering the English Reading Ability post-test and Intercultural Communicative Competence Test, (4) Distributing the Project-based Reading Instruction Questionnaire and Interview, and (5) Analyzing quantitative and qualitative data. These stages are briefly explained as follows:

3.4.2.1 Administering the English reading ability pre-test and intercultural communicative competence pre-test

In the second week of the course, the English Reading Ability pre-test and Intercultural Communicative Competence Test were administered to assess

students' reading ability and intercultural communicative competence. This was conducted prior to the implementation of the Project-based Reading Instruction. The tests were administered in the second week as the number of students in the class became stable after the add-drop period of registration. The teacher researcher now knew the exact number of students in the class and was able to collect the data successfully. However, there were two students who missed the class and were rescheduled for the test within the week.

The tests were administered at the beginning of the class for two hour and twenty minutes (60 minutes were dedicated for the English reading ability test, 50 minutes for the intercultural knowledge-based test, and 30 minutes for the intercultural attitudes and skills inventory). First, the English Reading Ability Test versions A and B were distributed to the students in different rows, so that there was less chance for the students to copy the answers from each other. After they had finished the test, the Intercultural Knowledge-based Test and the Intercultural Attitudes and Skills Inventory were conducted. During the tests, students were not allowed to use a dictionary. The teacher researcher invigilated the class during the test administration. The overall test administration was satisfactory.

3.4.2.2 Conducting the main study and collecting data

The main study was conducted during weeks 3-14. Prior to the intervention, the students attended an orientation to the course using Project-based Reading Instruction. The researcher, whose role was to facilitate the students, took charge of the teaching and employed PRI as the basis for students' learning.

In the first class, the teacher researcher gave an orientation to the course using PRI. Three main concepts, namely English reading, culture and language, and Project-based Reading Instruction, were introduced and discussed. The students worked in small groups of three to brainstorm and familiarize themselves with these concepts. The teacher researcher and the students then discussed the project which was structured by the teacher researcher. However, the students were able to select their own project title, poster design, and reading materials and resources. The

discussion covered the three mini-projects (reading summary of international festivals and celebrations, role play, and mini-interview), the quality of the tasks, portfolio, and the quality of the end products. The rubrics for individual tasks and the portfolio were revealed to the students. Students then formed their own groups of four members in each group according to their own preference. After forming a group, the members discussed and assigned their own responsibilities to develop collaboration.

At weeks 3, 6, and 9, the teacher research introduced the students to various cultural facts based on the theme of each chapter: Chapter 1 Festivals and Celebrations, Chapter 2 Social Norms, and Chapter 3 Intercultural Contacts, respectively. The first chapter was conducted in week 3. Students learned about Thai festivals and celebrations through a fun game called *Guess what festivals?* Then, skimming and scanning strategies of reading were presented to the students via PowerPoint. After that, the students practiced using the strategies and completed exercises in the student's book designed for this study. Finally, the students were assigned an individual task for their first mini-project which was to summarize reading texts or articles concerning their selected culture regarding festivals and celebrations. At the end of the lesson, the teacher researcher provided a training session of searching for online information using the Google search engine to search for cultural information in order to complete the project. These steps were repeated in all of the chapters for weeks 6 and 9. Week 6 covered Social Norms, which helped expose the students to the native English speakers' cultures (English, American, and Australian) through a movie and reading articles. Comparing similarities and differences were emphasized in this week for the reading strategies. Week 9 covered intercultural contacts. In class, students learned about non-native English speakers' stereotypes through an enjoyable activity called, '*Who they really are: Examining stereotypes I have heard.*' Then, they learned and practiced the last reading strategies of drawing conclusions and making inferences, in the student's book. As for an individual assignment, they had to search for the stereotypes of their target culture. For group assignment, they were assigned to interview a foreigner(s) of their target culture.

During this lesson, the teacher researcher facilitated students in the first teacher-student conference for their individual reading task.

Figure 13: A Sample of Exploring Activity in Unit 2

At weeks 4, 7, and 10, the students had to share their individually completed task with their group. They were also asked to evaluate their peers. The group then chose the best three pieces for further reading and completing their final mini-project product of each chapter. During this lesson, the second teacher-student conference took place to facilitate students for their final product and presentation.

Figure 14: A Sample of Teacher-Student Conference

At weeks 5, 8, and 11, each group presented their final products of the mini-projects. Then, they asked and answered questions. Finally, they were given a sheet of self-reflection to be filled out to address their learning progress and performance. This self-reflection was read by the teacher researcher as feedback for the course improvement. The sheet from the three mini-projects would be included later in the Project-based Reading portfolio.

Figure 15: A Sample of a Mini-Project (Mini-Interview) in Unit 3

At week 12, students' wall posters were displayed in the classroom and presented to the class. The tasks and activities of the instructional activities can be seen in Table 15.
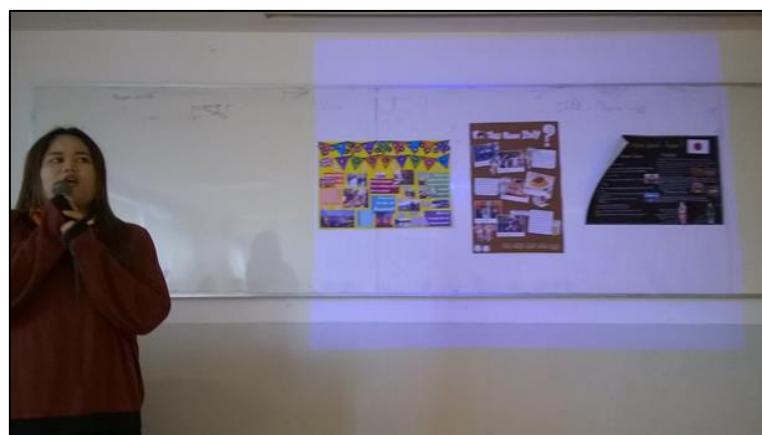
Figure 16: A Sample of the Final Project (Wall poster and Presentation)

Table 15: Instructional Activities for PRI

Task	Activities	Lesson Plans
1.	Orientation of the course using PRI	Class 1
2.	Wall Poster for Reading Research Project discussion	Class 1
3.	Training session of searching for online information using Google search engine Chapter 1: International Festivals and Celebrations	Class 3
4.	Teacher-student conference	Extracurricular time during weeks 3,4,6,7,9,10
5.	Self-evaluation and peer evaluation of individual tasks	Classes 4, 7, 11
6.	Presentation of 1st Mini-project: Reading summary of International Festivals and Celebrations	Class 5
7.	Chapter 2: Social Norms	Class 6
8.	Presentation of 2nd Mini-project: Role-play	Class 8
9.	Chapter 3: Intercultural Contacts	Class 9
10.	Presentation of 3rd Mini-project: Mini-interview	Class 11
11.	Portfolio evaluation training	Class 11
12.	Wall poster showcase and presentation	Class 12

Table 16 explains the scope and sequence of Project-based Reading Instruction in terms of PRI stages, objectives, content, and assessment throughout each week. In addition, the materials and research instruments employed in the study were applied at each stage. (See sample of Unit and Lesson Plan in Appendix H)

Table 16: Scope and Sequence of Project-based Reading Instruction

Units	Lessons/ Mini-projects	Class Session	Stages of PRI	Objectives	Content	Assessment Project Tasks
		1	Orientation of the course using Project-based Reading Instruction			
		2	English Reading Ability Pre-Test Intercultural Communicative Competence Pre-Test			
1 Festivals and Celebrations	Exploring Amazing Thai and International Festivals and Celebrations/ Reading summary of International Festivals and Celebrations		Prepare	-To skim and scan various texts	**Activity 1: Exploring My Culture** -Exploring my culture—"Guess the Thai festival?" Game (Chiang Mai Flower Festival, Chinese New Year Festival, Vegetarian Festival, The River Kwai Bridge Week, Phi Ta Khon, Monkey Buffet Festival, and Buffalo Racing) **Activity 2: Linking Words to the World** -Skim texts for gist and scan for detail	-Reading comprehension exercise -Observation
		3	Research	-To identify cultural facts	**Activity 3: Reading for Comprehension** -International festivals and celebrations (Trooping the Colour in England, Memorial Day in the US., ANZAC	-Reading comprehension exercise -A reading summary report on festivals and celebrations -Observation and

Units	Lessons/ Mini-projects	Class Session	Stages of PRI	Objectives	Content	Assessment Project Tasks
					Day in Australia, The Armistice of 11 November 1918 in France, Donkey Race in Italy, and The Tenjin Matsuri in Japan) **Activity 4: Being a Cultural Detective (Extracurricular time)** -Research international festivals and celebrations *A teacher-student conference session (1)	feedback
		4	Analyze	-To compare similarities and differences between Thai festivals and other festivals	**Activity 5: Sharing with the Group** -Sharing with group. **Activity 6: Investigating Cultural Differences** -Compare similarities and differences of festivals between Thai and international festivals *A teacher-student conference session (2)	-Self-evaluation, peer evaluation, -Cultural analysis -A checklist of project-based reading process

Units	Lessons/ Mini-projects	Class Session	Stages of PRI	Objectives	Content	Assessment Project Tasks
		5	Produce	-To work collaboratively in groups	**Activity 7: Presenting to Class** -Learn and share with each other	-Q & A -Reading summary -Evaluation and pair feedback
			Reflect	-To reflect on reading ability, intercultural communicatio n, and project work	**Activity 8: Voicing Out** -Reflect and give feedback on the reading research project -Wrap up the unit	-Self- reflection in the portfolio
2 Social Norms	Examining patterns of behavior and communication of native English speakers (United Kingdom, United States, and Australia)/ Role-play		Prepare	-To predict vocabulary from contexts and make comparison	**Activity 1: Exploring Their Culture** -'He said this and She did that' **Activity 2: Linking the Words to the World** -Predicting vocabulary from contexts and making comparisons	-Reading comprehensi on exercise -Observation
		6	Research	-To identify culturally appropriate social norms and communicatio n patterns	**Activity 3: Reading for Comprehension** -Reading 'Intercultural differences around the world' **Activity 4: Being a cultural**	-Reading comprehensi on exercise -A reading summary comparing patterns of behavior and communicati on

Units	Lessons/ Mini-projects	Class Session	Stages of PRI	Objectives	Content	Assessment Project Tasks
					detective (**Extracurricular time**) -Research patters of behaviors and communication in native English speaking countries *A teacher-student conference session (1)	- Observation and feedback
		7	Analyze	-To work individually and in group to analyze cultural behaviors and patterns of communicatio n	**Activity 5: Sharing with the Group** -Feedback and evaluation from peers. **Activity 6: Investigating Cultural Differences** -Analyzing conversations in movies *A teacher-student conference session (2)	-Self-evaluation, peer evaluation, -Cultural analysis -A checklist of project-based reading process
			Produce	-To demonstrate communicatio n patterns of the students' target cultures through role-	**Activity 7: Presenting to Class** -Role-play.	-Q & A -Role-play - Evaluation and pair feedback

Units	Lessons/ Mini-projects	Class Session	Stages of PRI	Objectives	Content	Assessment Project Tasks
		8			play	
			Reflect	-To reflect on reading ability, intercultural communicativ e competence and project work	**Activity 8: Voicing Out** -Reflection and conclusion of social norms and communication patterns of people from different cultures -Wrap up the unit	-Self-reflection in the portfolio
3 Intercultur al Contacts	Experiencing intercultural communication of non-native English speakers (France, Italy, and Japan)/ A mini-interview		Prepare	-To draw conclusions and make inference of a text	**Activity 1: Exploring Their Culture** -'Who they really are: examining stereotypes I have heard' activity **Activity 2: Linking Words to the World** -Draw conclusions and make inferences	-Reading comprehensi on exercise -Observation
		9	Research	-To communicate appropriately and effectively with the native speakers of the target culture in English	**Activity 3: Reading for Comprehension** -Read 'Exploring National Stereotypes.' **Activity 4: Being a cultural detective (Extracurricular time)** -Mini-interview: Experiencing real	-Reading comprehensi on exercise -An interview form - Observation and feedback

Units	Lessons/ Mini-projects	Class Session	Stages of PRI	Objectives	Content	Assessment Project Tasks
					intercultural communication *A teacher-student conference session (1)	
		10	Analyze	-To examine stereotypes and generalization of people from France, Italy, Japanese, and the native speakers of the target culture	**Activity 5: Sharing with the Group** -Students share their findings from the interview with other groups. -Group members evaluate each other's work and choose the three best works for further analysis **Activity 6: Investigating Cultural Differences** -Comparing differences and similarities of the intercultural contacts and stereotypes of their selected country with Thailand *A teacher-student conference session (2)	-Self-evaluation, peer evaluation, -Cultural analysis -A checklist of project-based reading process
		11	Produce	-To work in groups to	**Activity 7: Presenting to**	-Q & A -A mini-

Units	Lessons/ Mini-projects	Class Session	Stages of PRI	Objectives	Content	Assessment Project Tasks
				present the stereotypes and interview of the target culture	**Class** - Present their mini-interview with a short written summary	interview report -Evaluation and pair feedback
			Reflect	-To reflect on reading ability, intercultural communicative competence and project work	**Activity 8: Voicing Out** -Reflect and give feedback on the reading research and interview project -Wrap up the unit -Portfolio Training	-Self-reflection in the portfolio
		12	Showcase of Wall Poster and Presentation Project-based Reading Instruction Questionnaire Portfolio Assessment and Submission			
		13	English Reading Ability Post-Test Intercultural Communicative Competence Post-Test			
		14	Project-based Reading Instruction Interview			

3.4.2.3 Administering the English Reading Ability post-test and Intercultural Communicative Competence Test

The English reading ability test and the intercultural communicative competence test (the same version as the pre-tests) were conducted in Week 13th. At the beginning of the class, the teacher researcher explained the instructions and objectives of the tests. Then, the English reading ability test was conducted which lasted 60 minutes. When each student had completed their reading test, the Intercultural Communicative Competence Test was given (the Intercultural Knowledge-based Test was given prior the Intercultural Attitudes and Skills Inventory). The whole test lasted 80 minutes.

3.4.2.4 Distributing the Project-based Reading Instruction Questionnaire and Project-based Reading Interview

After participating in Project-based Reading Instruction Questionnaire during Week 12th, the Project-based Reading Instruction Questionnaire was distributed to all students asking for their opinions of the course. Following this, focus-group interviews were conducted during Week 14 by a sociolinguistics instructor, who had been teaching the same course. The researcher did not participate in these interviews due to the potential for bias in the answers of students. It was thought that they would give more open and honest opinions toward the course when being questioned by an instruction who were not involved in the students' grading or assessment. This decision could be confirmed by a study of Gill et al. (2008). The samples of the interviews were drawn by maximum variation case sampling method. To obtain various samples, six students (four female and two male) from three groups (low, medium, and high, based on their post-English reading ability scores) were purposively selected based on a voluntary basis. The interviews were conducted group by group for about 20 minutes each during lunch time in the office of the interviewer. The interviews were also tape recorded.

The Project-based Reading Instruction approach lasted 9 weeks. Figure 17 illustrates the data collection process composed of three phases—before, during, and after the course implementation.
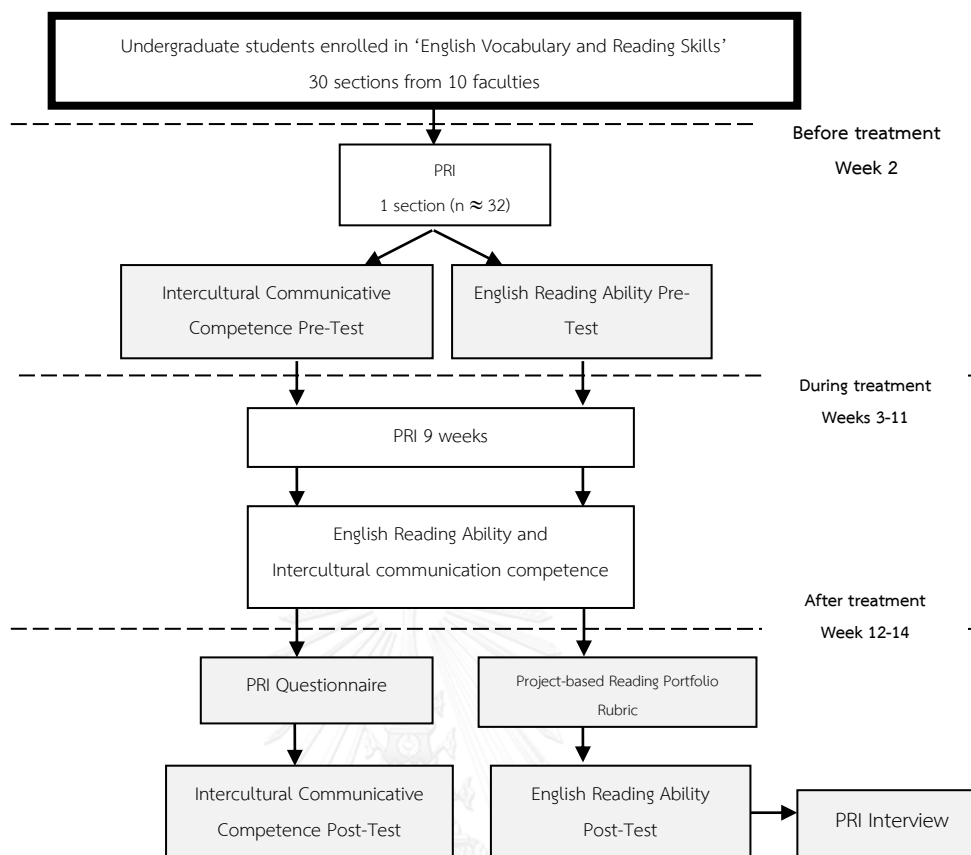
Figure 17: Outline of Data Collection

3.4.2.5 Analyzing Quantitative and Qualitative data

Quantitative and qualitative data obtained from the English Reading Ability Pre- and Post-Test, Intercultural Communicative Competence Pre- and Post-Test, Project-based Reading Portfolio Rubric, Project-based Reading Instruction Questionnaire, and Project-based Reading Instruction Interviews were analyzed by means of descriptive statistics and interferential statistics, namely $\bar{x}$, SD, t-test, content analysis, coding and categorization, and correlation analysis using Pearson's' Product Moment Correlation. The qualitative data were listened to carefully and immediately transcribed word for word.

In terms of coding and categorization, the researcher utilized *ATLAS.ti* version 7.0 (Free trial version) to analyze qualitative data gathered from the open-

ended questions in the questionnaire, students' reflections from the portfolio, and focus-group interviews. The qualitative data analysis software was selected because it accepted the Thai language, operated with multiple documents, was easy to use, and was free (for the trial version) without expiration date. Its limitations were sizes of documents, quotations, and codes. Twenty-five codes were assigned, based on the PRI principles, in four aspects, namely classroom management employing PRI, classroom activities, instructional materials, and assessment and evaluation. These four aspects were based on the PRI questionnaire.

To obtain the reliability of coding, two experts from the field of linguistics and one from the field of assessment were invited to evaluate the codes. A form with statements derived from an interview and open-ended questions and assigned codes was given out to the experts. The experts were asked to check 28 statements to say whether they agreed or disagreed with the 26 assigned codes and provide comments. The results revealed that 89% of the assigned codes were accepted by the three experts. For the disagreed codes, the researcher considered not making any changes since there was only one-third of the experts who did not agree with them. The expert from the assessment field suggested that the researcher should assign a code to the statement that conveyed a single idea.

3.5 Chapter Summary

This quasi-experimental research study employed a mixed-method approach to acquire both quantitative and qualitative data to investigate the effects of Project-based Reading Instruction on English reading ability and the intercultural communicative competence of undergraduate students. Four quantitative instruments, namely the English Reading Ability Test, Intercultural Communicative Competence Test, Project-based Reading Portfolio Rubric, and Project-based Reading Instruction Questionnaire, were initially employed to provide precise measurement of the findings. Then, a qualitative instrument, the Project-based Reading Instruction Interview Protocol, was utilized to add depth and insight into the students' opinions

of Project-based Reading Instruction. The quantitative data were analyzed to study students' learning outcomes and the correlation between students' English reading ability and their intercultural communicative competence applying SPSS statistics. The qualitative data were analyzed primarily by content analysis. The results from these two sets of data were then triangulated to examine whether or not the findings were similar. The next chapter reports the findings from the data analysis of the research.

CHAPTER IV

RESULTS

This chapter reveals the findings of the data obtained from employing the one group pre- and post-test design following the implementation of Project-based Reading Instruction (PRI). The quantitative data obtained from the English Reading Ability Test and Intercultural Communicative Competence Test were analyzed by SPSS. The qualitative data acquired from the open-ended questions in the Project-based Reading Instruction Questionnaire, students' reflections from the Project-based Reading Portfolio, and Project-based Reading Instruction Interviews were categorized, coded, interpreted, summarized, and triangulated with the quantitative results. Both quantitative and qualitative data were analyzed and presented according to the four main research questions as described below.

4.1 Results of Research Question 1

To what extent does Project-based Reading Instruction enhance the English reading ability of undergraduate students?

This question aimed to investigate the effects of Project-based Reading Instruction on students' English reading ability. The hypothesis given to this question was that students' English reading ability would be increased after using PRI. This hypothesis was accepted as shown in Table 17 and Table 18. The two research instruments employed for this question and objective were (a) the English reading ability test and (b) the Project-based reading portfolio rubric. The results of the pre- and post-test scores of students' English reading ability and the final scores of students' portfolio rubric were analyzed after the implementation by means of descriptive statistics (means/SD), and paired sample t-test. Students' reflections as part of the portfolio were also analyzed.

4.1.1 Quantitative findings

From a total score of 30, Table 17 reveals that the mean pre-test score of students' English reading ability was 12.41, while the mean post-test score was 15.53. The test suggested that the t-statistic was significant at the 0.05 critical alpha level (t = 5.90, p = 0.000). Therefore, it can be concluded that the post-test scores of student's English reading ability were significantly higher than their pre-test scores after implementing PRI into the course.

Table 17: Comparison between the Means of Pre-and Post-English Reading Ability Test Scores Before and After Employing PRI (n = 32)

Test	Score	Min	Max	$\bar{x}$	S.D.	t	Sig.
Pre-English Reading Ability Test	30	5.00	23.00	12.41	4.85	5.90*	0.000
Post- English Reading Ability Test	30	8.00	26.00	15.53	4.26		

* $p < 0.05$

Besides employing the English reading ability test, the effectiveness of PRI on students' English reading ability was also measured by using the Project-based reading portfolio rubric as shown in Table 18. It was employed to triangulate the data obtained from the results of the post-test scores of English reading ability test.

Table 18: The Mean Scores of Project-based Reading Portfolio Rubric (n = 32)

Portfolio Rubric	Score	Min	Max	$\bar{x}$	S.D.
Portfolio rubric	100	57.50	99.00	79.42	9.43

After completing the entire project, students' scores based on the four criteria of organization, knowledge, group work, and reflections were calculated. The minimum score of the rubric was 57.50, while the maximum score was 99.00. The mean final score was 79.42. These results indicate that, overall, the students' English reading ability had increased greatly.

4.1.2 Qualitative findings

Based on students' reflections, it was found that the majority of students believed that their English reading ability had increased dramatically. Twenty-five complete essays out of 32 were returned and revealed that all of the students reflected that they had improved their English reading ability through the use of PRI. From the descriptive analysis, it was agreed by all students that their English reading ability had increased the most through the activities in the stages of preparing and researching.

In *Stage 1: Prepare*, students found that the culturally embedded reading materials were motivating. Students enjoyed playing games, such as the '*Guess the Thai festival?*' game and the '*He said this and She did that*' activity. These reading activities encouraged students to become engaged in learning. Consequently, they seemed to help students to comprehend texts better. This can be supported by a student's statement below.

"อาจารย์มีภาพมีเกมส์และกิจกรรมให้นักเรียนได้เล่นได้ทำ ทำให้ผู้เรียนสนุกสนานเข้าใจและจดจำได้ง่าย"

(Translation)

"The instructor had games and activities for us. Thus, students enjoyed, comprehended texts, and memorized texts better."

(Female student, Reflection, 5 November 2014)

In Stage 2: *Research*, all of the students believed that their English reading ability had increased to a certain extent, especially through using the reading strategies of skimming and scanning, predicting vocabulary from context, and making comparisons. In *Activity 3: Reading for comprehension*. It was found that almost all students used the strategies taught from the preparing stage in the second activity of '*Linking words to the world*.' This helped them to become aware of the reading strategies through explicit teaching in class. It was surprising to discover that a lot of

students had been totally unaware of the reading strategies of skimming and scanning. In *Activity 4: Being a cultural detective,* the skimming and scanning strategies were found most useful to all students, while predicting vocabulary from context and making comparisons strategies were most employed by those students with medium and high achievements based on their scores of the post English reading ability test. The progress of students' reading ability can also be revealed in this activity. Some students reflected in their entry that after learning about the reading strategies and practicing them, it was found that their individual reading tasks in researching cultural information outside the classroom became easier. One student stated,

"ได้ใช้กลยุทธ์การอ่าน มีประโยชน์ที่จะช่วยประหยัดเวลาในการอ่าน เพราะช่วยให้ผู้อ่านได้เข้าใจเร็วขึ้น"

(Translation)

"[I] used reading strategies and found that they were beneficial. It helped me to save time reading and to comprehend the texts I was reading faster."

(Female student, Reflection, 5 November 2014)

As for the strategies of drawing conclusions and making inferences, students reflected that they did not feel comfortable using them. This can be seen in some of the students' entries.

"ไม่ได้ใช้ แต่ใช้ทักษะอื่นมากกว่า เพราะจะเป็นทักษะที่ถนัดเช่น scanning and skimming เพราะจะถนัดมากกว่าและใช้บ่อย"

(Translation)

"[I] did not use the strategies [drawing conclusions and making inferences]. I frequently used those strategies such as scanning and skimming because I felt most comfortable with them."

(Female student, Reflection, 5 November 2014)

In addition, many students thought that they had gained better English reading ability through the use of English reading strategies for comprehension, became more confident to read, and were able to apply the knowledge to real life situations. Some samples of students 'reflections are revealed below.

"คิดว่าการอ่านดีขึ้นค่ะ เพราะแต่ก่อนไม่ค่อยได้มานั่งอ่านภาษาอังกฤษแบบนี้ จึงไม่มีการ พัฒนาใดๆ เกิดขึ้น แต่ปี 2 มีการเรียนอังกฤษการอ่านมากขึ้น มีการใช้ภาษาอังกฤษมาก กว่าเดิม จึงทำให้ได้เรียนรู้ไปในตัวด้วยและนอกจากในห้องเรียนแล้ว นอกห้องเรียนฉันก็ได้มี การอ่านภาษาอังกฤษ"

(Translation)

"I think that my reading is better. Previously, I never had to sit down and read this much, so there was no progress whatsoever. In my second year, however, I studied English reading extensively and used more English than before; hence, I learned more. Besides, I read more both inside and outside the classroom."

(Female student, Reflection, 5 November 2014)

"การอ่านดีขึ้นมากเพราะได้รู้จักเทคนิคในการอ่าน ทำให้เราสามารถรู้ว่าเราไม่รู้ศัพท์ตัวนั้นๆ สามารถทำได้ อย่างไร โดยการใช้ skim scan แบบที่อาจารย์สอน"

(Translation)

"My reading is better because I now know reading techniques. It helped us with difficult words and to be able to comprehend texts using skimming and scanning strategies that the instructor taught us."

(Male student, Reflection, 5 November 2014)

After the intensive reading, extensive reading, and practice, they could apply these strategies to real life situations. Following the course, many students felt more

confident to read than before. Before participating in the PRI class, some of them mentioned that they were scared of reading.

Besides the positive feedback from students' reflections mentioned above, there were some obstacles that students had encountered during the learning process. It was found that some students did not clearly understand the individual reading tasks. Students agreed that the teacher-student conference significantly helped them with their reading tasks. Interestingly, it was revealed that all groups felt that the teacher-student conference sessions were very important to them in order to complete individual tasks and mini-projects correctly and fruitfully. One student reflected,

"อาจารย์มีการนัดนอกเวลาในการสอน และแนะนำวิธีการทำและวิธีการดำเนินงาน เป็นกลุ่มๆ เพื่อความเข้าใจมากกว่าเดิม เน้นและย้ำในสิ่งที่ทำหากไม่เข้าใจก็จะอธิบายอีกรอบ"

(Translation)

"The instructor arranged appointments with all the groups after the class time to explain the assigned tasks again and suggest how to complete tasks and mini-projects. Thus we could understand better. If we still did not understand, she would explain once more."

(Female student, Reflection, 5 November 2014)

Interestingly, it was found that students did not collaboratively help each other much to comprehend texts through the use of reading strategies. In *Stage 5: Reflection*, only a small number of students mentioned that their English reading ability had increased from the wrap-up activity and feedback given by the teacher research.

To ensure the results of the quantitative data, the findings of the students' reflections were used to triangulate with the results of the quantitative data. Based on their reflections, students thought that their English reading ability had improved greatly. Further findings were also discovered from the reflections as follows:

1. In the preparing stage, students reflected that the warm-up activities (such as games and VDO clips) in *Activity 1: Exploring my culture and their culture* were enjoyable, engaging, and interactive. In turn, they believed that their English reading ability was improved. They also thought that the reading strategies of scanning, skimming, and predicting vocabulary from contexts, which were taught explicitly in *Activity 2: Linking words to the world* helped them with their improvements.

2. In the researching stage, students reflected that they used and applied the reading strategies, especially scanning, skimming, and predicting vocabulary from contexts to help them when searching for information to complete individual tasks.

3. Students agreed that the teacher-student conference was a fundamental key in their improvement of English reading ability. Students felt more confident to read than before due to the guidance of the teacher researcher.

4. Students did not collaborate with each other greatly to comprehend texts.

5. Peer feedback in the reflection stage was not recognized by the students in terms of helping them to improve their English reading ability.

4.2 Results of Research Question 2

To what extent does Project-based Reading Instruction enhance intercultural communicative competence of undergraduate students?

This question aimed to investigate the effects of Project-based Reading Instruction on students' intercultural communicative competence. The hypothesis given to this question was that students' intercultural communicative competence would be increased after using the Project-based Reading Instruction. This hypothesis was accepted after the implementation by means of descriptive statistics (means/SD) and paired sample t-test. The two research instruments employed for this question and objective were (a) Intercultural communicative competence test (including the two instruments of (i) the intercultural knowledge-based test and (ii) the intercultural attitudes and skills inventory) and (b) the project-based reading portfolio rubric.

4.2.1 Quantitative findings

The results of the pre-and post-test scores of students' intercultural communicative competence and the final scores of students' project-based reading portfolio rubric were analyzed after the implementation by means of descriptive statistics (means/SD), and paired sample t-test as shown in Table 19-21.

Table 19: Comparison between the Mean of Pre-and Post- Intercultural Knowledge -based Test Scores Before and After Employing PRI (n = 32)

Test	Score	Min	Max	$\bar{x}$	S.D.	t	Sig.
Pre-Intercultural Knowledge	30	9.00	20.00	13.87	2.64	4.72*	0.000
Post-Intercultural Knowledge	30	10.00	23.00	16.75	3.35		

* $p< 0.05$

Table 19 shows that the mean pre-test score of students' intercultural knowledge was 13.87, while the mean post-test score was 16.75. The test suggested that the t-statistic was significant at the 0.05 critical alpha level, t = 4.72, p = 0.000. This result indicates that students' post-test scores of the intercultural knowledge were significantly higher than their pre-test scores after using the PRI model.

Table 20: Comparison between the Means of Pre-and Post-Intercultural Attitudes Test Scores Before and After Employing PRI (n = 32)

Test	Score	Min	Max	$\bar{x}$	S.D.	t	Sig.
Pre-Intercultural Attitudes	80	50.00	79.00	65.78	7.30	4.28*	0.000
Post-Intercultural Attitudes	80	56.00	80.00	69.50	6.97		

* $p< 0.05$

Table 20 reveals that the mean pre-test score of students' intercultural attitudes was 65.78, while its mean post-test score was 69.50. The test suggested that the t-statistic was statistically significant at the 0.05 critical alpha level, t = 4.28, p = 0.000. This result indicates that students' post-test scores of intercultural

attitudes of openness and curiosity were significantly higher than their pre-test scores after employing PRI.

Table 21: Comparison between the Means of Pre-and Post- Intercultural Skills Test Scores Before and After Employing PRI (n=32)

Test	Score	Min	Max	$\bar{x}$	S.D.	t	Sig.
Pre-Intercultural Skills	70	31.00	70.00	51.50	7.68	6.02*	0.000
Post-Intercultural Skills	70	47.00	70.00	57.31	6.17		

* $p< 0.05$

Table 21 reveals that the mean pre-test score of students' intercultural skills was 51.50 while the mean post-test score was 57.31. The test suggested that the t-statistic was significant at the 0.05 critical alpha level, $t = 6.02$, $p = 0.000$. This indicates that the post-test scores of students' intercultural skills of discovery and interaction were significantly higher than their pre-test scores after the implementation of PRI.

Besides employing the intercultural communicative competence test, the effectiveness of PRI on students' intercultural communicative competence was also considered by using the Project-based reading portfolio rubric which can be shown in Table 22.

Table 22: The Mean Scores of Project-based Reading Portfolio Rubric (n = 32)

Portfolio Rubric	Score	Min	Max	$\bar{x}$	S.D.
Portfolio rubric	100	57.50	99.00	79.42	9.43

Table 22 reveals the results of the students' portfolio rubric. After completing the entire project, students' scores based on the four criteria of organization, knowledge, group work, and reflections, were calculated. The minimum score of the rubric was 57.50, while the maximum score was 99.00. The mean final score was

79.42. These results indicated that, overall, the students' intercultural communicative competence (in all aspects of intercultural knowledge, attitudes, and skills) had increased greatly.

4.2.2 Qualitative findings

Qualitative data obtained from students' reflections revealed similar results in that students' intercultural communicative competence was enhanced. Twenty-one students out of 32 reflected that their intercultural communicative competence was better than before. All of them stated that they had gained more knowledge about various cultures. A great number of students believed that their intercultural communicative competence had increased. Through gaining cultural knowledge, almost all students believed that they had improved their skills of researching cultural information, while some students believed that their communication skills were enhanced.

The aforementioned achievement can be explained through the learning process. In the PRI process, students engaged in the project-based reading instruction tasks, which helped them to improve their intercultural communicative competence. It was found that almost all students had gained intercultural knowledge mostly from the activities in the preparing stage, researching stage, and producing stage. As for intercultural attitudes, students developed positive attitudes toward other cultures from the activities in the researching stage and analyzing stage. As for intercultural skills, it was found that students seemed to develop their researching skill in the analyzing stage and develop their interaction skill through activities in the researching stages. Further explanations and evidence are revealed as follows:

In *Stage 1: Prepare*, students reflected in their essays that their intercultural knowledge had increased. They gained deeper knowledge of their target cultures in various aspects such as festivals and celebrations, patterns of behavior and verbal and non-verbal communication, and stereotypes through enjoyable PRI activities that required students to interact with the texts. During *Activity 1: Exploring my culture*, students engaged in interactive games and activities such as guessing festivals and celebrations through images in Unit 1, identifying interesting and surprising aspects of

behavior shown by native English speakers in a movie clip in Unit 2, or matching names of countries with their stereotypes in Unit 3. These activities helped students to gain and understand more about cultural facts of various cultures through reading culturally-embedded texts and the teacher researcher's explanations. This can be supported by a reflection of one student who stated.

> *"ได้รับรู้วัฒนธรรมของชาวฝรั่งเศสเป็นอย่างดี ในด้านต่างๆ เช่น เกี่ยวกับ การทักทาย การรับประทานอาหาร เป็นต้น ทำให้เรารู้วัฒนธรรมฝรั่งเศส จาก Warm-up activity ทำให้เราไม่เครียดเรียนสนุกมาก"*

(Translation)

> *"I gained more cultural knowledge of French people such as greeting and eating etiquette through the warm-up activity. It was very enjoyable."*

> (Female student, Reflection, 5 November 2014)

In *Stage 2: Research*, students reflected that they had gained intercultural knowledge, attitudes, and skills. It was discovered that students had gained their international knowledge from *Activity 3: Reading for Comprehension* and *Activity 4: Being a Cultural Detective*. In the former activity, students learned more about other cultures from the teacher researcher's culturally-embedded reading materials. They also expanded their intercultural knowledge from exploring written materials outside of the classroom. Through recommended reading resources for exploring other cultures and guided questions, students were able to complete their individual tasks. As for intercultural skills, students reflected that they had improved their research skills. They had to search extensively for cultural information and critically analyze it in different cultural aspects based on the teacher researcher's guideline information. As the course proceeded, students tended to improve this skill. Some of them reflected that their communication with foreigners had improved. The evidence to support these statements can be viewed as follows:

> *"ได้รู้จักการค้นคว้าหาข้อมูล และทำความเข้าใจ และนำมาทำโปรเจ็ค การค้นคว้าหา ข้อมูล ทำให้เราได้หาข้อมูลนั้น ทำให้เรามีความรู้เพิ่มขึ้น"*

(Translation)

"I used skills of searching for information and comprehension to complete our project. Searching for information made us increase our knowledge."

(Female student, Reflection, 5 November 2014)

"...สื่อสารดีขึ้น สำเนียงดีขึ้น ไม่กลัวที่จะพูดคุยกับฝรั่ง ไม่ค่อยเกร็งแล้ว"

(Translation)

"Communication was better. My accent was better. I was not afraid of communicating with foreigners anymore"

(Female student, Reflection, 5 November 2014)

"คือกลุ่มหนูเลือกประเทศอิตาลีค่ะ คือตอนแรกก่อนอ่านเริ่มเรียนวิชานี้หนูไม่รู้อะไรเกี่ยวกับประเทศนี้เลย เพราะได้ทำงานกลุ่ม และทำให้ต้องศึกษาเกี่ยวกับประเทศนี้ จึงได้รู้ว่าจริงๆ แล้ว เขาก็มีความคล้ายเรา"

(Translation)

"Our group decided to do project about Italy. At the beginning, I did not know anything about it. Because of working in a group with my friends, I knew more about the country and realized that there were some similarities between Italian and Thai cultures."

(Female student, Reflection, 5 November 2014)

In *Stage 3: Analyze*, it was found that students developed their intercultural attitudes and skills. In *Activity 5: Sharing with the group* and *Activity 6: Investigating cultural differences*, students tended to better understand about other cultures from sharing their individual findings with their groups to confirm for accuracy and analyzing similarities and differences between their findings of the target cultures and their own culture. From engaging with their groups, they seemed to develop positive

attitudes. This also led to real-life application. Some evidence of the findings is shown below.

> *"นอกจากนี้ยังได้เปรียบเทียบวัฒนธรรมอื่นกับวัฒนธรรมตัวเอง ซึ่งเป็นประโยชน์มากๆ เพราะภายหน้าหากมีโอกาสได้ไปต่างประเทศก็จะใช้ประโยชน์จากความรู้ของวัฒนธรรม นั้นๆ ด้วย"*

(Translation)

> *"Besides comparing my culture with other cultures, which was very beneficial, I can perhaps use the knowledge I have learned in the future if I have the chance to visit other cultures"*

> (Male student, Reflection, 5 November 2014)

> *"ได้ความรู้จากเทศกาลต่างๆ ของอิตาลี ทัศนคติที่มีต่อวัฒนธรรมของประเทศนี้ ก็รู้สึกว่า ประเทศนี้ได้มีการจัดเทศกาลและคนอิตาลีร่วมมือ ร่วมกิจกรรมนั้นกันอย่างล้นหลาม น่า ประทับใจ"*

(Translation)

> *"I learned more about Italian festivals. I had positive attitudes toward Italian culture. I was impressed to learn that Italians participated in their festivals and celebrations collaboratively."*

> (Female student, Medium level, Reflection, 5 November 2014)

In *Stage 4: Produce*, it was revealed that students were enthusiastic to present their summary to the class. However, they were all very nervous to present their first mini-project it in front of the classroom for the first time. In this stage, the majority of students wrote that they learned more about other cultures from their friends' presentations. This can be supported by the reflection of one student below.

> *"ได้รู้วัฒนธรรมต่างๆ ที่บางอย่างเรายังไม่รู้ ในห้องเรียนก็ได้มีเพื่อนๆ มาเล่าเรื่อง วัฒนธรรมเกี่ยวกับประเทศอื่นๆ อีก ยิ่งทำให้เราเข้าใจได้มากยิ่งขึ้น"*

(Translation)

"I learned more about different cultures, besides my target culture, from other groups who presented the findings of their target cultures. It made me understand about other cultures even more than before."

(Female student, Reflection, 5 November 2014)

As for Stage 5: Reflection, only a few students mentioned that their intercultural communicative competence had increased solely from the wrap-up activity and feedback given by the teacher researcher. They did not mention that peer feedback had helped them to improve their intercultural communicative competence.

To ensure the results of the quantitative data, the findings of the students' reflections were used to triangulate with the results of the quantitative data. The reflections revealed that their intercultural communicative competence had increased greatly. Interestingly, all students thought that their intercultural knowledge had increased tremendously. However, almost all students believed that they had gained intercultural skills and followed by intercultural attitudes. These findings were slightly different from the quantitative results, which revealed that students had gained intercultural skills the most, followed by intercultural knowledge and attitudes. Further findings were also discovered from the reflections as summarized below:

1. *In Stage 1: Prepare*, students reflected that they had gained deeper knowledge of their target cultures in various aspects, namely festivals and celebrations, patterns of behavior and verbal and non-verbal communication, and stereotypes through enjoyable PRI activities that required students to engage in playing games and reading materials which involved intercultural knowledge, attitudes, and skills.

2. *In Stage 2: Research*, students reflected that they had expanded their intercultural knowledge through learning and reading culturally-embedded texts in

the classroom and exploring written materials outside of the classroom. Through analyzing and interacting with foreigners, they had gained intercultural skills and attitudes.

3. In *Stage 3: Analyze,* it was found that students developed their intercultural attitudes and skills through collaboration.

4. In *Stage 4: Produce*, students reflected that their intercultural knowledge was acquired from their friends' presentations.

5. In *Stage 5: Reflection*, feedback from the teacher researcher helped them to improve their intercultural communicative competence. However, peer feedback was not recognized by the students in terms of helping them to improve their intercultural communicative competence.

6. The majority of students reflected that the teacher-researcher conference was important to their learning process and it helped to improve their intercultural communicative competence.

4.3 Results of Research Question 3

Is there a correlation between students' English reading ability and their intercultural communicative competence?

This question aimed to study the correlation between students' English reading ability and their intercultural communicative competence. The hypothesis given to this question was that there was a correlation between students' English reading ability and their intercultural communicative competence. This hypothesis was partially accepted. Table 23 reveals the results of correlation between students' English reading ability and intercultural communicative competence after the PRI implementation using Pearson's product-moment correlation coefficients.

Table 23: Correlation between students' English Reading Ability and Intercultural Communicative Competence (n=32)

	Intercultural Communicative Competence		
	Intercultural Knowledge	Intercultural Attitudes	Intercultural Skills
English Reading Ability	0.41*	0.42*	0.30

* $p < 0.05$

The result in Table 23 reveals the positive result of the correlation between the post-test scores of the English reading ability test and the intercultural communicative competence test. In particular, it was found that there was a significant correlation between students' mean scores of the English reading ability test and intercultural knowledge-based test of 0.41. The post-test scores of the English reading ability test and the intercultural attitudes test also yielded a significant correlation of 0.42 ($p = 0.05$). However, the mean scores of the English reading ability test were moderately correlated to the intercultural skills test.

Based on the aforementioned findings, it can be concluded that students who gained higher scores in the English reading ability test were more likely to receive higher scores in the intercultural knowledge-based test and the scores in the intercultural attitudes through the PRI implementation. Similarly, those students who received lower post-test scores in the English reading ability test were more likely to receive lower scores in the post-intercultural knowledge-based test and the scores of the intercultural attitudes and skills inventory (specifically the intercultural attitudes scores) caused by the PRI implementation.

4.4 Results of Research Question 4

What are the opinions of the students toward the Project-based Reading Instruction?

The final research question aimed to explore students' opinions of Project-based Reading Instruction. Supporting evidence was obtained to show statistical figures and describe students' opinions of PRI in regard to four domains, namely classroom management, classroom activities, instructional materials, and assessment and evaluation. The two research instruments employed to gather the quantitative and qualitative data were the Project-based Reading Instruction Questionnaire and Project-based Reading Instruction Interview Protocol, respectively. The quantitative data were collected right after the PRI implementation and followed by the qualitative data.

4.4.1 Quantitative data

Students' opinions of PRI obtained from the Project-based Reading Instruction Questionnaire were analyzed and summarized in four main parts, which can be shown in Table 24.

Table 24: Students' Opinions of Project-based Reading Instruction

Domain	Mean	S.D.	Meaning
1. Classroom management employing PRI	4.18	0.77	High
1.1 English Reading Ability	4.00	0.83	High
1.2 Intercultural Communicative Competence	4.41	0.68	High
1.3 Project work	4.33	0.74	High
2. Classroom activities	4.31	0.69	High
2.1 Activities of all units	4.38	0.66	High
2.2 Stages of PRI			
2.2.1 Prepare	4.42	0.63	High
2.2.2 Research	4.29	0.66	High
2.2.3 Analyze	4.29	0.81	High
2.2.4 Produce	4.27	0.68	High

2.2.5 Reflect	4.25	0.73	High
3. Instructional materials	4.25	0.67	High
4. Assessment and evaluation	4.35	0.66	High
Overall result	**4.27**	**0.71**	High

(1.00-1.05 = very low; 1.51-2.50 = low; 2.51-3.50 = moderate; 3.51-4.50 = high;

4.51-5.00 = very high)

Overall, the questionnaire results show the mean score at the high level of 4.27. The preparing stage was rated the highest, followed by classroom management of intercultural communicative competence and activities of the three units (Means of 4.42, 4.41, and 4.38, respectively). When considering each item (See Appendix X), three items that were rated very high include students' curiosity to various cultures, positive effects of the preparing stage on English reading ability and intercultural communicative competence caused by the teacher scaffolding, and openness to cultural differences (1.2.2, 2.2.1.4, and 1.2.3, respectively) with means of 4.62, 4.59, and 4.53, respectively. Among all these items, however, comprehending texts by using the reading strategies for making comparisons and drawing conclusions (1.1.5 and 1.1.6, respectively) were rated the lowest with means of 3.75 and 3.78, respectively.

4.4.2 Qualitative data

Qualitative findings were derived from open-ended questions as part of the Project-based Reading Instruction Questionnaire and the semi-structured interviews. The findings are revealed as follows:

4.4.2.1 Open-ended questions

Students' responses from the open-ended question section were employed to analyze the opinions of the students toward the PRI after they had completed their final project. Nineteen students out of 32 responded to three statements which attempted to elicit personal opinions of their likes and dislikes about the PRI and additional comments they had. Most of them provided a short

sentence for some of the questions. The result of the open-ended questions was analyzed by the *ATLAS.ti 7* (trial) Program as revealed below.

      1.   Students agreed that they liked the course in different ways, namely teacher scaffolding, increased intercultural knowledge, and increased English reading ability, respectively. Thirteen students out of 19 believed that the teacher researcher was very supportive. All of them stated that they liked that fact that the teacher researcher was understanding and always followed up on their work. One student mentioned that the teacher-student conferences were helpful to him because he understood the tasks better than before. It was also found that they had gained intercultural knowledge tremendously. Some of them asserted that they had learned more factual cultural information of various cultures, and consequently they understood about others better. Finally, they stated that they liked the PRI because it helped them to improve their English reading ability. Some of them mentioned that their reading strategies had increased and thus they could comprehend texts "more effectively than when they studied in the conventional classroom environment."

      2.   It was found that work overload was the downside of the PRI. Several students agreed that there were too many assignments. However, they did not clearly state if this drawback effected their English reading ability and intercultural communicative competence. In addition, some students revealed that the speed of instruction and the worksheets overload were the weaknesses of PRI.

      3.   Some students suggested that the PRI class emphasized more on the communication skills than on writing reports. They also commented that they would like other English courses to implement enjoyable and interactive activities as they did in the PRI class.

4.4.2.2 The semi-structured interviews

      A semi-structured interview protocol was employed to elicit in-depth information in addition to the questionnaires concerning students' opinions of PRI. There were three interviews of two students who possessed a similar level of English

reading instruction based on their post- test scores in the English reading ability test. It was found that focus- group interviews allowed students to contribute more extensive feedback than the one-on-one interview techniques. When employing focus-group interviews, it was also essential that the interviewees in the groups were at the same level of English proficiency, so that high achievers would not dominate the lower achievers. Therefore, the 32 PRI students were randomly selected based on their post-test scores in the English reading ability test. This gave three group interviews of low, medium, and high achievers. The interviews for each group were conducted in Thai for approximately 20 minutes. The results of the focus-group interviews, which were analyzed by the *ATLAS.ti 7* (trial) program, revealed more positive than negative opinions of PRI in various aspects based on the frequency of students' responses. On the positive opinions, students' opinions of PRI are described in four domains, which were aligned with the questionnaire, as follows:

1. Classroom management employing PRI

Based on the three interviews, all students indicated that PRI helped to increase their English reading ability (especially vocabulary, skimming and scanning strategies), intercultural communicative competence (especially intercultural knowledge, curiosity, and openness), and motivation. For intercultural communicative competence, the qualitative analysis showed similar findings to the quantitative analysis of the questionnaire (See Tables 19-21). According to both results, most of the students were curious about other cultures and became open to cultural diversity. Students' motivation to learn and improve their English skills and intercultural communicative competence was increased, particularly for medium and high achievers. This can be confirmed from the statements below.

1.1 Increased English reading ability

The achievers of all levels (low, medium, and high) provided positive opinions regarding their English reading ability after learning through PRI as follows:

Group interview 1

In an interview with the low achievers, they revealed that their skimming and scanning strategies were improved. They also revealed that they had made progress in their English reading.

"ผู้สัมภาษณ์: คิดว่าการอ่านของตัวเองดีขึ้นมั้ยเมื่อเทียบกับก่อนเรียน

นักศึกษา A และ B: ดีขึ้นค่ะ

นักศึกษา A: กลยุทธ์การอ่านค่ะ Skimming Scanning มันทำให้หนูหาคำตอบได้ เร็วที่สุด ซึ่งหนูก็ไม่เคยรู้มาก่อน ตอนแรกที่สอบ หนูก็มั่วแต่อ่านเนื้อหา หาคำตอบ อะไรก็ไม่รู้ ทำไม่ทันพอคะแนนออกมาก็ตก พอหลังๆ ตอนสอบ midterm หนูใช้ ทักษะนี้ หาคำตอบเลย หนูไม่ต้องอ่านหมดแล้ว และหนูคิดว่า ทำให้การออกเสียง การพูด ของหนูดีขึ้นด้วย"

(Translation)

*"**Interviewer**: Do you think your reading ability is now better than it was before taking the course?*

***Student A and B**: Yes. It is better than it was before taking the course.*

***Student A**: Skimming and scanning strategies helped me to find answers faster. Before the course, I never knew about these strategies, I read everything to answer questions and could not finish it in time, so I failed. After the mid-term exam, I used these strategies to answer the questions. I did not have to read everything. I also think that my pronunciation and speaking skills are better."*

 (Female low achiever students A and B, Interview, 18 November 2014)

Group interview 2

Similar opinions were also revealed by the medium achievers who stated that their English reading ability had increased compared to their previous English courses.

"*ผู้สัมภาษณ์:* คิดว่าการอ่านของตัวเองดีขึ้นมั้ยเมื่อเทียบกับก่อนเรียน

นักศึกษา D: ดีค่ะ

นักศึกษา C: หนูรู้สึกว่าอ่านเข้าใจได้ดีขึ้น และดีกว่าเดิม

(Translation)

"*Interviewer: Do you think your reading ability is now better than it was before taking the course?*

Student D: Better.

Student C: I feel that I can now comprehend texts better than before."

(Female medium achiever students C and D, Interview, 18 November 2014)

Group interview 3

The high achievers of English reading ability also revealed that English reading strategies helped them to comprehend texts more effectively. Surprisingly, it was discovered that the students had learned or heard of English reading strategies for the first time from the PRI class. The skills that they found beneficial were skimming, scanning, and predicting vocabulary from contexts.

"*ผู้สัมภาษณ์:* คิดว่าการอ่านของตัวเองดีขึ้นมั้ยเมื่อเทียบกับก่อนเรียน

นักศึกษา F: จากตอนพรีเทส ไม่ได้รู้ *Skimming Scanning* อะไรเลย คือไม่รู้อะไรเลย ก็เดาเอาอย่างเดียวเลย แต่พอเรียนไปแล้ว ก็รู้แล้วว่า อันนี้เราไม่รู้แล้ว เราสามารถรู้ได้จากตัวต่อๆ ไป นะ ตามหลักที่อาจารย์บอกอยู่น่ะครับ ก็คิดว่าเราทำได้คะแนนมากขึ้นแน่นอนครับ"

*นักศึกษา E: ดีครับ ผมว่าการอ่านก็คือทำให้ เราได้เข้าใจมากขึ้นเวลาอ่าน และการ
ออกเสียงก็ดีขึ้นด้วยครับ*

(Translation)

"*Interviewer: Do you think your reading ability is now better than it was before taking the course?*

Student F: Before taking the pre-test, I never knew about skimming and scanning strategies. I knew absolutely nothing. I only made guesses. However, I now know that if I don't know something, I can look at the context based on what Ajarn taught us. I think that my scores will surely increase."

Student E: Yes. I think reading makes us understand what we read more and helps us to pronounce words better."

(Male high achiever students E and F, Interview, 18 November 2014)

Based on students' opinions of PRI, it is clear that all students believed that their English reading ability was increased significantly. Not only did their reading ability increase, the high level students also added that, they could pronounce words better. Surprisingly, they revealed that they had never known about or used any reading strategies before taking this course.

1.2 Increased intercultural communicative competence

It was discovered that all of the students' intercultural communicative competence had increased based on the three interviews. They asserted that the PRI activities played an important role in helping them to increase their intercultural knowledge, attitudes, and skills. Most activities that facilitated their cultural learning were from the stages of preparing, researching, analyzing, and producing. They provided insightful opinions on their intercultural communicative competence after learning through PRI as follows:

Group interview 1

From the interview consisting of low achievers, it was found that their intercultural communicative competence had been enhanced through interactive activities such as role-play and group presentation. They also felt that they had gained more confidence to perform in front of the class. This can be shown in the following interview.

"*ผู้สัมภาษณ์: ในขั้นตอนของการเรียนรู้วัฒนธรรมน่ะคะ นักศึกษาได้เรียนรู้อะไรบ้างเกี่ยวกับวัฒนธรรมเมื่อเทียบกับก่อนเรียนแล้วคิดว่าความสามารถทางวัฒนธรรมของนักศึกษาดีกว่าเดิมมั้ย*

นักศึกษา A: ค่ะก็มีให้ออกไปศึกษาและพรีเซ้นส์แต่ละกลุ่ม ทำโปสเตอร์ ตอนแรกก็ออกไป แต่ก่อนนั้นอาจารย์เอาหนังมาให้ดู แล้วเราออกไปแสดงให้ดูว่าเราเอาบทไหน เอาบทการทักทาย เอาบทการพูดคุย หรือบทปาร์ตี้ ทานอาหารอะไรอย่างนี้ค่ะ แล้วก็ออกไปแสดง ทำเหมือนเล่นละคร ก็สนุกดีค่ะ

ผู้สัมภาษณ์: แล้วไอ้แบบนี้มันทำให้พัฒนาความสามารถการติดต่อสื่อสารข้ามวัฒนธรรมได้มั้ย

นักศึกษา A: ก็ได้นะคะ

นักศึกษา B: ทำให้ได้แสดงออก มีความมั่นใจมากขึ้น"

(Translation)

"*Interviewer: In the process of learning about cultures, what did you learn from taking the course? Do you think your intercultural communicative competence is now better than it was before taking the course?*

Student A: Yes. We were assigned to read and study outside, present it to other groups, and make a poster. Before we did anything, the instructor gave us a movie to watch. We then practiced our roles in different situations such as greetings, and conversation during a party, or dinner. Finally, we did the role-play. It was fun.

Interviewer: From doing these activities, do you think you have gained intercultural communicative competence?

Student A: Yes.

Student B: We had the chance to perform and become more confident."

(Female low achiever students A and B, Interview, 18 November 2014)

Group interview 2

The interview with the medium achievers also revealed similar results. They additionally thought that their intercultural communicative competence could be applicable for their future career in the tourism industry. The following interview is revealed as evidence.

"ผู้สัมภาษณ์: นักศึกษาได้เรียนรู้อะไรบ้างเกี่ยวกับวัฒนธรรมเมื่อเทียบกับก่อนเรียน แล้วคิดว่าความสามารถทางวัฒนธรรมของนักศึกษาดีกว่าเดิมมั้ย

นักศึกษา C: หนูว่าหนูได้ความรู้ทางวัฒนธรรมมากขึ้นค่ะ

นักศึกษา D: เหมือนกันค่ะ แล้วก็สำคัญด้วยค่ะ เพราะจะได้เอาไปทำงานทางด้าน การท่องเที่ยวต่อไปในอนาคตด้วยค่ะ"

(Translation)

"Interviewer: What did you learn about cultures from taking the course? And, do you think your intercultural communicative competence is better than before?

Students C: I think my intercultural communicative competence has increased.

Students D: Likewise. It is important because we can apply it to our future career in the tourism industry."

(Female medium achiever students C and D, Interview, 18 November 2014)

Group interview 3

The interview with high achievers revealed their intercultural knowledge had increased from the cultural findings presented by other group. This helped to expand their knowledge about people from various cultures. The following interview confirms this finding.

"ผู้สัมภาษณ์: นักศึกษาได้เรียนรู้อะไรบ้างเกี่ยวกับวัฒนธรรมเมื่อเทียบกับก่อนเรียน แล้วคิดว่าความสามารถทางวัฒนธรรมของนักศึกษาดีกว่าเดิมมั้ย

นักศึกษา F: ความรู้ทางวัฒนธรรม ดีขึ้นครับ

นักศึกษา G: ครับอย่างตอนที่เพื่อนๆ แต่ละคนหาข้อมูลวัฒนธรรมแต่ละประเทศ แล้ว พอมาพรีเซ้นมันไม่ใช่วัฒนธรรมที่เราไปหามาเนียะเราก็ได้รู้วัฒนธรรมอื่นจาก ของเพื่อนตอนที่เขาออกมาพรีเซ้น"

(Translation)

"Interviewer: What did you learn about cultures from taking the course? And, do you think your intercultural communicative competence is better than before?

Student F: My cultural knowledge is better.

Student G: Yes. For example, everyone had to search for the cultural information of their assigned country. When other groups presented their country, I think we learned more about them, in addition to the culture we searched and studied."

(Male high achiever students F and G, Interview, 18 November 2014)

It is obvious to see that students from all levels felt that they had gained intercultural communicative competence, especially cultural knowledge of people from various countries. In addition, students from the low reading ability group felt that the activities in class were fun and that they had gained confidence

when interviewing foreigners. As for students from the medium reading ability group, they recognized the importance of ICC for their career path.

1.3 Increased motivation

The students from the three focus-group interviews mentioned that they became motivated to learn and improve their English skills and intercultural communicative competence after learning through PRI activities in the stages of researching and producing. This is shown in the statements below:

Group interview 1

According to the interview with the low achievers, it was found that they became more motivated to learn and read about cultural facts of people from different countries. They mentioned that the activities like reading the English subtitles of a foreign movie allowed them to learn more about these behaviors, thus they become more confident. This is shown in the statements below:

> *"ผู้สัมภาษณ์: ... แล้วมันทำให้เราสนใจ ไปอ่านภาษาอังกฤษข้างนอกมากขึ้นมั้ย*
>
> *นักศึกษา A: ใช่ค่ะ ได้อ่านเกี่ยวกับเรื่องวัฒนธรรม ทำให้เราได้กล้าแสดงออกมากขึ้น*
>
> *นักศึกษา B: เหมือนกันค่ะ ทำให้เราได้ดูหนัง ประเทศที่เราทำแล้วก็ ได้รู้วัฒนธรรมของประเทศที่เราทำ"*
>
> (Translation)
>
> *"Interviewer: ...so, did this teaching method motivate you to learn more English outside of the classroom?*
>
> *Student A: Yes. I read more cultural information and become more confident.*
>
> *Student B: Same for me. I watched more English movies, especially about the country that we chose to work on. We learned more about its culture."*
>
> (Female low achiever students A and B, Interview, 5 November 2014)

Group interview 2

The interview with the medium achievers revealed that they became motivated by the interview activity. After interviewing a foreigner from their target culture, they discovered that their communicative competence was better than they had previously thought. This helped them to gain more confidence and encouraged them to interact more often with foreigners. This is shown in the statements below:

"ผู้สัมภาษณ์: คิดว่าวิธีการที่อาจารย์ตุ๊กสอนเนียะ อันไหนใช้ประโยชน์ได้มาก

นักศึกษา C: การไปสัมภาษณ์ฝรั่งค่ะ เพราะจากที่ไม่เคยคิดว่าตัวเองสามารถฟังออกหรืออะไรอย่างเงี้ยะ พอเขาพูดมาเราก็สามารถตอบโต้เขาได้ เราสามารถ ฟังเขารู้เรื่อง

นักศึกษา D: ทำให้เรากล้าขึ้นค่ะ และอยากให้มีสัมภาษณ์กับฝรั่งมากขึ้น"

(Translation)

"Interviewer: Which part of instructor's teaching method was most beneficial to you?

Student C: Interviewing foreigners. I never thought that I would be able to listen and comprehend them. But once I did it, I was able to comprehend and interact with them.

Student D: It made us become more confident. I want to interview foreigners more often."

(Female medium achiever students C and D, Interview, 5 November 2014)

Group interview 3

High achiever students agreed that their motivation had increased. One of them attempted to read and learn more through watching movies. This is shown in the statements below:

"ผู้สัมภาษณ์: ...แล้วการสอนแบบนี้ทำให้เราสนใจเรียนภาษาอังกฤษเองมากขึ้นมั้ย

นักศึกษา F: ก็มากขึ้นจริงๆ ครับ ก็มีแบบไปซื้อหนัง ที่มี sound track มาดูบ้าง
ครับ แต่ก็ไม่ได้หาอะไรอ่านเพิ่มขึ้นมากมาย เพราะเนื้อหาที่สอน ที่หาอ่านทำงาน ก็
ครอบคลุมแล้ว

นักศึกษา E: เหมือนกันครับ"

(Translation)

"Interviewer: ...so, did this teaching method motivate you to learn
more English?

Student F: Immensely. I bought movies to watch with an English
sound track, but I did not search more information. The instructor and
the texts we read for the project had already covered the culture we
wanted to know about.

Student E: Likewise."

(Male high achiever students E and F, Interview, 5 November 2014)

Based on students' opinions, it is clearly shown that students were motivated to learn and engage in challenging tasks like interviewing foreigners in English. The low and medium achievers became more motivated to learn, read, and participate in the classroom activities to complete their project. These students felt that they had increased their ability to read, listen, and speak. The high achievers became more motivated to master their English skills on their own, outside the classroom.

2. Classroom activities

Students from the three focus-group interviews all agreed that the PRI activities in all stages helped to increase their English reading ability, intercultural communicative competence and project work. Based on the analysis of the three interviews, the following factors, which were embedded in the PRI activities, were

most valued by the students: (1) teacher scaffolding, (2) collaborative learning, and (3) real-life application. These findings can be shown in the following statements.

2.1 Teacher scaffolding

Based on the three interviews, it was discovered that all achievers agreed that the teacher scaffolding was a key role in their English reading ability and intercultural communicative competence. Students mentioned that they had been supported by the teacher researcher in all of the PRI stages, which is described as follows:

Group interview 1

It was found that both low achievers agreed that teacher scaffolding played a key role in their English reading ability and intercultural communicative competence. The students asserted that the teacher researcher actually helped them in all PRI stages. For example, in the research stage and analyze stage, students participated in the teacher-student conferences. These conferences involved discussion between the teacher researcher and students. In the conferences, students were required to bring their individual tasks and the products of the mini-projects with them, so that the teacher researcher could provide them with feedback and guidance for improvement. This is shown in the statements below:

> *"ผู้สัมภาษณ์: ...แล้วระหว่างให้เปรียบเทียบระหว่างการสอนแบบธรรมดา ก็คือ อาจารย์มายืนพูดหน้าห้องกับการทำโปรเจคแบบนี้ มันแตกต่างกัน แล้วชอบอันไหน มากกว่ากัน*
>
> *นักศึกษา A: มันแตกต่างมากค่ะ คือโปรเจคเนียะ นักศึกษาได้ปฏิบัติมากกว่า แล้ว แบบว่าชอบตรงที่อาจารย์จะนัดมาเจอกัน ถาม เออ เราทำถึงไหนกันแล้ว ดูแบบว่า อาจารย์ใส่ใจมากกว่า แต่ถ้าเรียนในหนังสือแบบเนียะ ก็แบบว่า อันไหนไม่ได้ ก็ ผ่านๆ ผ่านๆ ไป อาจารย์ไม่ได้มาสนใจเราว่า ตรงนี้เราไม่ได้ใช่มั้ย อย่างงี้ๆ"*

(Translation)

> *"Interviewer: ...When comparing the traditional teaching method, where the instructor stands in front of the class to give lectures, with*

PRI, how do you think they differ? and which method do you like the most?

Student A: *They are different because with PRI students had more opportunity to practice. The instructor also made appointments with us to follow up on our progress. I felt that the instructor was more supportive. When learning from textbooks, instructors do not seem to care about the students whether or not we understand what we have learned."*

(Female lower achiever student A, Interview, 18 November 2014)

Group interview 2

In the interview with the medium achievers, the findings revealed that students had gained their English reading ability through the activities in the stages of prepare, research, and analyze, which had provided teacher-student conferences. In the first stage, in Activity 2: Linking words to the world, explicit reading strategies were taught and modeled by the teacher researcher. The teacher researcher made a great effort to make sure that students understood what the English reading strategies were and how to apply them to their reading practices inside and outside of the classroom. This is reflected in the interview below:

*"**ผู้สัมภาษณ์:** ...แล้วเป็นอย่างไร การเรียนแบบนี้ อาจารย์เขามีวิธีการเริ่มต้น อย่างไร การสอนอย่างไร*

***นักศึกษา D**: วิธีการสอนหรือค่ะ สำหรับหนูนะคะ หนูก็จะเดาคำศัพท์ก่อน แล้ว อาจารย์ก็จะบอกว่าวิธีการอ่านต้องเริ่มจากตรงนี้นะ คอยถามพวกหนูบ่อยๆ ว่า เข้าใจ หรือไม่เข้าใจ อะไรอย่างนี้ค่ะก็สนุกดีค่ะ"*

(Translation)

*"**Interviewer**: ...so, how was this teaching method? How did the instructor begin teaching?*

Student D: Teaching method? For me, I normally guessed the meaning of the words I did not know. The instructor then taught me what to do when we started reading. She often asked us whether we understood what she had taught. It was fun."

(Female medium achiever student D, Interview 18 November 2014)

Group interview 3

The high achievers mentioned that the teacher scaffolding in the stages of research and analyze helped them with their English reading ability. In the teacher-student conference sessions provided in these stages, students always consulted the teacher researcher on their reading strategies. This is shown in the following statements.

*"**ผู้สัมภาษณ์:** การทำงานกลุ่มทำให้การอ่านดีขึ้นบ้างมั้ยคะ*

***นักศึกษา E:** ดีครับ... อาจารย์ตุ๊กจะนัดประชุมตลอด หลังจากทำโปรเจคอย่างนี้นะ ครับ ให้มาปรึกษางานอย่างนี้นะครับ เราก็ปรึกษางานกับอาจารย์ตลอด ไม่รู้คำไหน เราก็ปรึกษาอาจารย์ตลอด ทำให้การอ่านเราดีขึ้น"*

(Translation)

*"**Interviewer:** Did collaborative group work help improve your reading?*

Student E: Yes. I think the more we read, then the more we understood, and it helped us to pronounce words better. For example, the instructor would always make appointments for consultations and follow-ups with us. We asked her how to pronounce unfamiliar words and we consulted with her often, which resulted in the improvement of our reading ability."

(Male high achiever student E, Interview, 18 November 2014)

It is evident that students from all levels thought that teacher scaffolding had a substantial influence on their learning outcomes, especially their reading ability. Students most valued the support they gained from the teacher researcher through the teacher-student conferences. They felt that the teacher was very attentive, helpful, and inquisitive about their learning and progress.

2.2 Collaborative learning

Collaborative learning was valued by almost all students from the interviews. Students' responses appeared to be along similar lines in that they seemed to improve their intercultural knowledge from their peers when working on Activity 5: Sharing with the group and Activity 6: Investigating cultural differences in the analyzing stage. Students' opinions are shown as follows:

Group interview 1

It was indicated that the low achievers had gained more intercultural knowledge through sharing with their groups in Activity 5: Sharing with the group. They preferred working in groups because they could interact with their friends in the group and consult with them when they encountered problems. Thus, they could brainstorm to complete their project. This can be seen in Activity 6: Investigating cultural differences when they had to help each other to analyze individual tasks. Students' statements are revealed as follows:

"ผู้สัมภาษณ์: ...แล้วเราทำงานกลุ่มกับเพื่อนเราชอบมั้ย มีปัญหาอะไรมั้ย

นักศึกษา A: ดีงานกลุ่มค่ะ แบบว่าคนเดียวมันเขิน มันตื่นเต้น ภาษาอังกฤษคุยผิด คุยถูก โดยเวลาพรีเซ้น ก็ชอบที่ให้พรีเซ้นทุกคน เพราะสนุกดีค่ะ อย่างคุยแบบ บทละครโต้ตอบกันแบบนี้ค่ะ

นักศึกษา B: กลุ่มหนูไม่มีปัญหาอะไร หนูชอบงานกลุ่มเหมือนกัน เพราะว่าได้ ช่วยกัน ได้ปรึกษากันได้แบบ เอาความคิดของแต่ละคนมาแบ่งกัน แล้วใส่ลงไปใน งานที่อาจารย์ให้ทำ"

(Translation)

"Interviewer: ...so, did you like working with friends? Were there any obstacles?

Student A: I preferred group work. I was shy when working alone

I would get nervous when I had to present in English by myself. I like presenting with friends in the group because it was enjoyable and I was interacting with them in the role play."

Student B: We did not have any problems in our group. I like group work because we helped and discussed with each other. We brainstormed and consolidated the tasks to complete the project."

(Female low achiever students A and B, Interview, 18 November 2014)

Group interview 2

Similarly, the medium achievers believed that their tasks and mini-projects were accomplished through collaboration and that they had also learned and gained intercultural knowledge through peer scaffolding during group discussions provided in Activity 5: Sharing with the group.

"ผู้สัมภาษณ์: ...แล้วชอบขั้นตอนไหนมากที่สุด

นักศึกษา D: ชอบเวลาให้ทำกิจกรรมร่วมกันเป็นกลุ่มค่ะ หนูได้เรียนรู้วัฒนธรรมอื่นๆมากขึ้น จากที่ได้แชร์ความรู้กันตอนที่เราได้นั่งคุยกลุ่มกันในห้องเรียน

นักศึกษา C: หนูชอบทำงานกลุ่มค่ะ เพราะเหมือนแบบว่า ความคิดแต่ละคนไม่เหมือนกันใช่ปะคะ ก็แบบเหมือนแชร์ความคิดกัน ก็ได้เหมือนกับว่าหลายๆคนคิดอะไรกันบ้าง และได้เรียนรู้จากเพื่อนด้วย

(Translation)

"Interviewer: ...so, which step did you like the most?

Student D: I liked it when we worked in groups. I learned more about other cultures from my friends during group discussions.

Student C: I like working in groups because we shared different views among friends. We knew what others thought about and learn from them too."

(Female medium achiever students C and D, Interview, 18 November 2014)

Group interview 3

In this interview, the students who were higher achievers seemed to have different opinions towards collaborative learning. One student stated that he liked working collaboratively with this group and gained more cultural information from his group members; whereas, the other student asserted that he did not like working in groups because he thought it was more troublesome and time consuming when compiling others' work which took longer time to reach consensus. The statements below reveal the findings.

"ผู้สัมภาษณ์: คิดอย่างไรกับวิธีการสอนแบบนี้ ชอบไม่ชอบเพราะอะไร

นักศึกษา F: ... อย่างของกลุ่มผมได้ออสเตรเลีย... ก็หาข้อมูลมาเอง ก็แยกกับเพื่อนไปหา แล้วเอามาดูกันว่าตรงกันหรือเปล่า....ได้เรียนรู้จากเพื่อนว่าหาข้อมูลอ้างอิงจากไหน และได้เรียนรู้เกี่ยวกับวัฒนธรรมที่หลากหลาย โดยไม่ต้องศึกษาด้วยตัวเองทั้งหมดทำให้เรา ได้เรียนรู้มากกว่าการที่อาจารย์พูด"

นักศึกษา E: ก็ไม่ค่อยชอบเท่าไหร่ครับ เพราะว่าความที่เป็นงานกลุ่มมันก็จะมีอะไรที่ยุ่งยากนิดนึง การทำงานกลุ่มมันหลายความคิด มีเกี่ยงงานกัน กว่าจะมารวมข้อมูลกัน ไอ้การทำเดี่ยวเนียะมัน ก็จะสะดวกแต่ว่าข้อมูลที่ได้เนียะ มันก็จะได้คนเดียวไม่ได้แชร์กับใคร ถ้าทำงานเป็นคู่ก็จะดีกว่า"

(Translation)

"Interviewer: What do you think about this teaching method? Did you like or dislike it? Why?

Student F: our group studied Australia...we searched for information individually. We then compared the information we had found...I learned the sources of reference and a variety of cultural information

from my friends without having to learn everything by myself. I learned more from them than from lectures."

Student E: *I didn't like working in groups much because I found it troublesome as there were many ideas involved. Some group members were lazy and selfish. Sometimes, it took too much time to compile work from others. Individual work was convenient, but I could not share my ideas with others. I think perhaps working in pairs is better."*

(Male high achiever students E and F, Interview, 18 November 2014)

Evidently, almost all students liked group work and felt that it was fun to work with friends. They also learned from their friends in the group. They believed that they could complete the project through practicing and doing the tasks together. During the learning process, most of the students felt that they learned and received support from their peers. The low achievers appeared to gain benefits from their peers in asking questions from them when encountering problems and obstacles. The medium achievers thought that they could exchange ideas and build more knowledge from them. The higher achievers felt that they could compare and share information with their friends. However, one student stated that he disliked working in groups and that working in pairs would perhaps be better.

2.3 Real-life applications

All students from the interviews believed that they could apply their English reading strategies and intercultural knowledge, attitudes, and skills to real-life situations. The use of real-life application can be found in Activity 2: Linking words to the world and Activity 4: Being a cultural detective. The statements below reveal students' opinions.

Group interview 1

In this group, the low achiever believed that they had applied their intercultural skills of interaction when they had interviewed foreigners. They thought

that they could use the intercultural knowledge and skills, which they had gained in the classroom, outside the classroom. This statement is shown below:

"ผู้สัมภาษณ์: แล้วขั้นตอนที่เล่ามาทั้งหมด ชอบตอนไหนมากที่สุด

นักศึกษา A: ชอบทำโครงงานกลุ่มแต่ละประเทศ แล้วก็ได้ออกมา สัมภาษณ์ฝรั่งคะ รู้สึกว่าเราได้สัมผัสจริงๆ ค่ะ ไม่ใช่แค่ห้องเรียน"

(Translation)

*"**Interviewer:** From all the steps you have described, which step did you like most?*

***Student A:** I liked working in a group to learn about each country. Then, we interviewed foreigners. I feel that we learned from hands-on experience, not just in the classroom."*

(Female low achiever students A, Interview, 18 November 2014)

Group interview 2

The medium achievers in this group, believed that they could apply the English reading strategies that they had learned from Activity 2: Linking words to the world to other courses that were taught in Thai. The statement below is shown as evidence of this finding.

*"**ผู้สัมภาษณ์:** ...แล้วเรื่องเกี่ยวกับการอ่าน อาจารย์เขาสอนอย่างไร สมมุติ มีเรื่อง ภาษาอังกฤษมาอย่างเนี่ยะ แล้วเราอ่านไม่รู้เรื่องเลย มันมีเทคนิคอะไรให้เราอ่านรู้ เรื่องบ้าง*

นักศึกษา C: อาจารย์ก็สอนมี skim scan ก็มีอ่านเจาะจงก่อน

นักศึกษา D: ถ้าเกิดอ่านคำถามไม่เข้าใจ รอบแรก ก็มาอ่านอีกรอบนึง ก็ชอบค่ะ

นักศึกษา C: แล้วก็ได้ไปใช้กับวิชาอื่นด้วยในวิชาภาษาที่ใช้ภาษาไทย"

(Translation)

*"**Interviewer:** ... about reading, how did the instructor teach you? Assuming that you had to read English texts and you did not understand a word, what are the techniques that helped you to comprehend the texts?*

Student C: *The instructor taught us skimming and scanning strategies, looking for specific information.*

Student D: *If we could not understand a text we were reading for the first time, we read it again.*

Student C: *I also used these strategies with other subjects in Thai."*

(Female medium achiever students C and D, Interview 18 November 2014)

Group interview 3

A high achiever student in this group revealed that he could apply the intercultural knowledge about patterns of behavior that he had learned from Activity 4: Being a cultural detective in the stage of research to his future career when he would have to work with foreigners. He also thought that the intercultural attitudes of being open would help him to understand foreigners better. His statement is revealed below:

*"**ผู้สัมภาษณ์:** ...แล้วการสอนแบบนี้ทำให้เราสนใจเรียนภาษาอังกฤษเองมากขึ้นมั้ย*

นักศึกษา E: ก็สนใจนะครับ คือแบบว่า เราโตไป เราได้ทำงานกับคนต่างประเทศ มากขึ้น ก็ทำให้รู้ว่าต้องหาข้อมูลต่างวัฒนธรรม ว่าเราก็ทำอะไรต่างกันกับประเทศ เรา สิ่งที่ควรทำสิ่งที่ไม่ควรทำ ของแต่ละชาติ ตรงนี้ผมก็ได้เรียนรู้จากตอนที่ต้องหา ข้อมูลเกี่ยวกับประเทศที่ผมทำ ซึ่ง ก็จะเป็นประโยชน์ต่อไปในภายภาคหน้ามาก เลย ทำให้ผมอยากเรียนภาษาอังกฤษให้ดีขึ้น"

(Translation)

*"**Interviewer:** ...so, did this teaching method motivate you to learn more English by yourself?*

__Student E:__ Yes. It is like...when we grow up, we tend to work more with foreigners. We need to search for cultural information to find out differences between other cultures and our culture, and the dos and don'ts of each country. I learned this from researching outside of the class while doing individual work. This will be very beneficial in the future and makes me want to become better at English"

(Male high achiever student E, Interview, 18 November 2014)

Students in all three levels agreed that they could apply what they had learned in class to real-life situations. However, the application of knowledge and skills they had learned through the PRI class was at different levels. The lower achievers thought about application on a small scale. That is, they applied the knowledge and skills they learned in class to accomplish the outside class task of interviewing foreigners. The medium achievers thought about application on a larger scale by using the English reading strategies learned from the PRI class in other Thai courses. The high achievers thought about application on an even larger scale compared to the first two levels. That is, they thought that they would be able to apply the knowledge and skills they had learned to a work situation after graduation.

3. Instructional materials

It was found that the PRI materials were stimulating and interactive. Some students with the low, medium, and high achievements commented on the PRI materials. They stated that the materials presented in Activity 1: Exploring my culture and their cultures in the prepare stage and Activity 3: Reading for comprehension in the research stage helped them to become more interested in learning and created a relaxed environment. The descriptions below reveal their opinions.

Group interview 1

A low achiever in this interview revealed that the activity which required her to identify patterns of behaviors of native English speakers in a VDO clip helped her to gain more intercultural knowledge about her target culture and prepared her for the group role play.

"ผู้สัมภาษณ์: นักศึกษาแนะนำให้อาจารย์เขาทำเพิ่มขึ้นมั้ย ไม่ว่าจะเป็นกิจกรรมหรือสื่อสารเรียนการสอน"

นักศึกษา A: ค่ะก็มีให้ศึกษาวัฒนธรรมต่างชาติ เพื่อที่จะได้ออกไปแสดงจำลองให้ทั้งห้องดู แต่ก่อนหน้านั้น อาจารย์เอาหนังมาให้ดู ได้ศึกษา ซึ่งช่วยได้มากเลยค่ะ ละครก็สนุกดีค่ะ"

(Translation)

*"**Interviewer:** Any other activities or materials you would like to recommend the instructor to use?*

Student A: Yes. Before doing our role play, we were required to read English subtitles from a movie and watch their behaviors. The VDO clip helped us a lot. We enjoyed it very much."

(Female low achiever student A, Interview, 18 November 2014)

Group interview 2

The medium achiever in this group interview revealed that the instructional materials utilized in class made the PRI class interesting and enjoyable. She also added that the materials were suitable for the students, up-to-date, and connected to the content in the teacher's coursebook designed particularly for the PRI class. The statement is shown below:

"ผู้สัมภาษณ์: นักศึกษาแนะนำให้อาจารย์เขาทำเพิ่มขึ้นมั้ย ไม่ว่าจะเป็นกิจกรรมหรือสื่อสารเรียนการสอน"

นักศึกษา D: ดีแล้ว ไม่เยอะ มีสื่อการสอนที่หลากหลายเป็นตัวประกอบในการสอน มากขึ้น ทำให้รายวิชานี้น่าสนใจ มีกิจกรรมทำให้ผ่อนคลาย สื่อน่าสนใจเหมาะแก่วัย ผู้เรียน ทันต่อสถานการณ์ทำให้น่าสนใจยิ่งค่ะ แล้วก็สอดคล้องกับการเรียนเนื้อหา ช่วยดึงดูดความสนใจมากค่ะ"

(Translation)

"Interviewer: Any other activities or materials you would like to recommend the instructor to use?

Student D: Everything was just right. Not too much. I liked the variety of instructional materials that the course offered. It made this course interesting. The activities made me feel relaxed. The materials were, interesting and up-to-date, and compatible to us. They were also relevant to the course content, which captivated our attention."

(Female medium achiever student D, Interview, 18 November 2014)

Group interview 3

It was found that the high achievers enjoyed the vocabulary games in Activity 1: Exploring my culture and their cultures and the culturally-embedded texts in Activity 3: Reading for comprehension.

"ผู้สัมภาษณ์: นักศึกษาแนะนำให้อาจารย์เขาทำเพิ่มขึ้นมั้ย ไม่ว่าจะเป็นกิจกรรม หรือสื่อสารเรียนการสอน"

นักศึกษา E: ชอบเนื้อหาที่อ่านเกี่ยวกับวัฒนธรรม ชอบเกมเกี่ยวกับคำศัพท์ แกรมม่า ไม่มีให้ลดหรือเพิ่มอะไร

นักศึกษา F: ก็ไม่มีนะครับ กิจกรรมที่เรียนหรือค้นหา ก็โยงกันกับในหนังสือ ซึ่งทำ ให้รู้สึกว่าการอ่านขึ้น"

(Translation)

"Interviewer: Any other activities or materials you would like to recommend the instructor to use?

Student E: I liked the content about other cultures, I also liked vocabulary games. I would not have changed anything.

Student F: I would not want to change anything about the activities which were already connected to the content in the book. This helped me with my English reading ability"

(Male high achiever students E and F, Interview, 18 November 2014)

4. Assessment and evaluation

It was found that the students from the three groups formed two perspectives of the PRI assessment and evaluation, namely 1) that it was clear and effective, and 2) that they had a preference for teacher evaluation. The following descriptions display students' opinions on the evaluation and assessment using PRI.

4.1 Clear and effective evaluation

Students from the three group interviews revealed similar opinions as follows:

Group interview 1

The discussion of the low achievers in this interview reveals that they valued the assessments and evaluations because they thought they had become aware of their own performance. Thus, they knew how much harder they needed to work to perform better.

"ผู้สัมภาษณ์: มีอาจารย์ให้ประเมินตัวเองใช่มั้ยคะ ก่อนเรียน มีพรีเทส โพสเทส และประเมินอื่นๆ มันดีอย่างไร

นักศึกษา A: ใช่ค่ะ ก่อนเรียนเหมือนว่า ทดสอบความรู้ที่เราได้เรียนมา ทดสอบทักษะเราเป็นอย่างไรบ้าง

นักศึกษา B: คิดว่าดีค่ะ ทำให้เราได้เห็นว่าเราเรียนเป็นอย่างไร ดีขึ้น หรือไม่ ต่างจากเรียนตอนปีหนึ่งเรียนแต่หนังสืออย่างเดียวมันก็น่าเบื่อ"

(Translation)

"Interviewer: You had to assess and evaluate yourself during the course and there were pre-and post-tests, and final projects. What did you think about these methods of assessment?

Student A: Yes. There was a pre-test which was used to evaluate our knowledge and skills.

Student B: I think it was good. It made us realize if our performance was good or not. It was different from my first year. We only learned from books which was boring."

(Female low achiever students A and B, Interview, 18 November 2014)

Group interview 2

Similar opinions were addressed by the medium achievers in this group. Students agreed that the assessment and evaluation helped to improve their performance. In addition, they also received guidance from the teacher researcher to help them improve their weaknesses.

"ผู้สัมภาษณ์: มีอาจารย์ให้ประเมินตัวเองใช่มั้ยคะ ก่อนเรียน มีพรีเทส โพสเทส และประเมินอื่นๆ มันดีอย่างไร

นักศึกษา C และ D: มีค่ะ

นักศึกษา D: ก็ดีนะคะ หนูได้รู้ด้วยว่าเรียนดีขึ้นมั้ย เป็นอย่างไร แล้วอาจารย์ก็ช่วยอธิบายเพิ่มที่ไม่รู้ หนูได้ทบทวน มากขึ้นเพื่อที่จะสอบให้ดีคะแนนดีขึ้น หลังจากที่รู้คะแนนก่อนสอบ

นักศึกษา C: ใช่ค่ะ หนูก็ได้รู้ ว่าต้องปรับปรุง หรือดูอะไรให้มากขึ้นก่อนสอบ"

(Translation)

"Interviewer: You had to assess and evaluate yourself during the course and there were pre-and post-tests, and final projects. What did you think about these methods of assessment?

Student D: I think it was good. I knew how I did and if I had performed better or not. The instructor helped to explain more about things that I did not understand. After I knew the pre-test score, I could review more, so that I could increase my scores.

Student C: Yes, me too. I knew what I must improve and what to concentrate on in particular."

(Female medium students C and D, Interview, 18 November 2014)

Group interview 3

Similar to the first two groups, students with medium achievement asserted that they liked continuous assessment and evaluation because it made them aware of their performance.

"ผู้สัมภาษณ์: ทราบว่ามีอาจารย์ให้ประเมินตัวเองใช่มั้ยคะ ก่อนเรียน มีพรีเทส โพสเทส การประเมินตัวเองก่อนเรียนเนี่ยะ มันดีอย่างไร

นักศึกษา E: ดีนะครับ ผมได้รู้การเรียนตลอดเวลา รู้ว่าการเรียนอยู่ระดับไหน ก่อนเรียนก็มีให้ทำข้อสอบอ่านภาษาอังกฤษ และภาษาไทยเกี่ยวกับวัฒนธรรมครับ

นักศึกษา F: ก็ดีครับ ที่อาจารย์ประเมินบ่อยๆ ทำให้เราได้เห็นว่าเราเรียนเป็นอย่างไรดีขึ้นหรือไม่"

(Translation)

"Interviewer: You had to assess and evaluate yourself during the course and there were pre-and post-tests, and final projects. What did you think about these methods of assessment?

Student E: I think it was good. I knew my performance constantly. I also knew the level of my ability. For example, before the course, we had an English reading test and intercultural communicative competence test in Thai.

Student F: I like the fact that the instructor assessed us often, which helped us to see how we had learned, and whether it was good or not."

(Male high achiever students E and F, Interview, 18 November 2014)

4.2 Preference for teacher evaluation

It was found that students from the three interviews preferred teacher evaluation to peer evaluation. In the stages of analyze and produce, students were asked to evaluate each other's individual tasks and mini-projects. Following a careful design of having different peers to evaluate each other's individual tasks and mini-projects, students thought that teacher evaluation was more reliable. The following statements reveal similar opinions of the preference for teacher evaluation.

Group interview 1

"ผู้สัมภาษณ์: ...แล้วชอบมั้ยที่มีการประเมินโดยตัวเอง และเพื่อนๆ ด้วย ให้อาจารย์ประเมินดีกว่าหรือเพื่อนประเมินดีกว่า แม่นกกว่ากัน

นักศึกษา A และ B: อาจารย์ประเมินค่ะ

ผู้สัมภาษณ์: เพราะ

นักศึกษา B: เพราะอาจารย์น่าจะรู้มากกว่าค่ะ พวกหนูไม่ค่อยรู้"

(Translation)

"Interviewer: ...so, do you like self-assessment and peer-assessment? Was the teacher assessment better than self-and peer-assessment and evaluation?

Student A and B: Teacher assessment and evaluation was better than ours.

Interviewer: Why?

Student B: Because I believe that the instructor has more knowledge and knows how to evaluate and assess. We don't really know how to evaluate and assess."

(Female low achiever students A and B, Interview, 18 November 2014)

Group interview 2

"ผู้สัมภาษณ์: แล้วหนูคิดอย่างไรที่หนูประเมินตัวเองและเพื่อนประเมินด้วย

นักศึกษา C และ D: อาจารย์ประเมินดีกว่าค่ะ

ผู้สัมภาษณ์: เพราะอะไรล่ะคะ

นักศึกษา C: อาจารย์มีความรู้มากกว่า ถ้าหนูประเมินกันเอง หนูก็เข้าข้างตัวเอง มีความยุติธรรมด้วย"

(Translation)

"Interviewer: What do you think about self-and peer-assessment and evaluation?

Student C and D: Teacher assessment is better than ours.

Interviewer: Why do you think so?

Student C: The instructor has more knowledge than students. If we evaluate and assess ourselves, we could have a self-serving bias. The teacher assessment and evaluation would be fair."

(Female medium achiever students C and D, Interview, 18 November 2014)

Group interview 3

"ผู้สัมภาษณ์: ...แล้วชอบมั้ยที่มีการประเมินโดยตัวเอง และเพื่อนๆ ด้วย ให้อาจารย์ประเมินดีกว่า เราหรือเพื่อนประเมินดีกว่า

นักศึกษา E และ F: อาจารย์ประเมินครับ"

(Translation)

"*Interviewer: So, do you like self-and peer- assessment? Was the teacher assessment better than self-and peer-assessment?*

Students E and F: Teacher evaluation and assessment is better than ours."

(Male high achiever students E and F, Interview, 18 November 2014)

Based on the students' responses, they thought that teacher evaluation was clear and effective, helped them to become aware of their own learning progress, and improved their English reading ability and intercultural communicative competence. Interestingly, according to the focus-group interviews, most students at all levels of English reading ability thought that teacher assessment was better than self- and peer- assessment. They preferred that the teacher researcher evaluate and assess their papers and projects because they believed that the scores were most reliable when given by the teacher research. They also believed that the instructor knew how to evaluate and assess them correctly and fairly.

Despite the positive opinions above, there were four factors brought negative comments from the students.

1. Lack of preference for collaborative learning. It was found that one student at the high level of English reading ability preferred working alone to working with peers.

"*ผู้สัมภาษณ์: คิดอย่างไรกับวิธีการสอนแบบนี้ ชอบไม่ชอบเพราะอะไร*

นักศึกษา E: ก็ไม่ค่อยชอบเท่าไหร่ครับ เพราะว่าความที่เป็นงานกลุ่มมันก็จะมีอะไรที่ยุ่งยากนิดนึงการทำงานกลุ่มมันหลายความคิด มีเกี่ยงงานกัน กว่าจะมารวมข้อมูลกัน ไอ้การทำเดี่ยวเนียะมัน ก็จะสะดวกแต่ว่าข้อมูลที่ได้เนียะ มันก็จะ ได้คนเดียวไม่ได้แชร์กับใคร ถ้าทำงานเป็นคู่ก็จะดีกว่า"

(Translation)

"**Interviewer:** *What do you think about this approach of teaching?*

Do you like or dislike it? Why?

Student E: *I don't like it to a certain degree because group work is rather troublesome. Collaborative group work deals with different opinions and the selfishness of some group members. It takes a long time to gather information. Working alone is more effective, but one would only gain knowledge for him or herself and the information won't be shared with anyone. Working with peers is perhaps better."*

(Male high achiever student E, Interview, 18 November 2014)

2. Work overload. The medium and high level students revealed that there were a lot of assignments they had to complete. Examples of students' opinions are shown as follows.

"**นักศึกษา A:** *สิ่งที่ทำอยู่ก็ดีแล้วนะคะ แต่ก็อยากให้ไปสัมภาษณ์หลายๆ ประเทศ มากกว่านี้"*

(Translation)

"**Students A:** *The things that we have done in the class were just right. However, I would like to include more interviews with foreigners from many different countries."*

(Female students A, Low level, 18 November 2014)

"**นักศึกษา F:** *ที่เป็นอยู่ก็ดีแล้วกำลังดี แต่เรื่องของการประเมิน หรืองานย่อยๆ ที่ อาจจะเยอะอยู่บ้างแต่ก็พอทำได้ทันตามเวลาที่อาจารย์ให้"*

(Translation)

"**Student F:** *Everything was good and just right. However, there were rather a lot of assessments and tasks we had to do, but we managed to finish them on time*"

(Male high achiever student F, Interview, 18 November 2014)

3. Speed of instruction. Some students from the low and medium levels of English reading ability thought that the teacher researcher sometimes spoke too quickly, and they could not follow the instruction and explanation.

"*ผู้สัมภาษณ์: ...แล้ว คิดว่าจะต้องปรับปรุงอย่างไร ตรงไหนอะไรน้อยไปมากไป*

นักศึกษา A: ทุกอย่างหนูว่าดีอยู่แล้วนะคะ แค่อาจารย์จะพูดไว"

(Translation)

"*Interviewer: ...so, what do you think should be improved? What should be decreased or increased?*

Student A: I think everything was good. It was just that the instructor spoke quickly."

(Female low achiever student A, Interview, 5 November 2014)

4.5 Chapter Summary

This section summarizes both quantitative and qualitative results based on the following four research questions and objectives.

The first research question aimed to investigate the effects of Project-based Reading Instruction on students' English reading ability. The quantitative statistical results obtained from the English reading ability test and Project-based reading portfolio rubric revealed that students had significantly improved their English reading ability in both literal comprehension and interpretative comprehension by the implementation of PRI. In addition, based on the PRI questionnaire, it was found

that students had improved more in literal comprehension than interpretative comprehension.

The second research question aimed to investigate the effects of Project-based Reading Instruction on students' intercultural communicative competence. The quantitative statistical results derived from the Intercultural communicative competence test, included a project-based reading portfolio rubric and the two instruments of (i) intercultural knowledge-based test and (ii) intercultural attitudes and skills inventory. These showed that PRI had a significant positive effect on students' intercultural communicative competence. Students' intercultural knowledge, attitudes, and skills were also enhanced significantly. They most improved their intercultural skills of discovery and interaction, followed by intercultural knowledge about specific cultural festivals and celebrations, social norms, and intercultural contacts, and the intercultural attitudes of openness and curiosity towards other cultures of people who use English for communication. The final scores of the students' reading portfolio rubric also confirmed that students did well with their project. However, it is noted that the mean score obtained from the portfolio rubric was higher than the mean score of the post-test of English reading ability and intercultural communicative competence. This was perhaps because the mean score from the portfolio rubric was partially based on self-evaluation and peer evaluation; thus, it was likely that the scores obtained might not reflect true performance. All of the students in the interviews stated they believed that the teacher assessment and evaluation would be the most accurate.

The third research question aimed to study the correlation between students' English reading ability and their intercultural communicative competence. After the PRI implementation, two pairs of three variables were correlated. English reading ability scores correlated significantly with students' intercultural knowledge. Also, English reading ability scores correlated significantly with students' intercultural attitudes. A moderate level of relationship was found between English reading ability and intercultural skills.

The final research question aimed to explore students' opinions of Project-based Reading Instruction. The qualitative data obtained from the three focus-group interviews revealed positive results that supported the quantitative data. Based on students' opinions, they believed that the course introduced them to a new way of learning, which was more meaningful and effective than a traditional approach. They were introduced to scanning and skimming reading strategies for the first time, which assisted them to comprehend texts effectively. Through intensive and extensive reading and collaborative learning, they believed that their English reading ability improved greatly. On a similar note, they believed that their intercultural knowledge had expanded and that their curiosity and openness to cultural diversity had increased immensely. They also became highly confident when communicating with foreigners, because they thought that their communication ability had improved. For project work, most of the students preferred working collaboratively in groups. However, interestingly, students preferred working alone for the reading tasks, but working in groups when they had to produce a final product. For teacher scaffolding, similar findings obtained from the questionnaire and interviews suggested that teacher support was one of the significant factors that helped to enhance students' performance. Even though PRI attempted to reinforce self- and peer-evaluation, which is part of student-centered learning, students preferred the teacher assessment and evaluation.

In summary, students favored a real-life learning experience with hands-on interactive activities, which could be applied to real-life situations. They also liked student-centered learning because they had the chance to work with their friends, choose the culture and topics that interested them, and to share information with and learn from each other. They preferred a relaxed and enjoyable learning environment with instructor guidance and support. This way of learning offered them more pleasure than stress, which led to the enhancement of English reading ability and intercultural communicative competence.

CHAPTER V
DISCUSSION AND CONCLUSION

This chapter concludes and discusses the current study concerning the effects of Project-based Reading Instruction (PRI) on English reading ability and intercultural communicative competence of undergraduate students. It consists of eight main parts, namely (1) Summary of the study, (2) Summary of research findings, (3) Additional findings, (4) Discussion, (5) Pedagogical implications, (6) Recommendations for further studies, (7) Limitation of the study, and (8) Summary of the research discussion and conclusion. The detailed information for each part is as follows.

5.1 Summary of the Study

The objectives of this study were to investigate the effects of Project-based Reading Instruction (PRI) on students' English reading ability and intercultural communicative competence, examine the correlation between students' English reading ability and their intercultural communicative competence, and explore students' opinions of PRI. The research employed a mixed-method approach which adopted a quasi-experimental research design. It employed a one-group pre-test-post-test design, comparing students' English reading ability and intercultural communicative competence, before and after receiving PRI. The post-test scores were also used to investigate a correlation between English reading ability and intercultural communicative competence. In this study, qualitative data from group interviews, open-ended questions in the project-based reading instruction questionnaire, and reflections in students' portfolios were utilized to investigate the students' opinions of PRI in-depth and to triangulate data obtained from the quantitative findings to examine whether or not the findings were similar.

The PRI intervention was divided into two phases. The first phase was the design of PRI which involved the preparation of the intervention and development of

the research instruments. In this phase, the intervention and instruments were evaluated by experts in the related fields by means of the Index of Item Objective Congruence (IOC), and pilot testing was conducted to ensure validity and reliability of the content and construct. The second phase was the implementation of the instruction which involved conducting PRI, collecting both quantitative and qualitative data, and analyzing that data. The detailed information is described below.

5.1.1 Phase 1: Designing project-based reading instruction

There were five steps in the design process, namely (1) Exploring theoretical frameworks, (2) Conducting a learner survey, (3) Constructing PRI, (4) Pilot testing the PRI, and (5) Redesigning the PRI.

The first step was the exploration of theoretical frameworks including English reading instruction, project-based learning, and intercultural communicative competence. Three English reading models, namely SQ3R by Robinson (1961), 3R by Ketchum (2006), and A Scaffolding Academic Language by McCloskey et al. (2010) were selected. Two project-based learning frameworks by Stoller (2010) and Becker and Nekrasova-Becker (2012) were chosen. Two intercultural content theories by Cortazzi and Jin (1999) and Matsuda (2012) were selected. These frameworks were carefully selected based on the criteria that the scholars were world renowned; the frameworks were most recent; and these were widely accepted by educators in their academic fields. After the analysis and synthesis of all the related frameworks, the Project-based Reading Instruction (or PRI) framework for this study was created. PRI consisted of five fundamental stages, namely prepare, research, analyze, produce, and reflect.

The second step was the process of obtaining specific content for teaching and learning by conducting a learner survey. A researcher-made questionnaire was distributed in the second semester of the 2013 academic year to elicit cultural topics and content preferred by students majoring in Tourism Management at Sripatum University who were not from the target sample of the main study. One hundred and

thirty-seven copies out of 140 copies of the questionnaire were returned, which were then analyzed to create the English reading test, intercultural communicative competence test, and instructional materials. The results revealed that the students were most interested in six cultures among the two groups of native English speakers and non-native English speakers. The six cultures included English, North American, Australian, Japanese, French, and Italian. For cultural topics, the three most selected topics were festivals and celebrations, intercultural contacts, and social norms.

Based on the previous steps, the PRI was constructed. Five research instruments were employed to elicit quantitative and qualitative data: the English Reading Ability Test, Intercultural Communicative Competence Test (comprising two instruments, namely Intercultural Knowledge-based Test and Intercultural Attitudes and Skills Inventory), Project-based Reading Portfolio (comprising two tools, project-based reading portfolio rubric and student's reflection), Project-based Reading Instruction Questionnaire, and Project-based Reading Instruction Interview Protocol. In addition, instructional lesson plans and materials (i.e., student's book, teacher's book, Power Point slides, VDOs, and games) were designed and created based on the ten principles: (1) student-centeredness, (2) motivation, (3) explicit reading instruction, (4) authentic reading materials, (5) intensive and extensive reading comprehension, (6) scaffolding, (7) collaborative learning, (8) integration of culture and reading learning, (9) continuous evaluation, and (10) self-reflection. The format for all the tests was derived from the literature review. Authentic reading materials were selected by means of the Fry Graph Readability Formula to match the students' reading ability which was based on a review of several commercial textbooks written by prominent scholars in the reading field. Three lesson plans were derived from a synthesis of the three aforementioned frameworks and a review of several exiting course syllabi of intercultural communication courses and English reading courses both in Thailand and overseas.

These instruments and instructional materials were then tested for validity of content and construct by means of the Index of Item Objective Congruence (IOC) process. Five different experts in the fields of English reading instruction, intercultural

communicative competence, and English course design were selected using the criteria that they had obtained a doctoral degree related in the field of this study, they had been teaching for more than five years, and they had obtained an academic title. The items which obtained low validity were modified and changed based on the experts' comments and suggestions.

In the fourth step, after constructing the PRI, the aforementioned research instruments and one lesson were pilot-tested for their reliability and test item difficulty. Fifteen students majoring in Tourism Management at Sripatum University, Bangkhen Campus participated in the pilot testing in an additional summer semester of the 2014 academic year. K-R20 was used to measure the reliability of the multiple-choice tests, and Cronbach's alpha coefficient was employed to measure the reliability of the questionnaires.

The last step was redesigning the PRI. After the analysis of the pilot test, some modifications and changes were made to ensure the feasibility and effectiveness of the instruments and lesson plans.

5.1.2 Phase 2: Implementing project-based reading instruction

This phase comprised of five steps which were (1) Administering the English Reading Ability pre-test and Intercultural Communicative Competence pre-test, (2) Conducting the main study and collecting data, (3) Administering the English Reading Ability post-test and Intercultural Communicative Competence Test, (4) Distributing the PRI Questionnaire and conducting the interview, and (5) Analyzing quantitative and qualitative data.

In the first step, pre-tests of English reading ability and intercultural communicative competence were administered to a group of 32 students who were majoring in Tourism Management of the Faculty of Liberal Arts in the first semester of the 2014 academic year. The samples were selected using the purposive sampling approach for the main study based on the following criteria: (i) they were in the same age range as the population, (ii) they were second-year undergraduate students of Sripatum University in Bangkhen campus, (iii) they had completed English

Foundation I and II courses, (iv) they were enrolling in Vocabulary and Reading Skills, and (v) they volunteered to participate in this study. The tests were administered in the second class after the add-drop period of registration so that the data could be entirely collected.

The second step, conducting the main study and collecting data, continued from the third until the 11th weeks where three lesson plans were conducted for nine weeks. Each lesson covered three class periods for 300 minutes. Within these periods, students followed the five connected stages of prepare, research, analyze, produce, and reflect to complete a mini-project. These stages are briefly described as follows:

Stage 1: Prepare—this stage included two main activities, namely 'Exploring my/their culture' and 'Linking words to the world.' The former activity required students to engage in interactive fun activities and games using props, authentic materials, and online video clips to activate and prepare students' basic knowledge for the first activity. The later activity provided explicit instruction of English reading strategies for comprehension to the students in order to prepare them for their individual tasks and mini-projects.

Stage 2: Researcher—this stage included two main activities, namely 'Reading for comprehension' and 'Being a cultural detective'. Students practiced the reading strategies by reading culturally-embedded passages and complete exercises in the first activity. As for the second activity, they were required to search for and read information to complete an individual reading task which was aligned with the reading strategies taught in each unit. A teacher-student conference was held to follow up on students' individual tasks and assist them according to their needs.

Stage 3: Analyze—this stage included two main activities, namely 'Sharing with the group' and 'Investigating cultural differences.' In the former activity, students shared their findings from the previous stage with their group. In the latter activity, students were required to work in groups to share their individual reading research task. Each individual task was then evaluated upon completion. The

evaluation was composed of student, peer, and teacher evaluations. Another teacher-student conference was provided to all the groups to assist with their mini-projects.

Stage 4: Produce—one activity performed in this stage was 'Presenting to class.' Groups prepared a group mini-project for each unit (namely a reading summary report and presentation, role-play, and a mini-interview) and presented to the class with a summary sheet for the class to read. Other groups were required to prepare a list of questions to ask the group that was presenting. The teacher researcher evaluated each groups' performance, and the class provided feedback.

Stage 5: Reflect—the activity included in this stage was 'Voicing out' which the teacher researcher concluded at the end of each unit by summing up reading comprehension and cultural diversity. Students summarized and reflected on their findings in their portfolio.

The aforementioned stages were also repeated in the other two lessons. At the end of the course, self-evaluation, peer evaluation and teacher evaluation of the students' portfolios were executed using the portfolio rubric. The first lesson where students had to complete individual reading and a group task was the only lesson that they seemed slightly confused with. They appeared to have difficulty registering the instruction in class due to a lack of listening, an unfamiliar routine, and a new instructional approach. Within these nine weeks, teacher-student conferences were arranged in extracurricular time to follow up students' understanding of the assigned tasks and to provide guidance and support to both individuals and groups. Since the students were undertaking other activities as part of their studies and due to the high volume of work required of them, several students were unable to submit their assignments on time or were absent from class.

The third step was administering the English reading ability post-test and intercultural communicative competence test. The post-tests were administered in the 13th week. Students were given the same tests as the pre-tests, which may create doubt for some researchers or scholars as to their reliability. However, it can

be argued that using the same test items for both pre- and post-tests could indicate the effectiveness of the PRI because there was a sufficient time interval between both tests and that this approach has been widely adopted by many researchers

The fourth step included distributing the PRI Questionnaire and conducting interviews in weeks 12 and 14, respectively. The questionnaire was distributed to the students in the 12th week, so that they still had fresh memories of the learning process, activities, and content learned both in and outside class. Then, three focus-group interviews were conducted. Two students from each group (i.e., high, medium, and low English reading ability based on their post-test scores of English reading ability) were randomly selected. The questionnaire and interviews were conducted in Thai, which was students' native language, to minimize problems related to linguistic and communicative proficiency and to give an opportunity for students to express their thoughts and opinions more freely.

The last step was analyzing quantitative and qualitative data. The quantitative data was analyzed using a Paired-sample t-test and basic statistical formula to investigate students' English reading ability and intercultural communicative competence. Content analysis using *ATLAS.ti 7* (trial) program was conducted to analyze the qualitative data obtained from the interviews. In addition, data from the open-ended questions in the PRI questionnaire and students' reflections in the project-based reading portfolio were analyzed.

5.2 Summary of Research Findings

The research findings revealed that Project-based Reading Instruction (PRI) had statistically significant effects on both English reading ability and intercultural communicative competence. Even though not all students passed both tests after the intervention, the average scores of the post tests were above the median scores. Specifically, students' intercultural skills of discovery and interaction were the most enhanced after the implementation, followed by English reading ability, intercultural knowledge, and intercultural attitudes of openness and curiosity. These findings can

also be supported by students' high scores of the portfolio rubric. It was also found that there was a relationship between students' English reading ability and intercultural communicative competence. Based on the results, it could be concluded that students who gained higher scores for the English reading ability test would also be likely to gain higher scores for intercultural knowledge-based test and intercultural attitudes test.

The effectiveness of the PRI from the aforementioned quantitative results can perhaps be confirmed by the results of students' opinions. Overall, it was clear that students had high positive opinions of PRI in four areas: classroom management, classroom activities, instructional materials, and assessment and evaluation. They thought that their English reading ability and intercultural communicative competence had been enhanced greatly through the reading tasks and interviewing foreigners required for the final project. Teacher scaffolding was one of the most influential factors that helped students gain English reading ability and intercultural communicative competence through teacher support and guidance.

5.3 Additional Findings

After analyzing the qualitative data from the open-ended questions, reflections, and interviews, interesting findings regarding the PRI were discovered as follows:

1. As for English reading, it was found that all of the students had learned the most about English reading strategies for comprehension, especially skimming, scanning, and predicting vocabulary from contexts. Interestingly, they revealed that they had heard all these strategies for the first time from the PRI class. They reflected that these reading strategies were helpful to them when reading English texts. Before enrolling to the PRI class, they read every word that appeared on the page, and this took a great amount of time to finish reading whole texts. Having to do this was laborious and discouraged them to read. However, after completing the first unit, many of the students thought that they felt more comfortable reading

English texts through the use of the strategies taught in class. They mentioned that they had expanded the size of their vocabulary.

Further findings based on the analysis of the ATLAS.ti program found that most low achievers believed that intensive and extensive reading gave them the ability to use their reading strategies and intercultural skills outside the classroom. To the students, the interactive activities created meaningful real-life experience to them. This is revealed below:

> *"ผู้สัมภาษณ์: แล้วขั้นตอนที่เล่ามาทั้งหมด ชอบตอนไหนมากที่สุด*
>
> *นักศึกษา A: ชอบทำโครงงานกลุ่ม ประเทศที่เลือกแล้วได้อ่านในห้องเรียน หาอ่าน เพิ่มเติมเองนอกเวลาเรียน แล้วก็ได้ออกมา สัมภาษณ์ฝรั่งคะ รู้สึกว่าเราได้สัมผัส จริงๆ ค่ะ ไม่ใช่แค่ห้องเรียน"*
>
> (Translation)
>
> *"**Interviewer:** From what you described, which step did you like most?*
>
> ***Student A:** I liked working in a group on a country we chose. Then, we read in class, and searched for more information outside class. Following that, we interviewed foreigners, which made me feel that I actually experienced a real-life environment, not just the classroom."*
>
> (Female student, Interview, 18 November 2014)

2. As for intercultural communicative competence, all of the students gained the most intercultural knowledge about intercultural facts of various cultures. Interestingly, it was found that many students, especially the medium achievers, believed that their motivation and communication ability had increased after they had interviewed and interacted with foreigners using English. They realized that their communication ability after the PRI implementation was actually better than they thought.

"ผู้สัมภาษณ์: คิดว่าวิธีการที่อาจารย์ตุ๊กสอนเนียะ อันไหนใช้ประโยชน์ได้มาก

นักศึกษา C: การไปสัมภาษณ์ฝรั่งค่ะ เพราะจากที่ไม่เคยคิดว่าตัวเองสามารถฟังออก หรืออะไร อย่างเงี้ยะ พอเขาพูดมาเราก็สามารถตอบโต้เขาได้ เราสามารถฟังเขารู้ เรื่อง"

(Translation)

"Interviewer: Which part of the instructor's instruction do you think was the most useful?

Student C: Interviewing foreigners, because I realized that my English communication was alright after a foreigner responded to my questions. I never thought that I would be able to understand foreigners when communicating with them."

(Female medium achiever student C, Interview, 18 November 2014)

3.   Students' improvement of both English reading ability and intercultural communicative competence as described above were facilitated by the PRI activities such as fun games, VDO clips, role plays, and interview foreigners. What made these activities appealing to them was that they involved reading, which helped to expand their knowledge and practice their reading strategies, and to practice the intercultural skill of interaction. The students acknowledged that these activities were particularly designed to link to the culturally-embedded content in the Student Book, which made it meaningful to them. Most of the students, especially the high achievers, believed that they learned more from their reading class employing PRI than from a class taught by the traditional method. This was because they worked collaboratively in groups to read and search for various aspects of cultural information. They then shared this information and interviewed foreigners. To them, this real-life learning experience was richly enhanced through collaborative learning as they had the opportunity to gain exposure to and increase their understanding of diverse perspectives.

"ผู้สัมภาษณ์: หลังจากที่เรียนกับอาจารย์ตุ๊กแล้ว ไหนลองบอกซิคะ ว่าโครงงานการ
อ่าน มันเรียนกันอย่างไร

นักศึกษา F: โครงงานการอ่านคือ เป็นเหมือนให้เราไปหาข้อมูลมากว่าครับ
อาจารย์ จากเน็ตแล้วก็เป็นภาษาอังกฤษ เหมือนของอาจารย์ตุ๊ก เป็นทำเกี่ยวกับ
ประเทศต่างๆ น่ะครับอย่างของกลุ่มผมได้ออสเตรเลีย ก็ได้หาแบบการทักทาย แล้ว
ก็พวกมารยาทของเขาอะไรแบบนี้ครับ ก็หาข้อมูลมาเอง ก็แยกกับเพื่อนไปหา แล้ว
เอามาดูกันว่า ตรงกันหรือเปล่า ได้เรียนรู้ ได้คำอธิบายและแนะนำจากเพื่อน

นักศึกษา E: ใช่ครับ ได้เรียนรู้มากกว่าการที่อาจารย์พูด แล้วเราก็จดๆ คือ
หมายความว่า เราได้เข้าไปเจอเองแล้วก็เก็บข้อมูลเองน่ะครับ*"*

(Translation)

*"**Interviewer:** After taking the course with the instructor, can you
describe PRI and how it was operated?*

*Student F: With PRI, we searched for information from the Internet in
English. In this class, we worked on a project about different
countries. My group worked on Australia. We searched for information
about greetings, social norms. We searched for this information
individually. Then, we shared the information we had found to see
whether it was similar to one another or not. We gained and shared
more knowledge and suggestions from our friends.*

*Student E: Yes, we learned more from this approach than just
listening to lectures and taking notes because we experienced it and
collected information on our own."*

(Male high achiever students E and F, Interview, 18 November 2014)

The aforementioned additional findings confirmed and highlighted that
students' English reading ability and intercultural communicative competence were
increased due to the PRI materials (lesson plans with interactive and authentic
activities and content that conveyed knowledge and skills of English reading and

intercultural communication). In addition, students had gained real-life learning experiences through the interactive reading activities both inside and outside the classroom; became motivated to learn which resulted in effective communication; and gained real-life learning experience through collaborative learning. The next section thoroughly discusses the findings of this study.

5.4 Discussion

The findings will be discussed in four aspects, namely (1) Project-based reading instruction and improvement of English reading ability, (2) Project-based reading instruction and improvement of intercultural communicative competence, (3) The relationships between English reading ability and intercultural communicative competence in project-based reading instruction, and (4) The effectiveness of PRI from students' opinions.

5.4.1 Project-based reading instruction and improvement of English reading ability

After 9 weeks of the PRI implementation, based on the statistical results of the two research instruments, it can be interpreted and concluded that PRI was effective in enhancing students' English reading ability. The core reason that made PRI successful was that all PRI stages, namely prepare, research, analyze, produce, and reflect, were constructed based on the ten principles of student-centeredness, motivation, explicit reading instruction, authentic reading materials, intensive and extensive reading comprehension, scaffolding, collaborative learning, integration of culture-and reading-learning, continuous evaluation, and self-reflection. This can be discussed as follows:

During the PRI intervention, students were given extensive support and guidance from the teacher researcher. Teacher scaffolding was one of the most important factors that directly impacted students' progress in and achievement of English reading ability. This supported the reading model for English learners by McCloskey et al. (2010) who believed that students could achieve the goal of

comprehension through scaffolding from teachers and their peers. However, the findings from the PRI based on students' reflections and interviews found that peer scaffolding did not play an important part in students' English reading comprehension. In their framework, peer scaffolding was used in reading strategies and schema for comprehension of texts, when students read in pairs and reading together. This can perhaps be explained by a study of Samana (2013) who studied on teacher scaffolding and student scaffolding in an EFL classroom. Her findings, which were obtained from a Thai university instructor and 14 Thai undergraduate students, revealed that peer scaffolding tended to assist students with knowledge sharing rather than scaffolding. She stated, "The scaffolding from students may help complete tasks, but it may not enhance learning as much as the scaffolding from the teacher" (p. 343). It seems that scaffolding from students may not help them as much in the learning process as down reading comprehension. Therefore, the PRI students did not seem to value peer scaffolding.

In the first stage of PRI, explicit instruction of reading strategies was found to be significantly helpful to the students' English reading ability. This was in line with the trend of reading instruction proposed by Anderson (2012) and the idea presented by Stoller et al. (2013). They agreed that explicit instruction in reading comprehension helped to increase students' reading ability in an existing reading curriculum. However, the effectiveness of the explicit instruction was doubted by Luke (2014) who pointed out that an explicit instructional approach (or any approaches based on explicit instruction) was not encouraging the engagement between the teacher and students. In turn, he stated, it "can severely disadvantage some students." However, the present study argued that explicit instruction could become effective if it was combined with other instructional approach(es) as it was in this PRI. The combination of explicit instruction, content-based learning, and PBL revealed its effectiveness through students' performance and opinions. PRI students mentioned that they used more reading strategies, gained better reading comprehension, and practiced them both in and out of the classroom while completing their project tasks and other courses in Thai. For example, all of the

students stated during the interviews that they had never known or had heard of skimming and scanning strategies until they took the course employing the PRI intervention. It also coincided with a research finding by Ballou (2012) who studied the use of explicit strategy instruction to improve reading comprehension. The aforementioned findings revealed that explicit instruction did not help to improve students reading comprehension significantly, but it did improve students' attitudes toward reading and their ability to use a wide variety of reading strategies.

The explicit reading instruction in the preparation step of PRI could not have been effective without the use of interactive activities for reading. Stoller (2015) recommended reading, rereading, student-centeredness, teacher support, and high expectation of a reading outcome for the top-five priorities for practicing reading teachers to help students improve their reading ability. However, the present study revealed that reading materials and activities for reading were also essential to students' English reading ability. The use of interactive activities for reading in PRI (which were exploring students' own culture and others through enjoyable games and VDO clips with the English subtitles for students to read, reading for comprehension alone and with peers, searching for cultural information through reading various authentic texts, interviewing foreigners, sharing the findings and analyzing cultural differences with their group, presenting the findings in group through presentation, role-play, and reflecting and giving feedback on the reading research project with the whole class) was found to be effective for students' English reading ability. This supported the ideas of Bunyakarte (2008), Genesee and Riches (2006), and Grabe (1991) who revealed that working together in groups or pairs assisted students to gain more motivation and enjoyment in reading. In the PRI classroom, individual and group activities were integrated because students could become active learners as they enjoyed working and sharing with the class. This was in line with the report by Taylor (2007) who stated that a successful reading instruction required a good balance of grouping practices and independent activities that were motivating. The PRI findings also coincided with a study by Simpson (2011) who mentioned that her undergraduate Thai students' language skills were improved

due to the use of PBL, which provided her students with authentic tasks and information through reading, speaking, writing, and listening, a real-life situation, student-centered learning and the opportunity to speak English with teachers or classmates.

The activities for reading in PRI also extended other language skills in the post-reading stage and showed that students' motivation had increased. In PRI, communication practices through role-playing and interviewing foreigners increased students' motivation immensely. It is undeniable that the fundamental goal in English learning for ESL or EFL students is the ability to speak English and communicate with others in English fluently. With this goal in mind, students in this study were motivated to read and learn about other cultures. In turn, students' reading ability was significantly increased. Students thought that the reading materials and activities were enjoyable and had given them real-life learning experiences through reading authentic texts according to their own preference, and from interviewing foreigners.

Not only did students read intensively in class, they were also given an opportunity to choose their own reading materials, with guidance, to read extensively outside the classroom. These factors helped to establish students' motivation in reading and in turn the improvement of students' English reading ability. Extensive reading greatly facilitated students' to improve their reading ability. Students had an opportunity to choose to read large quantities of reading materials at their leisure outside of the classroom. It is also argued that the use of extensive reading in PRI helps to enhance students' English reading ability by Sritulanon (2013) who stated that the low-proficient Thai adult EFL students' reading abilities were improved by extensive reading.

In addition, teacher-student conferences were purposely included in all steps of the learning process. Small group conferences implemented in this study proved to be very beneficial as students valued them highly and mentioned them in their students' reflections and interviews. Teacher scaffolding through teacher-student conferences, as well as peer scaffolding, is one of the essential components of PRI.

The teacher scaffolding was arranged and formally required in all the steps of PRI. Students found that it helped them tremendously in terms of improving their reading ability, gaining new cultural knowledge, and achieving project tasks. All of these accomplishments were based on motivation, support, and comfort from the PRI instructor. Students felt more confident and secure after discussing their work with the teacher researcher during the small-group conference. Many students mentioned that they felt "less afraid of English" because they knew they could find support and comfort from the teacher. Simpson (2011) also found that teacher scaffolding played a major role in enhancing her students' English skills. Similar findings by Dhanarattigannon (2014) revealed that conferencing helped reinforce an idea and gave feedback immediately to her students; however, she suggested that teacher-student conference, especially on a one-on-one basis, might not be appropriate with a large class. Based on the present study, it could be argued that a conference between the instructor and students is suitable to benefit students in a large class. However, it might require extensive extracurricular time outside of the classroom for the instructor to have a conference with all groups. The real problem might occur when it is implemented in English foundation courses where instructors are responsible to teach many sections per course in addition to other major English courses. Therefore, teacher-student conferences might be most appropriate and effective for a major course with only one or two class sections. For peer scaffolding, it helped students to improve their performance to a certain degree. Most of the students seemed to support one another in the group in terms of information sharing and checking for accuracy. They did not seem to help each other in giving feedback or enhancing each other's English reading strategies. With their individual reading tasks, they seemed to work well on their own and would ask their friends to check the accuracy of the end product, but not the reading process or strategies usage. They also seemed to enjoy working collaboratively in a group to complete their final product. This result was also found by Simpson (2011) who revealed that peer feedback was challenging for Thai students. This challenge is perhaps caused by the culture of Thai students who are socially conditioned to avoid making criticism.

Another challenge was also displayed in self-and peer-assessment and evaluation. The PRI reading tasks required students to formally evaluate themselves and others on the individual reading tasks in the analyze step. It was evident, however, that self-and peer-assessment was not favored by the students. Their perceptions about fairness and reliability of peer assessment were negative. For example, all students in the interviews thought that they believed more in teacher evaluation and assessment than themselves or their peers. The majority of students evaluated themselves more highly than they deserved. They did not make an effort to evaluate their friends' work because they thought that their friends did not have enough knowledge to assess them. This finding can also be found in the previous study by Channuan (2012) who mentioned that her students did not make any effort to use self-evaluation and assessment for their extensive reading using learner autonomy training on reading ability. Similar findings were also made in a study conducted by Kaufman and Schunn (2010) who revealed that initially their students felt that their peers were unqualified to assess students' work. However their study suggested that ongoing support and training for constructive criticism from a teacher and continued exposure to peer assessment could provide positive perceptions of peer assessment.

5.4.2 Project-based reading instruction and improvement of intercultural communicative competence

It can perhaps be interpreted that the findings of higher mean scores of the intercultural communicative competence post-test (which included intercultural knowledge-based test and intercultural skills and attitudes inventory) and the positive opinions of students toward PRI resulted from the careful design of the integration of cultural content, project-based learning, and reading instruction. Students gained cultural knowledge, positive attitudes of openness and curiosity, and effective skills of discovery and interaction through the ten principles of PRI as mentioned in the previous section.

The PRI procedure aimed to facilitate students to improve their intercultural communicative competence, that is, students were able to communicate

appropriately and effectively with both native- and non-native English speakers from various cultural backgrounds. Students participated in enjoyable and motivational reading games and activities which recalled and expanded their cultural knowledge of various cultures (in this study, the six selected cultures were English, American, Australian, France, Italian, and Japanese). The instructor then explicitly shared and explained cultural information with authentic written texts for them to read and compare with their own culture, which is Thai. Then, they were given an opportunity to explore more written texts through researching further information of their selected culture based on the instructor's guided questions. After the exploration, students shared their new knowledge with the group and presented their findings to class. This interactive and direct learning environment entails collaborative learning which promotes the acquisition of the culture in addition to language skills. This in turn leads to achieving intercultural communicative competence.

In addition, students' attitudes of openness and curiosity were increased due to the integration of culture learning and reading learning. Students had the opportunity to explore information about cultural diversity and became aware of how and why people behave and think differently in different cultures. They learned and read more on social norms and interactions of their selected cultures and shared their findings with the class. The more they learned, read, and shared in class, the more curious they became.

For intercultural skills of discovery and interaction, students were able to search for cultural information, comprehend written texts, and analyze cultural information via the integration of culture and reading learning as mentioned previously, and through meaningful and accessible tasks. In addition to reading authentic written texts, role-plays and also interviews helped students to improve their intercultural communicative competence. The use of these tasks is encouraged in intercultural teaching and learning because they tend to help students improve their competence in intercultural communication (Corbett, 2003; Damnet, 2008). Throughout the process, students were given support and guidance from the teacher researcher. The teacher researcher challenged students by asking questions about

the cultural information they had read, required them to perform role-play, and interview foreigners outside of the classroom. Peer-scaffolding was beneficial in terms of cultural information sharing.

Overall, students' reading ability and intercultural communicative competence were improved to a certain extent. The statistically significant difference between students' mean scores of the pre-and post-intercultural communicative competence test, however, should be interpreted with caution because the evaluation and assessment of intercultural communicative competence is still limited in formal English language education. The intercultural attitudes and skills inventory, as well as the Project-based Reading portfolio rubric, is a self-evaluation which has its own weakness of being unreliable and inaccurate. Similarly, Saito (2003) stated in his article "The Use of Self-Assessment in Second Language Assessment" that the effectiveness of self-assessment in previous studies was inconsistent and that self-assessment (for example, grading in portfolios) was unreliable and invalid.

5.4.3 Relationships between English reading ability and intercultural communicative competence in PRI

The present study found that there were strong positive relationships between students' English reading ability and intercultural knowledge, and English reading ability and intercultural attitudes. That is after the implementation of PRI, students who gained higher scores for the English reading ability test also gained higher scores for the intercultural knowledge and intercultural attitudes of openness and curiosity towards other cultures of people who use English for communication. As for English reading ability and intercultural skills, there was only a moderate positive relationship between them. Students who gained moderate scores for English reading ability also gained moderate scores for intercultural skills of discovery and interaction. These findings can be described as follows.

PRI activities (which involved text, talk, and image) in intensive and extensive reading helped to promote the significant correlations between students' English reading ability and intercultural knowledge, and English reading ability and

intercultural attitudes. The activities were carefully designed to promote communication. In PRI, reading tasks helped students to gain a wider body of cultural knowledge and language structure through printed texts. Following that, students discussed the new knowledge with the class and then discovered in-depth cultural information from communicating with foreigners. This helped to enhance students' communication, which was supported by Mart (2012) who stated, "Reading outside the classroom is the most significant influence on oral communication ability" (p. 91). In the reading content, McDonough et al. (2013) revealed that materials should be designed to develop students for global communication, build global relationships, and improve students' intercultural communication. PRI materials focused on cultural diversity, which projected various cultural aspects such as festivals and celebrations, social norms, and intercultural contacts. This supported the idea of globalization and culture in the context of Matsuda (2012) who suggested that reading materials should not focus merely on the English language of native countries because this limited students' perception of the English language and the comprehension of texts. In PRI, intercultural communicative competence was improved through reading and practicing extensively. Students were exposed to a great amount of written texts and images, which helped them to expand a larger vocabulary capacity and became familiar with the language structure. In turn, students were able to communicate more appropriately and effectively based on a deep content knowledge and the vocabulary they obtained through reading. While reading, students also built positive attitudes of openness and curiosity about the speakers of other languages. After reading various written texts and interviewing foreigners, students became more understanding, accepting, and open to cultural diversity, which resulted in better communication. The PRI findings were also in line with the previous study of Jabareen (2006) who conducted a study on incorporating culture learning in a reading course with 21 EFL students and found that her students engaged more in learning reading, became more interested in learning reading, and gained reading ability and intercultural competence. .

In the PRI, the quantitative findings revealed a significant correlation between English reading ability and students' intercultural attitudes of openness and curiosity. However, there were no empirical studies conducted on this relationship to support these findings in the present study. The closest findings to support this was a research study that had investigated the effect of using metacognitive reading strategies on the development of intercultural sensitivity and found a positive correlation of the two variables (Chen & Starosta, 2000). To explain the PRI findings, students' reflections were used. For example, in the reflections, several students stated that they became more motivated and encouraged to learn English after interviewing foreigners. After the course, a number of students mentioned they felt less scared of reading English texts. They would like to interact more with foreigners in English and suggested that more real-life learning activities (such as interviewing foreigners) should be added to the PRI course or any other English course. However, they did not directly state that they would read more to improve their English reading ability.

It might be said that if students gain better English reading ability, they would likely gain more intercultural communicative competence. It is because reading is the key factor that facilitates EFL students to be able to gain content knowledge and linguistic knowledge that enables them to communicate with foreigners. In the EFL learning environment, one accessible way to help students to improve their communication skills is by communicating with foreigners via social media or chat rooms, or reading texts from online websites. These activities had proven to be successful by Ware (2013) who revealed that authentic online interaction had created new literacy skills needed to write, read, communicate, produce, consume, and critique in a digital age. These skills and the authentic intercultural interactions could help students to better understand how words and symbols could represent their ways of life.

5.5 Pedagogical Implications

The findings from the present study provide pedagogical implications in four topics: (1) the use of the Project-based Reading Instruction framework in ESP courses, (2) an integration of direct and interactive approaches to English reading instruction, (3) combination of reading activities through text, talk, and image, (4) instructor and peers scaffolded learning environment, and (5) continuous assessment and evaluation.

1. The use of the Project-based Reading Instruction framework in English reading courses. The current study employed the PRI framework with Tourism Management students. It is highly suggested that this framework can also be utilized with students from different fields of study in reading courses. Based on the quantitative and qualitative results, low and medium achievers of English reading ability seem to benefit from PRI the most in enhancing their English reading ability. It can also be said that the medium and high achievers are most likely to increase their intercultural communicative competence through the use of PRI. Instructors can follow the PRI stages (prepare, research, analyze, produce, and reflect) and activities included in each stage; however, it is suggested that they adjust the cultural topics and the final project based on their students' interests and nature of their study. For example, when employing PRI in an English reading class of Communication Arts students, the reading content may convey social issues in different cultures, arts photography in different cultures, and pop-culture. As for group projects, instructors may collaboratively decide with the students, so that it is meaningful to them. This study suggests that a student survey is needed prior to teaching the course. Modifications to PRI are also suggested in each stage as follows:

Stage 1: Prepare—a modification for Activity 1: Exploring my culture and their culture and Activity 2: Linking words to the world is merely the content as suggested previously. Instead of playing "Guess the Thai festival?" game, instructors can ask students to guess something else based on their interests.

Stage 2: Research—as in the previous stage, the content is suggested for modification. In Activity 3: Reading for comprehension, it is suggested that instructors select authentic reading texts that are relevant to students' interests and their level of reading ability. The Fry readability formula (or Fry readability graph) is recommended as a tool to help instructors to choose appropriate texts for the students. In addition, this study suggests that instructors encourage their students to read and complete reading strategy exercises with peers or in small groups, so that they can help each other to learn these strategies and comprehend texts.

Stage 3: Analyze—based on the findings of this study, it suggests that instructors encourage students to provide feedback to their peers. A training section for peer assessment is strongly recommended as early as possible, so that students' perceptions about the fairness and the reliability of peer assessment are enhanced.

Stage 4: Produce—this study suggests that instructors use presentation, role-playing, interviewing foreigners, and other types of activities based on the students' final project. However, all mini-projects need to be connected and lead to the accomplishment of the final product.

Stage 5: Reflect—instructors are suggested to encourage students to give constructive feedback to their peers.

2. An integration of explicit approach and interactive approach to English reading instruction. This is essential for students to improve their English reading ability and learning skills. Low achievers of English reading ability will benefit significantly from this integration as they need explicit instruction in the English reading skills to help them to comprehend the texts they read. In doing so, instructors need to design the explicit instruction part to be as enjoyable as possible. For example, instructors can create attractive and relevant reading materials and employ enjoyable activities or games to help gain students' motivation before reading. It is also beneficial for instructors to explicitly assess their discrete reading skills or strategies, for example, vocabulary knowledge, spelling skills, or reading comprehension. An interactive approach to English reading instruction of PRI

reinforces collaborative learning, which, consequently, extends opportunities to higher level thinking skills, development of social interaction skills, positive attitudes toward reading and the course, development of oral communication skills, alternative assessment techniques, and so forth.

3. **Combination of reading activities through text, talk, and image.** It is agreed that students can improve their reading ability by reading and rereading. In addition, this study suggests that instructional materials and activities are also essential. It is highly suggested that culturally-embedded texts are used by instructors. This study suggests instructors create their own materials which promote intercultural communication in three aspects, namely intercultural knowledge, attitudes, and skills. Activities employed in the classroom therefore need to help promote these three aspects. This study also suggests that instructors design a reading course that combines multiple tasks, most importantly, reading and interaction. This study found that reading ability could be increased not only by reading and rereading written texts and images but also by interacting with others. This is to build students' motivation and language proficiency. In addition, the PRI approach integrates multiple language skills (such as reading, speaking, listening, and writing) in the learning activities. Therefore, it suggests that instructors employ this interactive approach with other language skills, other than the reading skill.

4. **Instructor and peers scaffolded learning environment.** Through an instructor and peers scaffolded learning environment, students are encouraged to ask questions, provide feedback, and share their knowledge. Consequently, students can become autonomous. Therefore, it is very important that instructors provide scaffolding to build skills in both reading and collaborative work. In project-based learning, instructors need to facilitate students' readiness for working with others, value others' personal thoughts and ideas, and trust others' assessments. In order to build effective collaboration, team dynamics or a learning community needs to be established (Chapman, Ramondt, & Smiley, 2005). It is highly suggested that a learning community should be initiated in the course as early as possible. To build the team dynamics and accomplishment, teacher-student conferences, of either

one-to-one or small groups, are highly suggested. This nurturing approach through teacher-student conferences can establish learning communities by modeling, discussing, and reinforcing informality, familiarity, honesty, openness, passion, dialogue, rapport, empathy, trust, authenticity, disclosure, humor, and diverse opinions (Brindley, Walti, & Blaschke, 2009; Chapman et al., 2005). It must be kept in mind that full support and time from instructors is needed; otherwise, students would either fail to learn or would not understand the intended goals of doing the project work. In addition, students are increasingly motivated to learn and understand cultural diversity through the support of instructors, in particular, as well as through autonomous learning.

5. Continuous assessment and evaluation. This is one of the key successes of students' performance. Nekrasova-Becker (2012) suggested that continuous evaluation and assessment is valuable for project-based learning. In the PRI context, it was a whole new concept of assessment for the students to evaluate themselves and their peers based on the portfolio rubric. Continuous assessment and evaluation provides students with up-to-date progress on their learning. Thus, they know where they are at and how much harder they need to work to achieve the class goals. It is suggested that instructors need to develop appropriate assignments and grading criteria to facilitate this.

5.6 Recommendations for Further Studies

There are three recommendations for further studies, namely research methodology, instructional design, and intercultural communicative competence test.

1. True-experimental research with a two group pre-test post-test design should be conducted to gain more empirical evidence on the effects of Project-based Reading Instruction.

2. Further research should be carried out to support whether a true correlation exists between English reading ability and intercultural attitudes and skills

as the present study revealed a link, but there was no external academic research to support this finding.

3. Instructional design should integrate English reading ability and intercultural communicative competence via the use of social network correspondence with both native and non-native English speakers or students who participate in the cooperative learning program/ internship program. By conducting a study with these methods, students experience real-life learning situations, and instructors can assess their reading ability and intercultural communicative competence.

4. An Intercultural communicative competence test, which focuses on the intercultural skill of interaction, can be designed more effectively in terms of reliability by using a Discourse-Completion Task (DCT), role-play, simulation, or interaction with foreigners. The evaluation should be performed by the speakers of the target culture as they are the ones who can truly assess the students' intercultural skill of interaction

5.7 Limitations of the Study

One should bear in mind that the results of the intercultural skills and attitudes inventory need to be interpreted with caution and may need to consider other sources of data to confirm the findings as they were computed after the intervention using self-evaluation. In addition, this study utilized a quasi-experimental research method with a one- group pre-test post-test design; therefore, generalization of the findings should be used with caution.

5.8 Chapter Summary

The findings of the present study revealed that Project-based Reading Instruction had statistically significant effects on students' English reading ability and intercultural communicative competence. This effectiveness was based on the ten

principles of student-centeredness, motivation, explicit reading instruction, authentic reading materials, intensive and extensive reading comprehension, scaffolding, collaborative learning, integration of culture- and reading-learning, continuous evaluation, and self-reflection. It also demonstrated that there were correlations between English reading ability and intercultural knowledge and English reading ability and intercultural attitudes. Here, students' ability to orally communicate in English effectively and appropriately with speakers from diverse cultures was enhanced by employing reading strategies tasks which promote communication. Through appropriate and effective reading tasks, students are exposed to a great amount of written texts and images, followed by talking with foreigners about the cultural information that students have read or researched. Consequently, students gain intercultural knowledge, intercultural skills of discovery and interaction, and intercultural attitudes of openness and curiosity. It can also be concluded that students who possess higher English reading ability would likely possess higher intercultural communicative competence through the use of Project-based Reading Instruction.
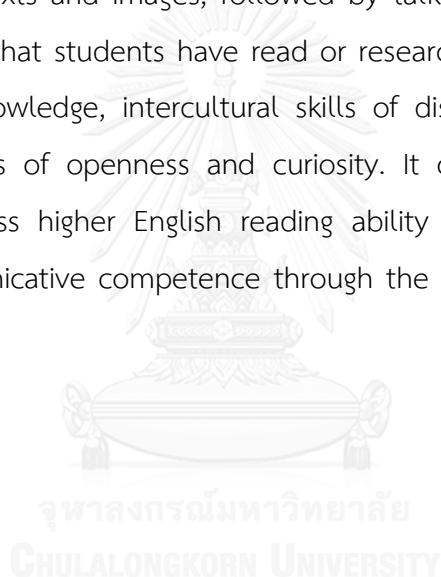
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APPENDICES

Appendix A

Sample of English Reading Ability Test

Instructions:
The exam has 30 items in three categories of reading passages as follows: Thai culture, cultures of native English speaking countries and non-native English speaking countries.

Read each passage and answer the questions on the answer sheet. You are given 60 minutes to complete the test.

Passage I: Thai Culture
Instructions: Read the passage and answer questions 1-10. (10 points).

(CNN) -- The traditional Thai New Year started in Bangkok on April 13 with the world's largest water fight.

5   Thousands of celebrators of all ages took buckets, balloons and water guns to the streets to celebrate Songkran.

The religious festival is an old opportunity for Thais to relax with family, pay respect to monks and elders, and receive blessings for the New Year. It's also a chance for people of all ages to participate in Songkran's
10   world famous water fights in Thailand. The festival has its roots in Hindu and Buddhist water rituals going back over 7,000 years. Similar to the Buddhist Songkran festival, an ancient Hindu Holy festival has water fights, but it is colored.

Traditionally, after the water had been poured over the Buddha for
15   cleansing, this "blessed" water become holy water and believed to give good luck to elders and family by gently pouring it on the shoulder.

Today, Songkran has changed into more of a "young person's holiday." Families are in the back of pick-up trucks and pedestrians on the street battle with each other as they drive through the streets of towns and
20   cities. But many modern Thais still practice the Songkran customs of their ancestors similar to what they did in the past. In many towns, the main street is lined with families wearing traditional Thai clothes watching Songkran parades of floral floats or "Miss Songkran" beauty pageants.

Mike Rios, a 28-year-old American who has lived in Thailand and
25   Southeast Asia since 2006, says ___his first Songkran was unlike anything he had ever experienced. "It's confusing but beautiful in its own way because of how much fun everyone's having,"___ he says. "I felt like a little kid again, and I did for the whole week."

Nick Thompson, for CNN, April 18, 2011

Main Idea

1. What is the best title for the passage?
   a. Mike's first Songkaran festival
   b. The history of Songkran festival
   c. The largest Buddhist and Hindu festival
   d. Water fight at Thailand's Songkran festival

2. What is the main idea of the third paragraph (lines 7-13)?
   a. The water used during Songkran festival is blessed water.
   b. Songkran festival is the day when people attend water fighting.
   c. Songkran festival came from the Hindu and Buddhist water rituals.
   d. The new Songkran celebration is more famous than the traditional one.

Details/facts

3. According to the passage, what activity is **NOT** mentioned during the festival?
   a. Going to a temple
   b. Wearing traditional Thai clothes
   c. Attending a concert of Thai superstars
   d. Water fighting with people on the street

4. According to the passage, which sentence about the water fights is **NOT** true?
   a. The water fights in Thailand are the world's largest ones.
   b. Buckets, balloons and water guns are used for the water fights.
   c. The water fights are celebrated in every county around the world.
   d. The water fights originated from Hindu and Buddhist water rituals.

Word/Text analyses

5. Based on the passage, what does "*__blessed__*" (line 15) mean?
   a. cleansed   b. wealthy   c. holy   d. colored

6. In lines 25-27, "*__his first Songkran was unlike anything he had ever experienced. 'It's confusing but beautiful in its own way because of how much fun everyone's having__*,'" These sentences mean that
   Mike_____.
   a. did not like the Songkran festival so much
   b. had experienced the Songkran festival many times
   c. thought that Songkran was not as good as other festivals
   d. thought that Songkran was different from other festivals he has gone to

Comparisons

7. According to the passage, what is the similarity between traditional and modern Songkran festivals?
   a. Both are not famous among young people.
   b. Both focus on water fights by young teenagers.
   c. Both are a holiday celebrated only among teenagers.
   d. Both are still practiced in the same customs as their ancestors.

8. According to paragraph 3 (lines 7-13), what is the difference between Hindu and Buddhist water fights?
   a. The color of the water
   b. The quantity of the water use
   c. The history about the water flights
   d. The activities during the water fights

Conclusions/Inferences

9. According to the passage, which statement is correct?
   a. All foreigners like water fights.
   b. Water fights have been popular for 7,000 years.
   c. Water fights in Thailand were influenced by Hindu culture.
   d. Yong people do not practice the Songkran rituals of their ancestors.

10. What can be concluded from the passage?
   a. Songkran celebration is only for young teenagers.
   b. Water fights are dangerous and boring for foreigners.
   c. Water fights were not practiced during the Songkran festival in past.
   d. The traditional and modern Songkran celebrations are still practiced.

Appendix B
Sample of Intercultural Knowledge-based Test

แบบทดสอบความสามารถการสื่อสารระหว่างวัฒนธรรม
ชุดที่ 1 แบบทดสอบวัดความรู้ทางวัฒนธรรม

คำชี้แจง

(1) แบบทดสอบแบบปรนัยชุดนี้มีวัตถุประสงค์เพื่อวัดความรู้ระหว่างวัฒนธรรมของคนใน 3 กลุ่ม
ประเทศ คือ วัฒนธรรมไทย ประเทศที่ผู้พูดเป็นเจ้าของภาษาอังกฤษ (อังกฤษ สหรัฐอเมริกา และ
ออสเตรเลีย) และประเทศที่ผู้พูดไม่ได้เป็นเจ้าของภาษาอังกฤษ (ฝรั่งเศส อิตาลี และญี่ปุ่น) หัวข้อ
ที่ใช้ในการสอบมีทั้งสิ้นสามหัวข้อ ดังนี้ งานประเพณี (Festivals) แบบแผนประพฤติกรรมทาง
สังคม (Social norms) และ การติดต่อสื่อสารระหว่างวัฒนธรรม (Intercultural contacts)

(2) ข้อสอบมีจำนวนทั้งหมด 30 ข้อ นักศึกษามีเวลาตอบคำถามเป็นเวลา 50 นาที

(3) จงวงกลม ◯ ข้อที่ถูกต้องมากที่สุด (30 คะแนน)

....

1. ประเพณีใด เป็นประเพณีไทยภาคกลาง

    ก. ประเพณีถือศีลกินผัก   ข. ประเพณีผีตาโขน

    ค. เทศกาลเลี้ยงโต๊ะจีนลิง   ง. ประเพณีวิ่งควาย

2. ข้อใด**ไม่เป็น**แบบแผนพฤติกรรมทางสังคมไทย

    ก. คนไทยทักทายกันโดยการไหว้

    ข. คนไทยถอดรองเท้าก่อนเข้าบ้าน

    ค. คนไทยไม่แสดงอารมณ์โกรธในที่สาธารณะ

    ง. คนไทยต่อราคาอาหารและสินค้าในห้างสรรพสินค้า

3. มะลิได้รับของขวัญเป็นกรอบรูปจากเพื่อนใหม่ชาวอเมริกัน นักศึกษาคิดว่ามะลิจะทำอย่างไรกับ
ของขวัญนั้น

    ก. ไม่ขอรับของขวัญดังกล่าว   ข. เปิดของขวัญออกทันที

    ค. เก็บของขวัญใส่กระเป๋าไว้แล้วเปิดทีหลัง   ง. ถามเพื่อนว่าของขวัญราคาเท่าไหร่

4. คนไทยส่วนใหญ่เดินลากรองเท้า ทำให้ชาวตะวันตกคิดว่าคนไทยเป็นคนแบบใด

    ก. เสียงดัง   ข. หยาบคาย   ค. เกียจคร้าน   ง. ก้าวร้าว

5. ข้อใดคือประโยคที่คนไทยใช้ทักทายกันทั่วไป แต่ชาวต่างชาติรู้สึกแปลกใจเมื่อได้ยิน

    ก. กินข้าวหรือยัง   ข. ไปไหนมา

    ค. จะไปไหน   ง. ถูกทุกข้อ

6. ประเพณีการตรวจพลสวนสนาม (หรือ Trooping the Colure) ในประเทศอังกฤษจัดขึ้นเพื่ออะไร

   ก. เฉลิมฉลองวันแม่แห่งชาติ

   ข. เฉลิมฉลองวันนักบุญแพทริค

   ค. เฉลิมฉลองเทศกาลสารภาพบาป

   ง. เฉลิมฉลองวันคล้ายวันประสูติของพระประมุข

7. เทศกาลสารภาพบาป (หรือ Shrove Tuesday) ของชาวคริสเตียนในสหราชอาณาจักรมีความเกี่ยวข้องอย่างไรกับขนมแพนเค้ก

   ก. เป็นอาหารที่สำคัญที่เอาไว้บูชาพระผู้เป็นเจ้า

   ข. เป็นอาหารที่ใช้เป็นของขวัญให้กับคนในครอบครัวและเพื่อนบ้าน

   ค. เป็นอาหารที่มีประโยชน์ต่อร่างกายที่ทุกคนทำกินก่อนเทศกาลถือศีล

   ง. เป็นอาหารที่มีส่วนประกอบของ ไข่ เนย และนม ที่ต้องกินให้หมดก่อนเข้าเทศกาลถือศีล

8. ข้อใดเป็นแบบแผนพฤติกรรมทางสังคมในการทักทายของชาวอังกฤษ

   ก. สบสายตาตลอดเวลาระหว่างสนทนา

   ข. ใช้วิธีจับมือ (Handshake) เพื่อเป็นการทักทาย

   ค. เรียกชื่อแรกของคู่สนทนาในการพบกันเป็นครั้งแรก

   ง. แนะนำให้คนมีอายุมากกว่ารู้จักกับคนที่มีอายุน้อยกว่าก่อน

9. พฤติกรรมใดที่คนต่างชาติรู้สึกว่าคนอังกฤษส่วนใหญ่มีความอดทนและตรงไปตรงมา

   ก. การยืนรอคิว   ข. ไม่แสดงอารมณ์เวลาโกรธ

   ค. กล่าวคำขอโทษบ่อยครั้ง   ง. พูดแต่เรื่องเกี่ยวกับภูมิอากาศ

10. ข้อใดต่อไปนี้**ไม่ใช่**แบบแผนพฤติกรรมทางสังคมของชาวญี่ปุ่น

   ก. ซดซุปหรือกินก๋วยเตี๋ยวเสียงดังเล็กน้อย

   ข. โค้งคำนับเพื่อแสดงถึงการทักทาย จากลา และขอบคุณ

   ค. ใช้ตะเกียบในการคีบข้าว เนื้อปลาและอาหารต่างๆ เป็นหลัก

   ง. เรียกชื่อคู่สนทนาจากชื่อแรกของเขาในกรณีที่ไม่สนิทกันมาก

(Translation)

Intercultural Communicative Competence Test

Intercultural Knowledge-based Test

Instructions

(1)   The purpose of this test is to measure student's knowledge of the people in the three cultural groups, namely Thai culture, cultures of   native English speakers (UK, US and Australia) and cultures of non-native English speakers (French, Italian and Japanese), in three cultural topics: festivals and celebrations, social norms, and intercultural contacts.

(2)   The exam has 30 items. You are given 60 minutes to complete the test.

....

1. Which of the following festivals is a traditional festival from central Thailand?

    a. Vegetarian Festival   b. Phi Ta Khon Festival

    c. Monkey Buffet Festival   d. Buffalo Racing Festival

2. Which of the following statements is **NOT** a Thai social behavioral pattern?

    a. Thai people greet each other with respect.

    b. People Thailand remove their shoes before entering the house.

    c. Thai people do not show anger in public.

    d. Thai people Thailand haggle on food prices and commodities in
       department stores.

3. Mali received a gift from a new foreign friend. What do you think Mali will do with that gift?

    a. Do not receive the gifts

    b. Open gifts immediately

    c. Keep the gift in the bag and open it later

    d. Ask the friend how much the gift was

4. A lot of Thai people drag their feet when walking. What do Westerners think about Thai people?

    a. Noisy   b. Impolite   c. Lazy   d. Aggressive

5. What common Thai greeting is usually unexpected by foreigners?

   a. Have you eaten yet?

   b. Where have you been?

   c. Where are you going?

   d. All of the above

6. What is the purpose of Trooping the Colour held in England?

   a. To celebrate Mother's Day

   b. To celebrate St. Patrick's Day

   c. To celebrate confession

   d. To celebrate the Queens' birthday

7. How is Shrove Tuesday, held by the Christians in England, associated to pancakes?

   a. It is important to worship God.

   b. It is used as a gift given to family and neighbors.

   c. It is healthy food for everyone to eat before the lent.

   d. It is the food that contains eggs, butter and milk which needed to be eaten up before the lent.

8. Which of the following statements is a common greeting used by English people?

   a. Continuous eye contact during a conversation

   b. Use the handshake to greet

   c. Call the person by his first name at the first meet

   d. Introduce an older person to a younger person

9. Which behavior explains that English people are fair and patient?

   a. Stand in queue

   b. Do not show emotion when angry

   c. Often apologize others

   d. Only talk about climate

10. Which of the following is NOT a Japanese social behavior pattern?

   a. Slurping soup or noodles loudly

   b. Blowing when greeting, giving thanks, and bidding farewell

   c. Using chopsticks to eat rice, fish, and various kinds of food

   d. Calling acquaintances by their first name

---The End—

Appendix C

Sample of Intercultural Attitude and Skill Inventory

ชุดที่ 2 แบบสำรวจทัศนคติและทักษะระหว่างวัฒนธรรม

<u>คำชี้แจง</u>

(1)	แบบสำรวจทัศนคติ และทักษะ ระหว่างวัฒนธรรมนี้มีวัตถุประสงค์เพื่อวัดทัศนคติทางด้าน
	ความอยากรู้ และการเปิดรับ และทักษะด้านการค้นพบ และการสื่อสารระหว่างกัน กับ
	วัฒนธรรมที่หลากหลายของชาวต่างชาติที่ใช้ภาษาอังกฤษในการติดต่อสื่อสาร

(2)	แบบสำรวจนี้แบ่งออกเป็นสองตอน ดังนี้

	ตอนที่ 1 แบบสำรวจทัศนคติ จำนวน 16 ข้อ เพื่อสำรวจทัศนคติด้านความอยากรู้และการ
เปิดรับระหว่างวัฒนธรรมของนักศึกษา

	ตอนที่ 2 แบบสำรวจทักษะ จำนวน 14 ข้อ เพื่อสำรวจทักษะการค้นพบ และการสื่อสาร
ระหว่างวัฒนธรรมของนักศึกษา

(3)	ทำเครื่องหมาย ✔ ที่ช่อง (◯) ที่ตรงกับความเป็นจริงมากที่สุด โดยมีเวลาตอบแบบสำรวจ
	ทั้งหมด 30 นาที

	....

ตอนที่ 1: แบบสำรวจทัศนคติระหว่างวัฒนธรรม

เกณฑ์ประเมิน   5 =เห็นด้วยอย่างยิ่ง   4=เห็นด้วย 3=เห็นด้วยปานกลาง 2=ไม่เห็นด้วย
1=ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	5	4	3	2	1
1. ด้านความอยากรู้					
1.1 ฉันสนใจเรียนรู้วัฒนธรรมของชาวต่างชาติ ทั้งที่เป็นเจ้าของ ภาษาอังกฤษและไม่เป็นเจ้าของภาษาอังกฤษ	◯	◯	◯	◯	◯
1.2 ฉันสนใจค้นคว้าหาข้อมูลจากการอ่านหรือสอบถามชาวต่างชาติ เกี่ยวกับประเพณี การเฉลิมฉลองของเขา	◯	◯	◯	◯	◯
1.3 ฉันสนใจค้นคว้าหาข้อมูลจากการอ่านหรือสอบถามชาวต่างชาติ เกี่ยวกับแบบแผนการปฏิบัติทางสังคมของเขา	◯	◯	◯	◯	◯
1.4 ฉันสนใจค้นคว้าหาข้อมูลจากการอ่านหรือสอบถามชาวต่างชาติ เกี่ยวกับการติดต่อสื่อสารข้ามวัฒนธรรมกับเขา	◯	◯	◯	◯	◯
1.5 ฉันไม่คิดเอาเองว่าคนต่างชาติมีประเพณีที่เหมือนกันกับฉัน แต่จะหา	◯	◯	◯	◯	◯

ข้อความ	5	4	3	2	1
อ่านข้อมูลหรือสอบถามจากเจ้าของวัฒนธรรมนั้นแทน					
1.6 ฉันไม่คิดเอาเองว่าคนต่างชาติมีแบบแผนการปฏิบัติทางสังคมที่เหมือนกันกับฉัน แต่จะหาอ่านข้อมูลหรือสอบถามจากเจ้าของวัฒนธรรมนั้นแทน	◯	◯	◯	◯	◯
1.7 ฉันไม่คิดเอาเองว่าคนต่างชาติมีการติดต่อสื่อสารข้ามวัฒนธรรมที่เหมือนกันกับฉัน แต่จะหาอ่านข้อมูลหรือสอบถามจากเจ้าของวัฒนธรรมนั้นแทน	◯	◯	◯	◯	◯
1.8 ฉันสนใจวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับประเพณี โดยการเปรียบเทียบลักษณะที่คล้ายคลึงและแตกต่างทางวัฒนธรรมของฉันกับวัฒนธรรมชาวต่างชาติ	◯	◯	◯	◯	◯
1.9 ฉันสนใจวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับแบบแผนการปฏิบัติทางสังคมโดยการเปรียบเทียบลักษณะที่คล้ายคลึงและแตกต่างทางวัฒนธรรมของฉันกับวัฒนธรรมชาวต่างชาติ	◯	◯	◯	◯	◯
1.10 ฉันสนใจวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับการติดต่อสื่อสารข้ามวัฒนธรรม โดยการเปรียบเทียบลักษณะที่คล้ายคลึงและแตกต่างทางวัฒนธรรมของฉันกับวัฒนธรรมชาวต่างชาติ	◯	◯	◯	◯	◯
2. ด้านการเปิดรับ					
2.1 ฉันยินดียอมรับกับความหลากหลายทางวัฒนธรรมของชาวต่างชาติที่ใช้ภาษาอังกฤษในการสื่อสาร	◯	◯	◯	◯	◯
2.2 ฉันยินดีเรียนรู้เพิ่มเติมเกี่ยวกับประเพณีของชาวต่างชาติโดยการอ่าน เพื่อให้เข้าใจและสื่อสารกับเขาได้อย่างถูกต้องและเหมาะสมโดยไม่เลือกเชื้อชาติภาษาและวัฒนธรรม	◯	◯	◯	◯	◯
2.3 ฉันยินดีเรียนรู้เพิ่มเติมเกี่ยวกับแบบแผนการปฏิบัติทางสังคมของชาวต่างชาติโดยการอ่าน เพื่อให้เข้าใจและสื่อสารกับเขาได้อย่างถูกต้องและเหมาะสมโดยไม่เลือกเชื้อชาติภาษาและวัฒนธรรม	◯	◯	◯	◯	◯
2.4 ฉันยินดีเรียนรู้เพิ่มเติมเกี่ยวกับการติดต่อสื่อสารข้ามวัฒนธรรมกับชาวต่างชาติโดยการอ่าน เพื่อให้เข้าใจและสื่อสารกับเขาได้อย่างถูกต้องและเหมาะสมโดยไม่เลือกเชื้อชาติภาษาและวัฒนธรรม	◯	◯	◯	◯	◯
2.5 ฉันยินดีที่จะปรับความรู้สึกของตนเองเพื่อการสื่อสารที่เหมาะสมหลังจากได้อ่านบทความหรือติดต่อสื่อสารกับชาวต่างชาติที่ใช้ภาษาอังกฤษในการสื่อสาร	◯	◯	◯	◯	◯
2.6 ฉันยินดีที่จะปรับพฤติกรรมของตนเองเพื่อการสื่อสารที่เหมาะสมเมื่อได้อ่านบทความหรือติดต่อสื่อสารกับชาวต่างชาติที่ใช้ภาษาอังกฤษในการสื่อสาร	◯	◯	◯	◯	◯

ตอนที่ 2: แบบสำรวจทักษะระหว่างวัฒนธรรม

เกณฑ์ประเมิน   5 =มากที่สุด   4=มาก   3=ปานกลาง   2=น้อย   1=น้อยที่สุด

ข้อความ	5	4	3	2	1
1. ด้านการค้นพบ					
1.1 ฉันสามารถค้นหาข้อมูลเฉพาะทางประเพณีของชาวต่างชาติโดยการอ่านเพื่อให้เกิดความเข้าใจความหมายที่แท้จริง	◯	◯	◯	◯	◯
1.2 ฉันสามารถค้นหาข้อมูลแบบแผนการปฏิบัติทางสังคมของชาวต่างชาติโดยการอ่าน เพื่อให้เกิดความเข้าใจความหมายที่แท้จริง	◯	◯	◯	◯	◯
1.3 ฉันสามารถค้นหาข้อมูลการติดต่อสื่อสารข้ามวัฒนธรรมกับชาวต่างชาติโดยการอ่าน เพื่อให้เกิดความเข้าใจความหมายที่แท้จริง	◯	◯	◯	◯	◯
1.4 ฉันสามารถทำความเข้าใจประเพณีและการเฉลิมฉลองของชาวต่างชาติได้อย่างถูกต้องจากการอ่าน	◯	◯	◯	◯	◯
1.5 ฉันสามารถทำความเข้าใจแบบแผนพฤติกรรมของชาวต่างชาติได้อย่างถูกต้องจากการอ่าน	◯	◯	◯	◯	◯
1.6 ฉันสามารถทำความเข้าใจการติดต่อระหว่างวัฒนธรรมของชาวต่างชาติได้อย่างถูกต้องจากการอ่าน	◯	◯	◯	◯	◯
1.7 ฉันสามารถวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับประเพณีของชาวต่างชาติที่แตกต่างไปจากของฉัน โดยการเปรียบเทียบความเหมือนและแตกต่างระหว่างสองวัฒนธรรมได้	◯	◯	◯	◯	◯
1.8 ฉันสามารถวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับแบบแผนการปฏิบัติทางสังคมของชาวต่างชาติที่แตกต่างไปจากของฉัน โดยการเปรียบเทียบความเหมือนและแตกต่างระหว่างสองวัฒนธรรมได้	◯	◯	◯	◯	◯
1.9 ฉันสามารถวิเคราะห์ข้อมูลจากการอ่านเกี่ยวกับการติดต่อสื่อสารข้ามวัฒนธรรมกับชาวต่างชาติที่แตกต่างไปจากของฉัน โดยการเปรียบเทียบความเหมือนและแตกต่างระหว่างสองวัฒนธรรมได้	◯	◯	◯	◯	◯
2. การสื่อสารระหว่างกัน					
ระหว่างที่สื่อสารกับชาวต่างชาติ					
2.1 ฉันไม่ใช้ทัศนคติแง่ลบตามที่ได้ยินมาหรืออ่านมา	◯	◯	◯	◯	◯
2.2 ฉันใช้ภาษาพูดที่เหมาะสมกับวัฒนธรรมเขาเพื่อทำให้การสนทนามีประสิทธิภาพ	◯	◯	◯	◯	◯

ข้อความ	5	4	3	2	1
2.3 ฉันใช้ท่าทางที่เหมาะสมกับวัฒนธรรมเขาเพื่อทำให้การสนทนามีประสิทธิภาพ	◯	◯	◯	◯	◯
2.4 ฉันใช้ความรู้ที่ได้จากการหาอ่านมาเกี่ยวกับเนื้อหาทางวัฒนธรรม เพื่อสนทนาโต้ตอบกับเขาได้อย่างเหมาะสมและมีประสิทธิภาพ	◯	◯	◯	◯	◯
2.5 ฉันใช้ความรู้ที่ได้จากการหาอ่านเกี่ยวกับเนื้อหาทางวัฒนธรรม เพื่อถามคำถามและให้ได้ข้อมูลที่ถูกต้อง	◯	◯	◯	◯	◯

ขอขอบคุณค่ะ ☺

(Translation)

Intercultural Attitudes and Skills Inventory

Instructions

(1)   Intercultural attitudes and skills inventory aims to measure student's attitudes of curiosity and openness, and skills of discovery and interaction.

(2)   This survey is divided into two sections. The first section is concerning student' attitudes, which is composed of 16 statements. The second section is concerning student's skills, which is composed of 14 statements. Student has 30 minutes to complete the survey.

(3)   Tick ✔ the box most applied to you.

....

Section 1: Intercultural Attitudes

Criteria   5 =Strongly agree   4=Agree   3=Neutral   2=Disagree   1=Strongly disagree

Statements	5	4	3	2	1
1. Curiosity					
1.1 I am interested in learning about foreign cultures of both native and non-native English speakers.	◯	◯	◯	◯	◯
1.2 I am interested in searching for information about foreign festivals and celebrations from reading or asking them questions directly.	◯	◯	◯	◯	◯
1.3 I am interested in searching for information about foreigners' social norms from reading or asking them questions directly.	◯	◯	◯	◯	◯
1.4 I am interested in searching for information about intercultural contacts of foreigners from reading or asking them questions directly.	◯	◯	◯	◯	◯
1.5 I do not assume that foreigners celebrate similar festivals to my own. Instead, I would search for information or ask them questions directly.	◯	◯	◯	◯	◯
1.6 I do not assume that foreigners have similar social norms to my own. Instead, I would search for information	◯	◯	◯	◯	◯

Statements	5	4	3	2	1
or ask them questions directly.					
1.7 I do not assume that foreigners have similar intercultural contacts to my own. Instead, I would search for information or ask them questions directly.	◯	◯	◯	◯	◯
1.8 I am interested in analyzing information from different texts about foreign festivals and celebrations by comparing similarities and differences between my own culture and a foreign culture.	◯	◯	◯	◯	◯
1.9 I am interested in analyzing information from different texts about foreigners' social norms by comparing similarities and differences between my own culture and a foreign culture.	◯	◯	◯	◯	◯
1.10 I am interested in analyzing information from different texts about foreigners' intercultural contacts by comparing similarities and differences between my own culture and a foreign culture.	◯	◯	◯	◯	◯
2. Openness					
2.1 I am willing to accept the cultural diversity of foreigners who use English as a means of communication.	◯	◯	◯	◯	◯
2.2 I am willing to learn more about foreign festivals by reading different texts in order to understand and communicate with them correctly and appropriately regardless of their nationality, language, and culture.	◯	◯	◯	◯	◯
2.3 I am willing to learn more about foreigners social norms by reading from different texts in order to understand and communicate with them correctly and appropriately regardless of their nationality, language, and culture.	◯	◯	◯	◯	◯
2.4 I am willing to learn more about intercultural contacts with foreigners by reading different texts in order to understand and communicate with them correctly regardless of their nationality, language, and culture.	◯	◯	◯	◯	◯
2.5 I am willing to adjust my own feelings for appropriate communication when reading and communicating in English with foreigners.	◯	◯	◯	◯	◯

Statements	5	4	3	2	1
2.6 I am willing to adjust my own behaviors for appropriate communication when reading and communicating in English with foreigners.	◯	◯	◯	◯	◯

Section 2: Intercultural Skills

Criteria   5 =Strongly agree   4=Agree   3=Neutral   2=Disagree   1=Strongly disagree

Statements	5	4	3	2	1
1. Discovery					
1.1 I am able to search for information by reading texts in relation to foreign festivals and celebrations.	◯	◯	◯	◯	◯
1.2 I am able to search for information by reading texts in relation to foreigner social norms.	◯	◯	◯	◯	◯
1.3 I am able to search for information by reading texts in relation to foreigner social norms.	◯	◯	◯	◯	◯
1.4 I am able to comprehend festivals and celebrations of foreigners correctly by reading different texts.	◯	◯	◯	◯	◯
1.5 I am able to comprehend social norms of foreigners correctly by reading different texts.	◯	◯	◯	◯	◯
1.6 I am able to comprehend intercultural contacts of foreigners correctly by reading different texts.	◯	◯	◯	◯	◯
1.7 I am able to analyze information from different texts about foreign festivals and celebrations by comparing similarities and differences with my culture.	◯	◯	◯	◯	◯
1.8 I am able to analyze information from different texts about foreigners' social norms by comparing similarities and differences with my culture.	◯	◯	◯	◯	◯
1.9 I am able to analyze information from different texts about foreigners' intercultural contacts by comparing similarities and differences with my culture.	◯	◯	◯	◯	◯
2. Interaction					
2.1 While communicating with foreigners in English, I did not show any negative attitude towards them, which might	◯	◯	◯	◯	◯

Statements	5	4	3	2	1
have obtained from hearing or reading about them.					
2.2 While communicating with foreigners, I used English appropriately for effective communication.	◯	◯	◯	◯	◯
2.3 While communicating with foreigners in English, I used non-verbal cues appropriately and effectively to match their culture.	◯	◯	◯	◯	◯
2.4 While communicating with foreigners in English, I used the cultural knowledge of various countries gained from reading texts to correspond about their culture correctly and effectively.	◯	◯	◯	◯	◯
2.5 While communicating with foreigners in English, I used the cultural knowledge of various countries gained from reading texts to ask them questions correctly to obtain the correct information.	◯	◯	◯	◯	◯

Appendix D

Sample of Project-based Reading Portfolio Rubric

ด้านที่ศึกษา / เกณฑ์	ระดับโครงงาน:				ประเมินโดย ผู้เรียน	ประเมินโดย เพื่อน	ประเมินโดย อาจารย์	รวม
	4 (ดีเยี่ยม)	3 (ดี)	2 (ผ่าน)	1 (พยายามหาราชิก)				
ก. จัดรูปแบบ								
1. ความเหมาะสม					___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___
2. ภาษา (การสะกดคำ ไวยากรณ์)					___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___
ข. ความรู้								
1. ความรู้ในการอ่าน ภาษาอังกฤษ					___ x 7.5 = ___ (30)	___ x 7.5 = ___ (30)	___ x 7.5 = ___ (30)	___
2. ความรู้ในการ สื่อสารระหว่าง วัฒนธรรม					___ x 7.5 = ___ (30)	___ x 7.5 = ___ (30)	___ x 7.5 = ___ (30)	___
3. กระบวนการจากการ โครงงานการอ่าน ภาษาอังกฤษ					___ x 7.5 = ___ (30)	___ x 7.5 = ___ (30)	___ x 7.5 = ___ (30)	___
ค. งานกลุ่ม								
1. การเรียนรู้ร่วมกัน					___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___
2. ความริเริ่ม					___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___
ง. การนำเสนอความคิดเห็น								
ความคิดเห็นต่อ โครงงานการอ่าน					___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___ x 0.5 = ___ (2)	___

เกณฑ์
A (ดีเยี่ยม) = 80-100   B (ดี) = 70-79   C (พอใช้) = 60-69
D (ผ่าน) = 50-59   F (ไม่ผ่าน) = 0-49

(Translation)
Project-based Reading Portfolio Rubric

Student's Name: Name of Project: Date:

Criteria	4 (Excellent)	3 (Good)	2 (Pass)	1 (Poor)	Self-Evaluation	Peer Evaluation	Teacher Evaluation	Total
A. Organization								
1. Completeness	All works are completed and organized correctly according to directions.	Almost all the works are completed according to directions.	Some works are missing but organized correctly.	Many works are missing and organized incorrectly.	_x0.5=_ (2)	_x0.5=_ (2)	_x0.5=_ (2)	—
2. Mechanics (spelling, grammar, and typing)	Works demonstrate very high level of language usage, and are neatly typed with no errors in spelling.	Works demonstrate high level of language usage, and are neatly typed with some errors in spelling.	Works demonstrate moderate level of language usage, and are typed with a lot of errors in spelling.	Works demonstrate low level of language usage, handwritten with a lot of errors in the spelling.	_x0.5=_ (2)	_x0.5=_ (2)	_x0.5=_ (2)	—
B. Knowledge								
1. Knowledge of English Reading comprehension	Evidence reflects the ability to apply the English reading strategies to new situations. Student receives an accumulated score of 8-9 from his/her individual tasks.	Evidence reflects the ability to understand the key concepts of the English reading strategies. Student receives an accumulated score of 6-7 from his/her individual tasks.	Evidence reflects the ability to recall the key concepts of English reading strategies. Student receives an accumulated score of 4-5 from his/her individual tasks.	Evidence reflects very low English reading ability. Student receives an accumulated score of 1-3 from his/her individual tasks.	_x7.5=_ (30)	_x7.5=_ (30)	_x7.5=_ (30)	—
2. Knowledge of Intercultural communication	Evidence reflects the ability to apply the key concepts of the intercultural communicative competence to new situations. Student receives an accumulated score of 10-12 from his/her individual tasks.	Evidence reflects the understanding of key concepts of the intercultural communicative competence. Student receives an accumulated score of 7-9 from his/her individual tasks.	Evidence reflects the ability to recall key concepts of the intercultural communicative competence. Student receives an accumulated score of 4-6 from his/her individual tasks.	Little evidence of key concepts of the intercultural communicative competence. Student receives an accumulated score of 1-3 from his/her individual tasks.	_x7.5=_ (30)	_x7.5=_ (30)	_x7.5=_ (30)	—
3. Process of the reading project	Evidence demonstrates frequent use of a variety of reading strategies and intercultural communication. Student receives an accumulated score of 13-15 from his/her individual tasks.	Evidence demonstrates some use of a variety of reading strategies and intercultural communication. Student receives an accumulated score of 9-12 from his/her individual tasks.	Evidence demonstrates limited use of a variety of reading strategies and intercultural communication. Student receives an accumulated score of 5-8 from his/her individual tasks.	Evidence demonstrates absent use of a variety of reading strategies and intercultural communication. Student receives an accumulated score of 1-4 from his/her individual tasks.	_x7.5=_ (30)	_x7.5=_ (30)	_x7.5=_ (30)	—
C. Group work								
Scaffolding	Almost always share constructive feedback to peers and help them overcome difficulties in all the class work.	Usually share constructive feedback to peers and help them overcome difficulties in almost all class work.	Often share constructive feedback to peers and help them overcome difficulties in some class work.	Rarely share constructive feedback to peers and help them to overcome difficulties in very few class works.	_x0.5=_ (2)	_x0.5=_ (2)	_x0.5=_ (2)	—
Collaboration	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause problems in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	_x0.5=_ (2)	_x0.5=_ (2)	_x0.5=_ (2)	—
D. Reflections								
Reflections on PRI	Reflections provide evidence of insight and thoughtfulness of project work.	Reflections provide evidence of insight into student's opinions on project work.	Reflections provide some evidence of insight into student's opinions on project work.	Reflections rarely provide evidence of insight into student's opinions on project work.	_x0.5=_ (2)	_x0.5=_ (2)	_x0.5=_ (2)	—

Criteria

A (Excellent) = 80-100   B (Good) = 70-79

C (Satisfactory) = 60-69   D (Pass) = 50-59   F (Fail) = 0-49

Appendix E

Sample of Student's Reflection

Name _____

Reflective Essay 1

Reading strategies are important because they help readers comprehend texts. Please describe how reading strategies have helped you to comprehend cultural texts. Write about 200-300 words (if you have difficulty expressing yourself in English, Thai is allowed) following the guideline below:

1. Describe how you used scanning and skimming strategies to comprehend cultural texts. Give an example from a class activity as evidence of your ideas.

2. Describe the new cultural knowledge and skills of discovery and interaction you have gained and how your attitudes towards other cultures might have changed. Give an example from one class activity as evidence of your ideas.

3. Describe how Project-based Reading Instruction (PRI) can enhance your reading strategies in scanning and skimming and intercultural communicative competence based on your experience in class. Give an example from one class activity to as evidence of your ideas.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Source: Adapted the form from Gómez, 1999

Appendix F

Sample of Project-based Reading Instruction Questionnaire

คำชี้แจง

(1) แบบสอบถามนี้มีวัตถุประสงค์เพื่อทราบข้อมูลความคิดเห็นของนักศึกษาที่มีต่อการเรียนการสอนโดยใช้โครงงานการอ่าน

(2) แบบสอบถามฉบับนี้แบ่งออกเป็น 2 ตอน คือ ตอนที่ 1 ความคิดเห็นเกี่ยวกับการจัดการเรียนการสอนโดยใช้วิธีโครงงานการอ่าน และตอนที่ 2 ความคิดเห็นและข้อเสนอแนะ

ตอนที่ 1 ความคิดเห็นเกี่ยวกับการจัดการเรียนการสอนโดยใช้วิธีโครงงานการอ่าน

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงใน ☐ เพื่อแสดงความคิดเห็นของนักศึกษาตามความเป็นจริง

เกณฑ์ประเมิน   5 = เห็นด้วยอย่างยิ่ง   4 = เห็นด้วย   3 = เห็นด้วยปานกลาง   2 = ไม่เห็นด้วย

1=ไม่เห็นด้วยอย่างยิ่ง

ประเด็น	ระดับความคิดเห็น				
	5	4	3	2	1
1. ด้านการจัดการเรียนการสอนโดยใช้โครงงานการอ่าน					
1.1 ด้านความสามารถทางการอ่านภาษาอังกฤษ					
1.1.1 นักศึกษาเข้าใจเนื้อหาที่อ่านได้อย่างถูกต้องมากขึ้นจากการใช้วิธีการสอนแบบโครงงานการอ่าน					
1.1.2 นักศึกษาสามารถใช้กลยุทธ์การอ่านแบบคร่าวๆ (Scanning) เพื่อความเข้าใจเนื้อหาภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น					
1.1.3 นักศึกษาสามารถใช้กลยุทธ์การอ่านโดยจับใจความสำคัญ (Skimming) เพื่อความเข้าใจเนื้อหาภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น					
1.1.4 นักศึกษาสามารถใช้กลยุทธ์การเดาคำศัพท์ (Guessing vocabulary) เพื่อความเข้าใจเนื้อหาภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น					
1.1.5 นักศึกษาสามารถใช้กลยุทธ์การเปรียบเทียบ (Making comparison) เพื่อความเข้าใจภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น					

ประเด็น	ระดับความคิดเห็น				
	5	4	3	2	1
1.1.6 นักศึกษาสามารถใช้กลยุทธ์การสรุปความ (Drawing conclusion/making inferences) เพื่อความเข้าใจภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น					
1.1.7 นักศึกษามีแรงจูงใจในการอ่านในห้องเรียนมากขึ้น					
1.1.8 นักศึกษามีแรงจูงใจในการอ่านนอกห้องเรียนมากขึ้น					
1.2 ด้านความสามารถทางการสื่อสารระหว่างวัฒนธรรม					
1.2.1 นักศึกษามีความรู้เพิ่มขึ้นเกี่ยวกับวัฒนธรรมของชาวต่างชาติที่ใช้ภาษาอังกฤษในการติดต่อสื่อสาร					
1.2.2 นักศึกษามีความอยากรู้เพิ่มขึ้นเกี่ยวกับวัฒนธรรมชาวต่างชาติที่แตกต่างจากวัฒนธรรมไทย					
1.2.3 นักศึกษาเปิดรับกับความหลากหลายทางวัฒนธรรมของชาวต่างชาติที่แตกต่างจากวัฒนธรรมไทยเพิ่มขึ้น					
1.2.4 นักศึกษาค้นหาข้อมูลทางวัฒนธรรมของชาวต่างชาติแล้วนำมาเปรียบเทียบความเหมือนและแตกต่างกับวัฒนธรรมไทยเพื่อให้เข้าใจมากขึ้น					
1.2.5 นักศึกษาสื่อสารด้วยภาษาอังกฤษกับชาวต่างชาติได้อย่างเหมาะสมมากยิ่งขึ้น					
1.3 ด้านการทำงานร่วมกันเป็นกลุ่ม					
1.3.1 การเรียนการสอนโดยใช้โครงงานการอ่านช่วยให้นักศึกษามีการเรียนรู้ร่วมกัน					
1.3.2 การเรียนการสอนโดยใช้โครงงานการอ่านช่วยให้นักศึกษาเรียนรู้ได้ดีขึ้นจากเพื่อนในกลุ่ม					
2. ด้านกิจกรรมการเรียนการสอนโดยใช้โครงงานการอ่าน					
2.1 กิจกรรมในแต่ละบทเรียนมีความเหมาะสม					

ประเด็น	ระดับความคิดเห็น				
	5	4	3	2	1
2.1.1 Unit 1: Festivals and Celebrations					
2.1.2 Unit 2: Social Norms					
2.1.3 Unit 3: Intercultural Contacts					
2.2 กิจกรรมในห้องเรียนโดยใช้โครงงานการอ่าน					
ระยะเตรียมตัว					
2.2.1 นักศึกษาคิดเห็นว่ากิจกรรมก่อนเรียนสนุกและส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.2 นักศึกษาคิดเห็นว่ากิจกรรมกระตุ้นความรู้ทางวัฒนธรรมของชาวต่างชาติส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.3 นักศึกษาคิดเห็นว่าการที่เพื่อนในกลุ่มช่วยกันคิดเตรียมทำโครงงานตามหัวข้อที่สนใจส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.4 นักศึกษาคิดเห็นว่าอาจารย์ผู้สอนให้ความรู้ทั้งกลยุทธ์การอ่านและวัฒนธรรมซึ่งส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
ระยะการค้นคว้า					
2.2.5 นักศึกษาคิดเห็นว่ากลยุทธ์การอ่านที่เรียนทำให้นักศึกษาทำแบบฝึกหัดในชั้นเรียนได้ดียิ่งขึ้น					
2.2.6 นักศึกษาคิดเห็นว่าการประยุกต์ใช้กลยุทธ์การอ่านเพื่อค้นคว้าหาข้อมูลนอกห้องเรียนส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.7 นักศึกษาคิดเห็นว่าการเรียนรู้เกี่ยวกับวัฒนธรรมของชาวต่างชาติส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.8 นักศึกษาคิดเห็นว่าการทำงานเป็นกลุ่มส่งผลดีต่อการเรียน					

ประเด็น	ระดับความคิดเห็น				
	5	4	3	2	1
การอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.9 นักศึกษาคิดเห็นว่าการประชุมกลุ่มย่อยกับอาจารย์ผู้สอนส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
ระยะวิเคราะห์ข้อมูล					
2.2.10 นักศึกษาคิดเห็นว่าการแบ่งปันข้อมูลที่ค้นคว้ากับเพื่อนร่วมกลุ่มส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.11 นักศึกษาคิดเห็นว่าการเปรียบเทียบความเหมือนและแตกต่างระหว่างวัฒนธรรมชาวต่างชาติและวัฒนธรรมไทยส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.12 นักศึกษาได้รับความรู้เพิ่มขึ้นจากเพื่อนในกลุ่ม					
2.2.13 นักศึกษาคิดเห็นความรู้ที่ได้เรียนจากอาจารย์ในการวิเคราะห์ข้อมูลทางวัฒนธรรมส่งผลดีต่อการอ่านภาษาอังกฤษและสื่อสารระหว่างวัฒนธรรม					
ระยะสร้างผลงาน					
2.2.14 นักศึกษาคิดเห็นว่าโครงงานที่ทำส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.15 นักศึกษาคิดเห็นว่าการนำเสนอผลงานกลุ่มให้เพื่อนในห้องส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.16 นักศึกษาคิดเห็นว่าการประเมินผลงานตัวเองและของเพื่อนส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.17 นักศึกษาคิดเห็นการเตรียมสื่อนำเสนอของอาจารย์ผู้สอนส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
ระยะแสดงความคิดเห็น					
2.2.18 นักศึกษาคิดเห็นว่าการแสดงความคิดเห็นส่วนตัวเกี่ยวกับ					

ประเด็น	ระดับความคิดเห็น				
	5	4	3	2	1
โครงงานของตัวเองและของเพื่อนส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.19 นักศึกษาคิดเห็นว่าการแสดงความคิดเห็นในแฟ้มสะสมงานเกี่ยวกับการอ่านและการสื่อสารทางวัฒนธรรมส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.2.20 นักศึกษาคิดเห็นว่าการสรุปเนื้อหาในบทเรียนและโครงงานโดยอาจารย์ส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
2.3 นักศึกษาคิดเห็นว่าเวลาในแต่ละคาบเรียนมีความเหมาะสม					
3. ด้านสื่อการสอน					
3.1 นักศึกษาคิดเห็นว่าสื่อการสอนช่วยเพิ่มความสามารถการอ่านภาษาอังกฤษและการ ติดต่อสื่อสารระหว่างวัฒนธรรมได้เป็นอย่างดี					
3.2 นักศึกษาคิดเห็นว่าสื่อการเรียนการสอนมีความน่าสนใจ					
3.3 นักศึกษาคิดเห็นว่าเนื้อหาบทความที่อ่านไม่ยากจนเกินไป					
3.4 นักศึกษาคิดเห็นว่าแบบฝึกหัดช่วยพัฒนาความสามารถในการอ่านให้ดียิ่งขึ้น					
3.5 นักศึกษาคิดเห็นว่าแบบฝึกหัดช่วยพัฒนาการสื่อสารระหว่างวัฒนธรรมได้ดียิ่งขึ้น					
4. ด้านการวัดผลและประเมินผล					
4.1 นักศึกษาคิดเห็นว่าการวัดผลและประเมินผลการเรียนอย่างต่อเนื่องนั้นส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
4.2 นักศึกษาคิดเห็นว่าวิธีการวัดผลและประเมินผลการเรียนที่มีความหลากหลายส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม					
4.3 นักศึกษาคิดเห็นว่าวิธีการวัดผลและประเมินผลการเรียนสามารถวัด					

ประเด็น	ระดับความคิดเห็น				
	5	4	3	2	1
ความสามารถการอ่านภาษาอังกฤษของนักศึกษาได้จริง					
4.4 นักศึกษาคิดเห็นว่าวิธีการวัดผลและประเมินผลการเรียนสามารถวัดความสามารถการติดต่อสื่อสารทางวัฒนธรรมของนักศึกษาได้จริง					
4.5 นักศึกษาคิดเห็นว่าเกณฑ์การประเมินผลการเรียนเข้าใจง่าย					
4.6 นักศึกษาคิดเห็นว่าเกณฑ์การประเมินผลการเรียนสามารถวัดความรู้ของนักศึกษาตามวัตถุประสงค์ของรายวิชาได้จริง					

ส่วนที่ 2 ความคิดเห็นและข้อเสนอแนะ

1. สิ่งที่ชอบเกี่ยวกับการเรียนการสอนในวิชานี้

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2. สิ่งที่ไม่ชอบเกี่ยวกับการเรียนการสอนในวิชานี้

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3. ความคิดเห็นเพิ่มเติม

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(Translation)

Project-based Reading Instruction Questionnaire

Instructions

(1) This survey aims to find out student's opinions toward the Project-based Reading Instruction.

(2) This questionnaire is divided into two sections. The first section is about classroom management using PRI. The second section is student's comments and suggestions

Section 1: Student's opinions about classroom management

Instructions: Please tick ✓ for the following statements to indicate your opinion.

(5 = strongly agree, 4 = agree, 3 = neither agree nor disagree, 2 = disagree,

1 = strongly disagree)

Statements	Criteria				
	5	4	3	2	1
1. Classroom management employing PRI					
1.1 English reading ability					
1.1.1 I comprehended texts more effectively by using the Project-based Reading Instruction approach.					
1.1.2 I was able to comprehend English texts more accurately by scanning for details.					
1.1.3 I was able to comprehend English texts more accurately by skimming for main ideas.					
1.1.4 I was able to comprehend English texts more accurately by guessing meanings of unfamiliar words.					
1.1.5 I was able to comprehend English texts more					

Statements	Criteria				
	5	4	3	2	1
accurately by making comparisons.					
1.1.6 I was able to comprehend English texts more accurately by drawing conclusions.					
1.1.7 I was more motivated to read inside the classroom.					
1.1.8 I was more motivated to read outside the classroom.					
1.2 Intercultural Communicative Competence					
1.2.1 I gained more knowledge about the culture of the target speakers.					
1.2.2 I was more curious to know about foreigners' cultures that were different from Thai culture.					
1.2.3 I was more open to cultural differences between foreign cultures and Thai culture.					
1.2.4 I searched for information about foreign cultures and compared it to Thai culture for better understanding.					
1.2.5 I communicated in English with foreigners more appropriately.					
1.3 Project work					
1.3.1 The instruction engaged me in collaborative learning.					
1.3.2 The instruction provided scaffolding to enhance my own learning.					
2. Classroom activities					
2.1 The following activities are appropriate.					

	Criteria				
Statements	5	4	3	2	1
2.1.1 Unit 1: Festivals and Celebrations					
2.1.2 Unit 2: Social Norms					
2.1.3 Unit 3: Intercultural Contacts					
2.2 The PRI Activities					
2.2.1 Preparing Stage					
2.2.1.1 In the preparation stage, I thought that the warm-up activities were enjoyable, which resulted in positive effects on English reading ability and intercultural communicative competence.					
2.2.1.2 In the preparation stage, I thought that the warm-up activities stimulated students' cultural knowledge of various countries, which resulted in positive effects on English reading ability and intercultural communicative competence.					
2.2.1.3 In the preparation stage, I thought that working in groups resulted in positive effects on English reading ability and intercultural communicative competence.					
2.2.1.4 In the preparation stage, I thought that the instructor facilitated my English reading strategies, which resulted in positive effects on English reading ability and intercultural communicative competence.					
2.2.2. Researching stage					
2.2.2.1 In the research stage, I thought that I used the knowledge gained from the reading strategies taught in class to complete exercises in class.					

Statements	Criteria				
	5	4	3	2	1
2.2.2.2 In the research stage, I thought that I applied my knowledge of English reading strategies to comprehend texts outside the classroom.					
2.2.2.3 In the research stage, I thought that I learned more about foreign cultures.					
2.2.2.4 In the research stage, I thought that working in collaboration helped to improve my English reading ability and intercultural communicative competence.					
2.2.2.5 In the research stage, I thought that the teacher-student conferences helped to improve my English reading ability and intercultural communicative competence.					
2.2.3 Analyzing stage					
2.2.3.1 In the analysis stage, I thought that sharing research information with my friends helped to improve my English reading ability and intercultural communicative competence.					
2.2.3.2 In the analysis stage, I thought that the comparison of similarities and differences between foreigners' cultures and Thai culture helped to improve my English reading ability and intercultural communicative competence.					
2.2.3.3 In the analysis stage, I thought that I gained more knowledge from peers in the group.					
2.2.3.4 In the analysis stage, I thought that the knowledge gained from analyzing cultural texts helped to improve my English reading ability and intercultural					

Statements	Criteria				
	5	4	3	2	1
communicative competence.					
2.2.4 Producing stage					
2.2.4.1 In the production stage, I thought that doing project works helped to improve my English reading ability and intercultural communicative competence.					
2.2.4.2 In the production stage, I thought that presentation of my project work helped to improve my English reading ability and intercultural communicative competence.					
2.2.4.3 In the production stage, I thought that self-evaluation and peer evaluation helped to improve my English reading ability and intercultural communicative competence.					
2.2.4.4 In the production stage, I thought that the instructional materials helped to improve my English reading ability and intercultural communicative competence.					
2.2.5 Reflecting stage					
2.2.5.1 In the reflection stage, I thought that giving and receiving feedback from the class helped to improve my English reading ability and intercultural communicative competence.					
2.2.5.2 In the reflection stage, I thought that the reflection in my portfolio helped to improve my English reading ability and intercultural communicative competence.					
2.2.5.3 In the reflection stage, I thought that the unit summary by the instructor helped to improve my English reading ability and intercultural communicative competence.					
2.3 The time allowance in each period was appropriate.					

Statements	Criteria				
	5	4	3	2	1
3. Instructional Materials					
3.1 Instructional materials enhanced my English reading ability and intercultural communicative competence.					
3.2 I thought that the teaching materials were attractive.					
3.3 I thought that the written texts were not too difficult.					
3.4 I thought that the exercises helped me to develop my reading ability.					
3.5 I thought that the exercises helped me to develop my intercultural communicative competence.					
4. Evaluation and Assessment					
4.1 I thought that the continuous evaluation and assessment had a positive effect on my English reading ability and intercultural communicative competence.					
4.2 I thought that the use of various methods of assessment and evaluation had a positive effect on my English reading ability and intercultural communicative competence.					
4.3 I thought that the methods of assessment and evaluation were able to measure my English reading ability.					
4.4 I thought that the methods of assessment and evaluation were able to measure my intercultural communicative competence.					
4.5 I thought that the evaluation criterion was easy to comprehend.					
4.6 I thought that the evaluation criterion was able to					

Statements	Criteria				
	5	4	3	2	1
measure my learning outcomes according to the course objectives.					

Section 2: Suggestions and Recommendations

1. Likes about the instruction in this class

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2. Dislikes about the instruction in this class

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3. Additional comments

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Thank you ☺

Appendix G

Project-based Reading Instruction Interview Protocol

แนวคำถามกึ่งโครงสร้าง

คำชี้แจงสำหรับอาจารย์ผู้สัมภาษณ์

(1) แบบฟอร์มการสัมภาษณ์นี้มีวัตถุประสงค์เพื่อสอบถามนักศึกษาเกี่ยวกับความคิดเห็นในการ
สอนแบบโครงงานการอ่านแบบเจาะลึก เพื่อให้ได้ข้อมูลอย่างแท้จริงจากนักศึกษาหลังจาก
เรียนจบในรายวิชาการอ่าน

(2) นักศึกษาจำนวน 6 คน ได้ถูกคัดเลือกโดยดูจากผลคะแนนสอบการอ่าน สูง กลาง ต่ำ โดยผู้
สัมภาษณ์เป็นอาจารย์ผู้สอนวิชาการอ่านภาษาอังกฤษ 1 ท่าน ที่ไม่ได้ทำการสอนนักศึกษาที่
ถูกสัมภาษณ์ ทำการสัมภาษณ์และบันทึกเสียงการสนทนานักศึกษาเป็นคู่จากสามระดับ
ข้างต้น คู่ละ 20 นาที โดยใช้คำถามดังต่อไปนี้

1. นักศึกษาเข้าใจการสอนแบบโครงงานการอ่านอย่างไร

2. นักศึกษาคิดอย่างไรต่อวิธีการสอนแบบโครงงานการอ่าน เพราะอะไร

3. นักศึกษาคิดว่าความสามารถการอ่านภาษาอังกฤษของนักศึกษาตอนนี้เป็นอย่างไรเมื่อเทียบ
กับก่อนเรียน เพราะอะไร

4. นักศึกษาคิดว่าความสามารถการสื่อสารระหว่างวัฒนธรรมของนักศึกษาตอนนี้เป็นอย่างไร
เมื่อเทียบกับก่อนเรียน เพราะอะไร

5. นักศึกษามีคำแนะนำอะไรที่จะทำให้รายวิชานี้น่าสนใจและเป็นประโยชน์สำหรับผู้เรียนมาก
ขึ้น

(Translation)

Interview form

Project-based Reading Instruction

Semi-structured interview

Instructions of the interviewer:

(1) This interview is intended to elicit in-depth opinions of students on Project-based Reading Instruction after finished the course.

(2) Six students have been selected from high, medium, and low groups based on their post-test scores of English reading ability. An instructor, who did not teach the students, interviews two students from each group for 20 minutes using the following guided questions.

1. Did you understand Project-based Reading Instruction? How?

2. What do you think about Project-based Reading Instruction? Why?

3. What do you think about your English reading ability before and after taking the course? Why?

4. What do you think about your intercultural communicative competence before and after taking the course? Why?

5. What would you suggest to make this course more interesting and worthwhile for all learners?

The End ☺

Appendix H

Sample of Unit and Lesson Plan

Unit 1: Festivals and Celebrations

Lesson: Exploring Amazing Thai and International Festivals and Celebrations

Project Task 1: Reading Summary of International Festivals and Celebrations

Enabling Objectives	After the lesson, students will be able to: 1. Skim various texts for gist and scan for detail inside and outside of class. 2. Identify cultural facts concerning famous Thai and international festivals. 3. Compare similarities and differences between Thai festivals and celebrations and other festivals and celebrations from various countries (England, United States of America, Australia, France, Italy, and Japan). 4. Work individually and with group to complete a summary report project of cultural differences, plan their project, and present the findings to the class. 5. Reflect on their reading strategies, factual cultural knowledge, and project work.
Teaching objectives	In this lesson, the instructor aims to: 1. Activate students' background knowledge of Thai festivals and motivate them to learn and read. 2. Introduce Thai festivals: Chinese New Year, Monkey Buffet Festival, Chiang Mai Flower Festival, The Phi Ta Khon Festival,

	Buffalo Racing, The River Kwai Bridge, and Vegetarian Festival.
	3. Explicitly teach skimming texts for gist and scanning for detail
	4. Help students become aware of similarities and differences between Thai festivals and celebrations and international festivals and celebrations.
	5. Encourage students to work individually and collaboratively in groups to complete a summary task of international festivals by following the five stages: prepare, research, analyze, produce, and reflect.
	6. Promote self-evaluation, peer evaluation, and teacher evaluation.
	7. Promote self-reflection.
Language skills	Reading strategies: skimming for main ideas and scanning to identify facts and details.
Intercultural content	Cultural facts of Thai festivals and celebrations in different regions and famous festivals and celebrations in the native and non-native English speaking countries (United Kingdom, United States of America, Australia, France, Italy, and Japan).
Stages of PRI	Covering five stages: prepare, research, analyze, produce, and reflect.
Materials	1. PowerPoint slides of Famous Thai Festivals with photos of Chinese New Year Festival, Monkey Buffet Festival, Chiang Mai Flower Festival, The Phi Ta Khon Festival, Buffalo Racing, The River Kwai Bridge, and Vegetarian Festival.
	2. PPT reading strategies and reading exercises.
	3. Reading exercises in Student's Book (p. 3, 5, 7, and 8).
	4. A list of international festivals.

	5. Evaluation and assessment sheets: individual reading summary rubric, group oral presentation rubric, and a checklist of Project-based reading process.
	6. Reflective worksheet.
	7. Group learning log.
	8. A computer and a projector for presentations.
Time	300 minutes (over three class sessions, plus extracurricular time)
Preparation	1. Prepare a set of striped papers of months and the names of Thai festivals with description of the famous festivals in English for a "Guess the Thai festival?" game.
	2. Prepare a guessing game using PowerPoint slides.
	3. Prepare an evaluation form for individual reading summary and group Presentation.
	4. Prepare a reflective worksheet.
	5. Make a list of international festivals and celebrations in United Kingdom, United States of America, Australia, France, Italy, and Japan.
	6. Prepare a group learning log.
	7. Set up a computer and a projector for presentations.
Evaluation	1. Students complete reading tasks after reading.
	2. Students are actively engaged in reading and class discussion.
	3. Students write a reading summary.
	4. Students work in group to present their summary and analysis of festivals and celebrations
	5. Students write a reflective essay in their portfolio.

Class session 1: 120 minutes

Procedure	Materials
PRI stage 1: Prepare (60 mins.)	1. PPT on Famous Thai Festivals
Activity 1: Exploring my culture (30 mins.) Instructor activates students' background knowledge of Thai festivals through a "Guess the Thai festival?" game 1. Divide students into 7 groups, distribute a set of stripped papers of months and names of the 7 famous Thai festivals. 2. Explain that the groups are going to compete with each other to guess the name of Thai festivals and the dates they are held. The group that shows the stripped papers with the most correct answers is the winner. **To play** the instructor shows a grid that has numbers from 1 to 7 with the image of a festival behind it. Then, the instructor calls one group to choose the number and guess the image behind it, which is partially covered. After that, the instructor shows a description of the festival to the students on a Power Point slide to confirm the correct answers one by one. At the same time, students are asked to read the descriptions along with the instructor (the descriptions are also provided in the Student's Book (p. 2).	2. PPT on skimming and scanning 3. Student's Book 4. A list of international festivals 5. Group learning log

3. Read the script of each festival and identify its name and confirm the correct answer.

Activity 2: Linking words to the world (30 mins.)

4. Instructor explicitly teaches and models the two reading strategies: skimming for main ideas and scanning to identify facts and details using the descriptions of the festivals.

5. The whole class practices the strategies while the instructor observed and assisted.

PRI stage 2: Research (60 mins. plus extracurricular time)

Activity 3: Reading for comprehension (60 mins.)

1. The instructor reads a passage on festivals of various countries while students read along.

2. Students complete a multiple choice exercise to answer questions about main ideas and identity facts and details.

3. The class checks the answer by going through the passage and discussing vocabulary.

Activity 4: Being a cultural detective (Extracurricular time)

4. Students are divided into six groups. Each group chooses to research famous festivals from one country on the list (United Kingdom, United States of America, Australia, France, Italy, and Japan). Responsibilities, evaluation, assessment, and rubric are explained and discuss carefully.

5. The instructor assigns each group a reading research task to explore in detail about festivals of their own choice of country from the Internet or magazines outside of class. Each group member searches one festival and writes a few paragraphs about it and illustrates their work with a map and pictures. Grammar clinic session is provided in Student's Book (p. 6) to help them write a summary.
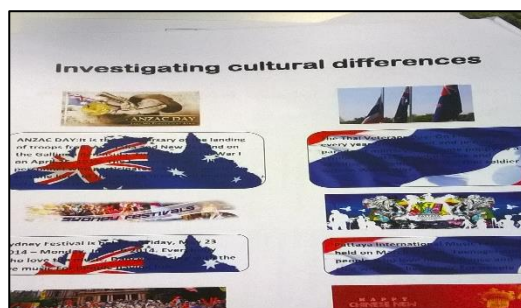
6. Students turn in their responsibilities and group learning log

Procedure	Materials
prior to participate in the conference. *A teacher-student conference session is arranged outside of class (1) to follow up their reading summary and provide a training session for evaluation and online searching. 	

Class session 2: 90 minutes

Procedure	Materials
PRI stage 3: Analyze (90 mins.)	1. Student's Book
Activity 5: Sharing with group (40 mins.) 7. Instructor contributes a checklist of Project-based reading process for students' self-assessment. 8. Students share their findings among the group. 9. Group members evaluate each other's work and choose three best works for further analysis. 10. Instructor takes turns to visit each group to advice and give feedback to their summary.	2. Individual reading summary rubric 3. Checklist of Project-based reading process 4. Group

	learning log
Activity 6: Investigating cultural differences (50 mins.) 11. Instructor draws a table on the board to teach and model students to compare differences and similarities between the festivals of their selected country and Thai festivals. 12. Groups work together to compare differences and similarities between their findings and Thai festivals, summarize the information and prepare their findings and analyses. 13. Instructor explains and shows samples of project product (a one page summary of festivals) and prepares students for presentation. 14. Students turn in their group learning log prior to participate in the conference. *A teacher-student conference session is arranged outside of class to facilitate students with their project product and presentation (2)	

Class session 3: 90 minutes

Procedure	Materials
PRI stage 4: Produce (60 mins.)	1. A computer and a projector for
Activity 7: Presenting to class 15. Groups take turns to present their oral reports with a one-page written summary in the form of a diagram or table. Each group is given five minutes to present their findings.	
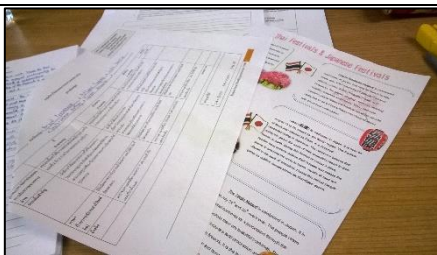
16. Questions and Answers session

17. Instructor evaluates groups' presentation

PRI stage 5: Reflect (30 mins.)	

Activity 8: Voicing out

18. After each group has presented its report, allow each group three to five minutes for to make comments, give feedback and to ask the group questions.

19. The instructor makes a conclusion of cultural differences and English reading strategies.

20. Students fill in the reflective worksheet to keep in their portfolio.

presentations

2. Group oral presentation rubric

3. Reflective Worksheet

4. Student's Book

Appendix I

Sample of Instructional Material
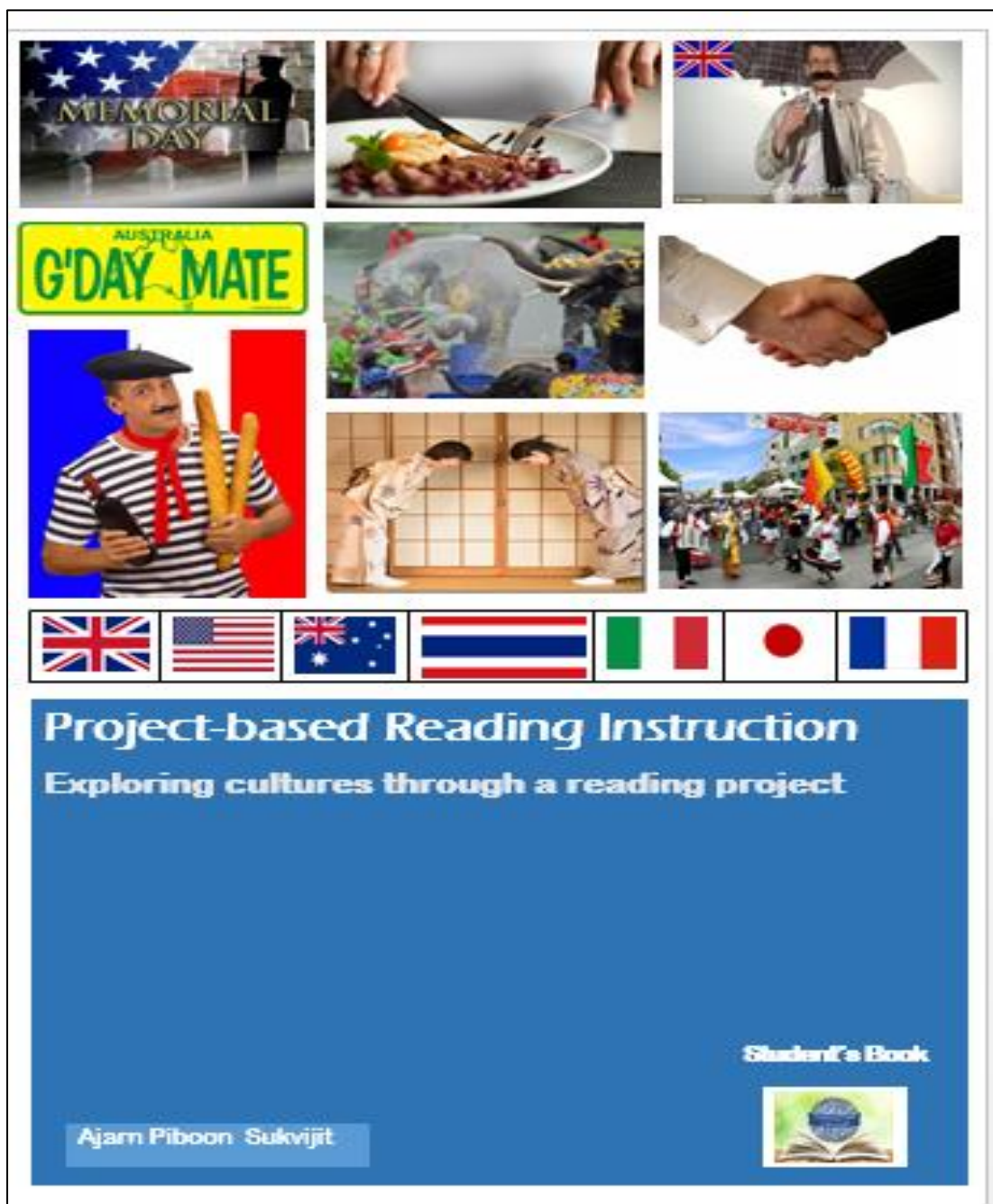
Project-based Reading Instruction

Exploring cultures through a reading project

Student's Book

Ajarn Piboon Sukvijit

Unit 1 Festivals and Celebrations

Lesson: Exploring Amazing Thai and International Festivals and Celebrations

Objectives:

After this lesson, students will be able to:

1. Skim various texts for gist and scan for detail inside and outside of class.
2. Identify cultural facts concerning famous Thai and international festivals.
3. Compare similarities and differences between Thai festivals and other festivals from various countries (England, United States of America, Australia, France, Italy, and Japan).
4. Work individually and with group to complete a summary report project of cultural differences, plan their project, and present their findings to the class.
5. Reflect on their reading strategies, factual cultural knowledge, and project work.
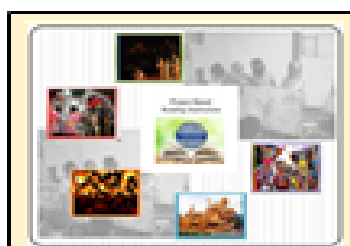
Unit Preview: Reading Comprehension

PRI Stage 1 : Prepare
- Activity 1: Exploring my culture—Play game "Guess the Thai festival?"
- Activity 2: Linking words to the world—Skim texts for gist and scan for detail.
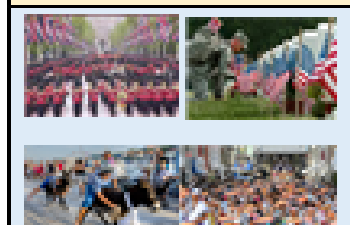
Unit Preview: International Festivals and Celebrations

PRI Stage 2 : Research
- Activity 3: Reading for comprehension—International festivals and celebrations.
- Activity 4: Being a cultural detective—Research international festivals and celebrations.
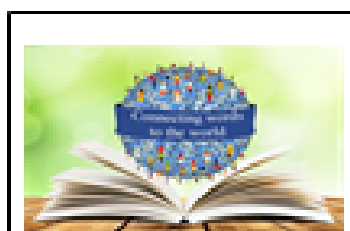
Research Reading Project

Unit Preview: Wall Poster Project
Task 1: Reading summary of International Festivals and Celebration
PRI Stage 3 : Analyze
- Activity 5: Sharing with the group—Share their work within the group
- Activity 6: Investigating cultural differences—Compare similarities and differences of festivals between Thai and international festivals

PRI Stage 4 : Produce
- Activity 7: Presenting to class—Learn and share with each other.

PRI Stage 5 : Reflect
- Activity 8: Voicing out—Self-reflection on reading strategies, festivals and celebrations, and group work.

❖ Activity 1: Exploring my culture

'Guess the Thai festival?'

1. Play in groups of four to five, each group is given a set of stripped papers of months and names of the 7 famous Thai festivals.
2. Each group chooses a number on the Power Point slide one at a time. Groups compete against each other to guess the name of the Thai festivals and the dates they are held. The group that shows the stripped papers of the most correct answers is the winner.

Famous Festivals in Thailand
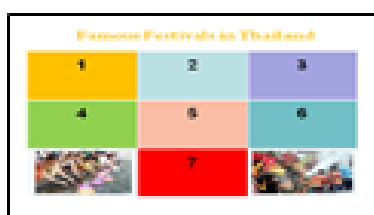
3. After finish playing the game, read the description of each festival below and identify its title shown above.

i. _____ This festival takes place where the Chinese community exists. Colourful lion and dragon dances are staged by the Chinese community in Nakhon Sawan City and in Bangkok. It is a very well-known celebration in Chinatown, Bangkok.

ii. _____ People celebrate this festival in the last Sunday of November when the monkeys are treated with a massive buffet of fruits, vegetables, soda and lollipops. Many of Lopburi's residents consider the monkeys to be descendants of Hanuman, so the buffet is held in the Hindu god's honor.

iii. _____ This festival is held when flowers and plants grow. It promotes the growing of flowers and decorative plants in Chiang Mai. The festival features a parade of colorful floats and beauty contests.

iv. _____ It is an annual celebration based on an ancient tale about Buddha's reincarnation. It is the day when people celebrate the return of the Buddha after being presumed dead by his followers during a long journey. The celebrations were as wild they woke the dead.

v. _____ The annual water buffalo festival is held around the 11th lunar month, normally in October. It is the time between the new moon and the full moon. It is a contested series of sprints across a field in front of the town's municipal offices in downtown Chonburi, where thousands of people come to see this event.

vi. _____ The festival is held in Kanchanaburi province where the construction of the Death Railway is located. The festival is to commemorate the terrible ordeal suffered by prisoners of war during the construction of the railway, which was to be used by the Japanese army as a supply route from Thailand to Burma in World War II.

vii. _____ People of Chinese origin in Phuket and Trang provinces make merit on these days. They abstain from food and oil from animals, hold processions of god statues along the streets, and observe traditional magical rites as a sacrifice to their gods. Many followers pierce their skin with metal objects. Vegetarian food is available in all areas of the country.

1. Answer the questions below:

➤ **Skimming for main ideas**

1. What is the main idea of the ANZAC Day festival (from line 8)
   a. It is the day to remember all soldiers in War World I.
   b. It is the day to commemorate the landing of Australian and New Zealand soldiers in Turkey.

2. What is the best title for the passage D?
   a. French Memorial Day   b. Germany's Surrender

3. What is the gist of Tenjin Matsuri?
   a. It started in the 10th century.
   b. It is held to honor the Tenmangu Shrine and Sugawa Michizane God.

➤ **Scanning to identify facts and details**

4. According to the passage, what is the purpose of the Donkey Race festival?
   a. To celebrate and praise St. Josef   b. To praise the donkey for hard work.

5. According to the article, when will Trooping the Colour be held this year?
   a. On Saturday, 14th June   b. On Friday, 25th April

6. What is the purpose of this passage?
   a. To persuade readers to visit those places around the world.
   b. To inform readers about famous festivals around the world.

2. **Vocabulary and Discussion**

Match the words from the list in the middle to the definitions on the right.

Festival	Word	Meaning
A. Trooping the Colour	1. official (c) 2. trooping ( )	a. being in memory b. the act of moving along in a formal and ceremonious manner
B. Memorial Day	3. federal ( ) 4. memorial ( ) 5. honor ( )	c. relating to an office or a post of authority d. aim, objective e. a standard or rule of personal conduct
C. ANZAC Day	6. anniversary ( ) 7. bravery ( )	f. admire, appreciate g. relating to a form of government or a country
D. The armistice of 11 November 1918	8. surrender ( ) 9. remembrance ( ) 10. military ( )	h. the act of moving along formally i. the act or fact of remembering j. sign, image
E. The Donkey Race	11. purpose ( ) 12. praise ( ) 13. symbol ( )	k. high respect l. to show courage m. the date on which an event occurred in some previous year
F. Tenjin Matsuri	14. procession ( ) 15. principle ( )	n. members of an armed force o. to give up or abandon

Appendix J

Learner Survey

Intercultural Contents
(เนื้อหาระหว่างวัฒนธรรม)

This survey aims at getting your information on the preference of various cultural contents for improving English reading ability and intercultural communicative competence through Project-based Reading Instruction. (แบบสำรวจนี้มีวัตถุประสงค์เพื่อเก็บข้อมูลเกี่ยวกับเนื้อหาที่หลากหลายทางวัฒนธรรม ที่นักศึกษาชอบสำหรับพัฒนาความสามารถการอ่านและการสื่อสารระหว่างวัฒนธรรมจากการสอนโดยใช้โครงงานการอ่าน)

Please check the box ☑ or fill in the provided space of cultural content you are most interested in learning. (กรุณาทำเครื่องหมายถูกในกล่อง ☑ หรือเติมข้อความทางวัฒนธรรมที่นักศึกษาสนใจศึกษา)

1. What three cultural topics would you consider the most interesting to learn? (หัวข้อทางวัฒนธรรม 3 หัวข้อใดที่นักศึกษาสนใจศึกษามากที่สุด)

    ☐ 1. Cultural heritage (e.g., history/religion/national heroes.) (มรดกทางวัฒนธรรม เช่น ประวัติศาสตร์ ศาสนา และ บุคคลสำคัญ)

    ☐ 2. Customs/holiday/festival (เทศกาลงานประเพณีและวัฒนธรรม)

    ☐ 3. Education (การศึกษา)

    ☐ 4. Entertainment (บันเทิง)

    ☐ 5. Food (อาหาร)

    ☐ 6. Intercultural Contacts (การติดต่อสื่อสารข้ามวัฒนธรรม)

    ☐ 7. Life style (family /youth) (ไลฟ์สไตล์ (ครอบครัว และ วัยรุ่น))

    ☐ 8. Social norms (การใช้ชีวิตทางสังคม)

    ☐ 9. Sports (กีฬา)

    ☐ 10. Verbal and non-verbal Communication (การติดต่อสื่อสารโดยใช้คำพูดและไม่ใช้คำพูด)

    ☐ 11. World issues (e.g., politics, nature, health, human rights, and power inequality) ประเด็นระดับโลก เช่น การเมือง ธรรมชาติ สุขภาพ สิทธิมนุษยชน และความไม่เสมอภาค

    ☐ Others (please specify) อื่นๆ (โปรดระบุ) _____

2. What countries are you most interested in learning or would like to visit?

Please check the box ☑ in three countries of each category. (ประเทศอะไรที่นักศึกษาสนใจเรียนรู้หรือไปเที่ยวมากที่สุด กรุณาทำเครื่องหมายถูก ☑ หน้าชื่อประเทศ 3 ประเทศในแต่ละกลุ่ม)

1. ประเทศที่ผู้พูดเป็นเจ้าของภาษาอังกฤษ Native English speaking Country	2. ประเทศที่ผู้พูดไม่ได้เป็นเจ้าของภาษาอังกฤษ Non-native English speaking country
Europe (ทวีปยุโรป) ☐ 1. United Kingdom (สหราชอาณาจักร เช่น อังกฤษ/ไอร์แลนด์เหนือ/สก็อตแลนด์/เวลส์) **North America (ทวีปอเมริกาเหนือ)** ☐ 2. Canada (แคนาดา) ☐ 3. United States of America (สหรัฐอเมริกา) ☐ 4. Countries in the Caribbean (Bahamas / Belize / Jamaica). ประเทศในทะเลแคริบเบียน (บาฮามาส/เบลีซ/จาไมก้า) **Africa (ทวีปแอฟริกา)** ☐ 5. South Africa (แอฟริกาใต้) **Australia (ทวีปออสเตรเลีย)** ☐ 6. Australia (ออสเตรเลีย) ☐ 7. New Zealand (นิวซีแลนด์) Others (Please specify) อื่นๆ โปรดระบุ_____	**Europe (ทวีปยุโรป)** **South America (ทวีปอเมริกาใต้)** ☐ 1. France (ฝรั่งเศส) ☐ 2. Germany (เยอรมนี) ☐ 3. Italy (อิตาลี) ☐ 4. Denmark (เดนมาร์ค) ☐ 5. Portugal (โปรตุเกส) ☐ 6. Brazil (บราซิล) ☐ 7. Argentina (อาร์เจนตินา) **South East Asia (ทวีปเอเชียตะวันออกเฉียงใต้)** ☐ 8. Philippines (ฟิลิปปินส์) ☐ 9. Malaysia (มาเลเซีย) ☐ 10. Singapore (สิงคโปร์) ☐ 11. Indonesia (อินโดนีเซีย) ☐ 12. Burma (พม่า) ☐ 13. Brunei (บรูไน) **Indochina (คาบสมุทรอินโดจีน)** ☐ 14. Cambodia (กัมพูชา) ☐ 15. Laos (ลาว) ☐ 16. Vietnam (เวียดนาม) **East Asia (ทวีปเอเชียตะวันออก)** ☐ 17. South Korea (เกาหลีใต้) ☐ 18. China (จีน) ☐ 19. Japan (ญี่ปุ่น) Others (Please specify) อื่นๆ โปรดระบุ_____

Appendix K

Findings of Learner Survey

Part I: Cultural topics students considered most interesting to learn

Rank	Cultural Topic	Frequency	Percent
1	Customs/holidays/festivals	65	47.45
2	Intercultural contacts	54	39.42
3	Social norms	52	37.96
4	Life styles	49	35.77
5	Food	43	31.39
6	Education	40	29.20
7	Entertainment	39	28.47
8	Cultural heritage	34	24.82
9	Verbal and non-verbal communication	25	18.25
10	Sports	7	5.11
11	Global issues	5	3.65
Percentage Mean			**27.41**
S.D.			**13.78**

Part II: A. Cultures by country students most interested in learning or visiting

Rank	Native-English Speaking Country		
	Cultures by country	Frequency	Percent
1	United Kingdom	106	77.37
2	United States of America	93	67.88
3	Australia	85	62.04
4	New Zealand	75	54.74
5	Canada	28	20.44
6	Countries in the Caribbean	9	6.57
6	South Africa	9	6.57
Percentage Mean			**42.23**
S.D.			**30.17**

Part II: B. Cultures by country students most interested in learning or visiting

Rank	Non-native English Speaking Country		
	Cultures by country	Frequency	Percent
1	France	91	66.42
2	Italy	68	49.64
3	Japan	49	35.77
4	South Korea	42	30.66
5	Singapore	39	28.5
6	Germany	27	19.71
7	China	17	12.41
8	Brazil	13	9.49
9	Denmark	10	7.30
10	Portugal	9	6.57
10	Philippines	9	6.57
11	Vietnam	7	5.11
12	Laos	5	3.65
13	Argentina	4	2.92
13	Malaysia	4	2.92
14	Indonesia	3	2.19
14	Burma	3	2.19
14	Brunei	3	2.19
14	Cambodia	3	2.19
Percentage Mean			**15.60**
S.D.			**18.46**

Remark: Others suggested cultures by country which were not on the list included Netherland (1), Spain (2), Egypt (2), Russia (1), and Venezuela (1)

Appendix L

Experts' Validation of English Reading Ability Test

No.	Items	Mean	Results
	Is the format of the test easy to follow?	1	Accepted
	Is the test suitable for the students?	1	Accepted
	Are the reading passages appropriate?	1	Accepted
	Are the questions and their choices appropriate?	1	Accepted
	Does the test indicate students' English reading ability?	1	Accepted
1	What is the best title for the passage?	1	Accepted
2	What is the main idea of the third paragraph (from line 5)?	0.8	Accepted
3	According to the passage, what activity is NOT mentioned during the festival?	0.8	Accepted
4	Which sentence about the story of the water fights is NOT true?	0.6	Accepted
5	Based on the passage, what does "blessed" in line 11 mean?	0.6	Accepted
6	In lines 20-21, *"his first Songkran was unlike anything he had ever experienced. "It's confusing but beautiful in its own way because of how much fun everyone's having,"* These sentences mean that Mike_____	0.8	Accepted
7	According to the passage, what is the similarity between traditional and modern Songkran festivals?	1	Accepted
8	According to paragraph 3 (from lines 8-9), what is the difference between Hindu and Buddhist water fights?	1	Accepted
9	According to the passage, which statement is correct?	0.8	Accepted
10	What can be concluded about the passage?	1	Accepted
11	What is the best title for the passage?	0.8	Accepted
12	According to the article, the boy band becomes very popular among young girls because they_____.	0.6	Accepted
13	According to the article, when did One Direction first	1	Accepted

No.	Items	Mean	Results
	become popular?		
14	What details of the text support the idea that the boy band is very popular?	0.4	Revised
15	In line7, what can the word *heat* be changed to?	0.6	Accepted
16	In lines 9, what does the word *it* refer to?	1	Accepted
17	What is the difference between before and after the boy band appeared on the TV program?	0.6	Accepted
18	According to the passage, how were the fans alike?	1	Accepted
19	Based on the detail in the article, which of these appearances MOST LIKELY makes the fans like the boys so much?	0.8	Accepted
20	According to the passage, what could be concluded about the fans of One Direction?	1	Accepted
21	What is the best title for the passage?	1	Accepted
22	What is the main idea of the first article?	0.6	Accepted
23	According to the article, where did Line originate in?	1	Accepted
24	Japanese people use Line for many purposes, which of the following is NOT included?	1	Accepted
25	What does the word "bow" in line 1 mean?	0.6	Accepted
26	In line 6, what does the word "*It*" refer to?	1	Accepted
27	What is the difference between Japanese and American cellphone communication?	0.6	Accepted
28	Based on the article, what is the similarity between "Kawaii" and "Emoji"?	0.6	Accepted
29	Based on the article, what can be said about Japanese people?	1	Accepted
30	Based on the article, what can be summarized about it?	1	Accepted

0.50-1.00 = Accepted; 0-0.49= Revised

Appendix M

Experts' Validation of Intercultural Knowledge-based Test

No.	Items	Mean	Results
	Is the format of the test easy to follow?	1.00	Accepted
	Is the test suitable for the students?	0.80	Accepted
	Are the questions and their choices appropriate?	0.80	Accepted
	Does the test indicate students' intercultural knowledge?	1.00	Accepted
	Is the language usage appropriate, clear and easy to understand?	0.80	Accepted
1	ประเพณีใด เป็นประเพณีไทยภาคกลาง (Which of the following festivals is a traditional festival from central Thailand?)	0.80	Accepted
2	ประเพณีผีตาโขนจัดขึ้นในจังหวัดใด (In which province is Phi Ta Khon held?)	0.60	Accepted
3	ข้อใดไม่เป็นแบบแผนพฤติกรรมทางสังคมไทย Which of the following statements is NOT a Thai social behavioral pattern?	1.00	Accepted
4	มะลิได้รับของขวัญเป็นกรอบรูปจากเพื่อนใหม่ชาวอเมริกัน นักศึกษาคิดว่ามะลิจะทำอย่างไรกับของขวัญนั้น (Mali received a gift from a new foreign friend. What do you think Mali will do with that gift?)	1.00	Accepted
5	ข้อใดคือทัศนคติทางสังคมที่ชาวต่างชาติมีต่อชาวไทย (Which of the following stereotypes do foreigners have of Thai people?)	1.00	Accepted
6	ข้อใดคือประโยคที่คนไทยใช้ทักทายกันทั่วไป แต่ชาวต่างชาติรู้สึกตกใจเมื่อได้ยิน (What common Thai greeting usually surprises by foreigners?)	1.00	Accepted
7	การตรวจพลสวนสนาม เป็นธรรมเนียมที่จัดขึ้นในประเทศอังกฤษ เนื่องในโอกาสใด (On what occasion is Trooping the Color traditionally held in England?)	0.40	Revised

No.	Items	Mean	Results
8	เทศกาลสารภาพบาป เป็นวันที่ชาวคริสเตียนในสหราชอาณาจักร สารภาพบาปก่อนเข้า เทศกาลช่วงถือศีล หนึ่งวัน ในวันนี้คนเกือบ ทั่วประเทศทำการเฉลิมฉลองโดยการทำอาหารชนิดใดเพื่อ รับประทาน (Shrove Tuesday is the day when Christians in the United Kingdom make confession before entering the first day of Lent. What food do people make and eat to celebrate the day?)	0.60	Accepted
9	ข้อใดเป็นแบบแผนพฤติกรรมทางสังคมในการทักทายของชาว อังกฤษ (Which of the following statements is a common greeting used by English people?)	0.80	Accepted
10	ข้อใดคือทัศนคติของสังคมที่ชาวต่างชาติมีต่อชาวอังกฤษ (What stereotypes do foreigners have of English people?)	1.00	Accepted
11	วันชาติสหรัฐอเมริกา ตรงกับวันที่เท่าใด (When is Independence Day in the USA?)	0.40	Revised
12	คนอเมริกันทักทายคนทั่วไปด้วยวิธีใด (What is a common greeting in the USA?)	0.80	Accepted
13	ข้อใดเป็นรูปแบบการสื่อสารของชาวอเมริกัน (Which of the following statements is a communication style used by people from the USA?)	0.80	Accepted
14	ข้อใดคือทัศนคติทางสังคมที่ชาวต่างชาติมีต่อชาวอเมริกัน (What stereotype do foreigners have of American people?)	0.60	Accepted
15	วันแอนแซค จัดขึ้นในเดือนเมษายนของทุกปีที่ประเทศ ออสเตรเลีย เนื่องในโอกาสสำคัญอะไร (On what important occasion is ANZAC Day celebrated in Australia?)	0.80	Accepted
16	คำพูดทักทายใด ที่ใช้กันจนเป็นเอกลักษณ์ของคนออสเตรเลีย (What is a unique greeting used by Australians?)	1.00	Accepted
17	ข้อใดไม่ควรกระทำอย่างยิ่งเมื่อได้รับเชิญให้รับประทานอาหาร โดยชาวออสเตรเลีย (Which of the following should NOT be conducted when	0.80	Accepted

No.	Items	Mean	Results
	being invited to a meal by Australians?)		
18	ข้อใดเป็นรูปแบบการสื่อสารของชาวออสเตรเลีย (Which of the following is a communication style of Australians?)	0.80	Accepted
19	วันสงบศึก เป็นวันเฉลิมฉลองการสงบศึกของสงครามโลกครั้งที่ 1 ซึ่งตรงกับวันที่เท่าใด (Armistice Day is a celebration of the armistice of World War I, which falls on what date?)	0.40	Revised
20	ข้อใดคือสัญลักษณ์สำคัญของงานเฉลิมฉลองวันชาติฝรั่งเศส (Bastille Day) (What is the significant symbol used in celebration for Bastille Day (or French National Day)?)	0.80	Accepted
21	ข้อใดไม่ใช่แบบแผนพฤติกรรมทางสังคมของชาวฝรั่งเศส (What is NOT a French social behavioral pattern?)	0.80	Accepted
22	เมื่อต้องพบปะกับชาวฝรั่งเศส การกระทำใดที่ควรหลีกเลี่ยงมาก ที่สุดเพื่อให้การติดต่อสื่อสารเป็นไปได้ด้วยดี (When meeting with the French, what behavior should be avoided so that communication will go well?)	0.80	Accepted
23	เทศกาลประเพณีปาส้ม เป็นเทศกาลประจำปีของชาวอิตาเลียน ที่ จัดขึ้นในเมืองอีฟเรีย แคว้นพีดมอนต์ ทางตอนเหนือของอิตาลี เริ่มแรกประเพณีนี้ไม่ได้ใช้ส้มปากันแต่ใช้อะไรจากตัวเลือกต่อไปนี้ (The Battle of the Oranges is an annual Italian festival held in Eve Maria, in Northern Italy. In the past, oranges were not used. What object was used instead?)	0.60	Accepted
24	ข้อใดไม่ถือเป็นแบบแผนพฤติกรรมทางสังคมของชาวอิตาเลียน (Which of the following is NOT considered an Italian social behavioral pattern?)	1.00	Accepted
25	ข้อใดเป็นรูปแบบการสื่อสารของชาวอิตาเลียน (What is the communication style of Italians?)	0.80	Accepted
26	ข้อใดคือทัศนคติทางสังคมที่ชาวต่างชาติมีต่อชาวอิตาเลียน (Which of the following stereotypes do foreigners have of Italians?)	0.80	Accepted

No.	Items	Mean	Results
27	เทศกาลเทนจิน มัทซุริ เป็นหนึ่งในสามเทศกาลที่เยี่ยมยอดที่สุด ของญี่ปุ่น ซึ่งเป็นงานแห่เทพเจ้าทางบกและทางน้ำของศาลเจ้า เทนมันงุ เทศกาลนี้จัดขึ้นที่เมืองใด (Tenjin Festival is one of the three great festivals of Japan. The parade is held to respect the land and river gods. In what city is this festival held?)	0.40	Revised
28	ข้อใด<u>ไม่ใช่</u>แบบแผนพฤติกรรมทางสังคมของชาวญี่ปุ่น (Which of the following is NOT a Japanese social behavioral pattern?)	1.00	Accepted
29	ข้อใด<u>ไม่ใช่</u>ภาษาท่าทาง (Body language) ที่แสดงออกกันใน สังคมของชาวญี่ปุ่น (Which of the following body language is NOT used in Japanese society?)	1.00	Accepted
30	ข้อใด<u>ไม่ใช่</u>ทัศนคติทางสังคมที่ชาวต่างชาติมีต่อชาวญี่ปุ่น (Which of the following statements is NOT a stereotype that foreigners have of the Japanese?)	1.00	Accepted

0.50-1.00 = Accepted; 0-0.49= Revised

Appendix N

Experts' Validation of Intercultural Attitudes and Skills Inventory

No.	Items	Mean	Results
	Is the format of the inventory easy to follow?	1.00	Accepted
	Is the inventory suitable for the students?	1.00	Accepted
	Is the scale used for the inventory appropriate?	1.00	Accepted
	Does the inventory indicate students' intercultural skills and attitudes?	1.00	Accepted
	Is the language usage appropriate, clear, and easy to understand?	0.60	Accepted

ทัศนคติ (Attitudes)

No.	Items	Mean	Results
1.1	ฉันสนใจเรียนรู้วัฒนธรรมของชาวต่างชาติ ทั้งที่เป็นเจ้าของภาษาอังกฤษ และไม่เป็นเจ้าของภาษาอังกฤษ (I am interested in learning about foreign cultures of both native and non-native English speakers.)	1.00	Accepted
1.2	ฉันสนใจสนใจค้นหาข้อมูลเกี่ยวกับการใช้ชีวิตประจำวัน เทศกาลสำคัญ แบบแผนปฏิบัติทางสังคม และค่านิยม ของชาวต่างชาติทั้งที่เป็นเจ้าของภาษาอังกฤษและไม่เป็นเจ้าของภาษาอังกฤษที่ไม่ได้มาจากสื่อโทรทัศน์ วิทยุ หรือการบอกเล่าอย่างเดียว แต่มาจากการอ่านหรือสนทนากับเจ้าของวัฒนธรรมนั้นโดยตรง (I am interested in searching for information about important festivals and celebrations, social norms, and intercultural contacts of both native and non-native English speakers by reading about or communicating with them, not from media or hearing from others.)	0.40	Revised
1.3	ฉันไม่คิดเหมารวมเอาเองว่าคนต่างชาติต่างวัฒนธรรมมีประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมที่เหมือนกัน โดยยึดจากบรรทัดฐานทางวัฒนธรรมของฉันเอง หรือคำบอกเล่าและทัศนคติของคนอื่น (เช่น ผู้ชายอิตาลีทุกคนโรแมนติก หรือ คนอเมริกันอ้วน) แต่จะหาอ่านข้อมูลและการสอบถามจากเจ้าของวัฒนธรรมนั้นแทน (I do not assume that people from different cultures have the same cultural practices based on my own culture. For example, all Italian men are romantic or Americans are fat. Instead, I find more information by reading texts and asking them questions directly.)	0.80	Accepted

No.	Items	Mean	Results
1.4	ฉันสนใจวิเคราะห์ข้อมูลทางวัฒนธรรม เช่น ประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรม โดยหาอ่านสืบค้นข้อมูลหรือสนทนากับคนชาตินั้น (I am interested in analyzing the cultural practice of festivals, social norms, and intercultural contacts by searching for information from written tests and communicating in English with the target speakers of a particular culture.)	0.80	Accepted
1.5	ฉันรู้สึกว่าตนเองจำเป็นจะต้องวิเคราะห์ข้อมูลทางประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรม โดยการเปรียบเทียบลักษณะที่คล้ายคลึงและแตกต่างทางวัฒนธรรมของฉันกับวัฒนธรรมของชาวต่างชาติเพื่อให้เข้าใจวัฒนธรรมอื่นมากยิ่งขึ้น (I feel that I need to analyze information about festivals and celebrations, social norms, and intercultural contacts of people from other countries by comparing their similarities and differences with my own culture to understand them better.)	0.60	Accepted
2.1	ฉันมีความเต็มใจยอมรับกับความหลากหลายทางวัฒนธรรมของชาวต่างชาติที่ใช้ภาษาอังกฤษในการสื่อสาร (I am willing to accept the cultural diversity of foreigners who use English as a means of communication.)	1.00	Accepted
2.2	ฉันมีความเต็มใจในการหาโอกาสที่จะอ่านบทความ นิตยสาร และสื่อต่าง ๆ เกี่ยวกับชาวต่างชาติ หรือติดต่อสื่อสารกับคนเหล่านั้นโดยไม่เลือกเชื้อชาติ ภาษาและวัฒนธรรม (I am willing to find an opportunity to read texts and study about or communicate in English with foreigners regardless of their nationality, language, and culture.)	0.60	Accepted
2.3	ฉันมีความเต็มใจที่จะปรับความรู้สึกและพฤติกรรมของตนเองเพื่อการสื่อสารที่เหมาะสมและมีประสิทธิภาพ เมื่อได้อ่านบทความหรือติดต่อสื่อสารกับชาวต่างชาติที่ใช้ภาษาอังกฤษในการสื่อสาร (I am willing to adjust my own feelings and behaviors for appropriate communication when reading or communicating with foreigners appropriately and effectively.)	1.00	Accepted
2.4	ฉันมีความเต็มใจในการเรียนรู้เพิ่มเติมเกี่ยวกับวัฒนธรรมอื่นๆ ในหลากหลายแง่มุมเพื่อให้เข้าใจและสื่อสารกับชาวต่างชาติที่ใช้ภาษาอังกฤษในการสื่อสาร (I am willing to learn more about other cultures based on different	1.00	Accepted

No.	Items	Mean	Results
	aspects, in order to understand and communicate with foreigners who use English as a means of communication.)		
2.5	ฉันมีความยินดีที่จะถามเกี่ยวกับค่านิยม วัฒนธรรม ข้อปฏิบัติที่ได้อ่านจากสื่อต่างๆ กับเจ้าของวัฒนธรรมนั้นเพื่อให้เข้าใจถูกต้องและติดต่อสื่อสารได้อย่างเหมาะสม (I am willing to learn more about values, cultures, and practices which are obtained from reading different texts in order to better understand others and communicate in English correctly and appropriately.)	0.80	Accepted
ทักษะ (Skills)			
1.1	ฉันสามารถค้นหาข้อมูลเฉพาะ เช่น ประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมของคนต่างชาติต่างวัฒนธรรม จากการอ่านเอกสารหรือสอบถามข้อมูลจากคนในชาตินั้น (I am able to search for information in relation to festivals and celebrations, social norms, and intercultural contacts of foreigners from reading documents or asking them questions.)	0.80	Accepted
1.2	ฉันความสามารถอ่านทำความเข้าใจหรือถามคำถามจากเจ้าของวัฒนธรรม เพื่อให้เข้าใจถึงวิถีชีวิตของคนชาตินั้นและสื่อสารได้อย่างเหมาะสมและมีประสิทธิภาพ (I am able to read, understand, or ask foreigners questions to understand their culture appropriately and effectively.)	1.00	Accepted
1.3	ฉันสามารถระบุข้อมูลเฉพาะทางวัฒนธรรม เช่น ประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมได้อย่างถูกต้อง รวมถึงเข้าใจความหมายที่แท้จริงโดยการอ่านเอกสารต่างๆ หรือสอบถามข้อมูลจากคนชาตินั้น (I am able to identify specific festivals and celebrations, social norms, and intercultural contacts and understand meanings of words correctly from reading documents and asking foreigners' questions.)	0.80	Accepted
1.4	เมื่ออ่านเอกสารหรือสื่อสารกับชาวต่างชาติ ฉันสามารถวิเคราะห์ข้อมูลหรือสิ่งที่เกิดขึ้นในวัฒนธรรมอื่นที่แตกต่างไปจากวัฒนธรรมของฉัน โดยการเปรียบเทียบความเหมือนและแตกต่างระหว่างสองวัฒนธรรมได้ (When reading a document or communicating in English with foreigners, who are from a different culture, I am able to analyze written texts by comparing similarities and differences between	1.00	Accepted

No.	Items	Mean	Results
	their culture and mine.)		
1.5	ฉันสามารถตรวจสอบลักษณะทั่วไปเกี่ยวกับประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมของคนต่างชาติจากการอ่านและถามคำถามเพื่อให้ได้ข้อมูลที่ถูกต้อง (I am able to investigate common cultural information related to festivals and celebrations, social norms, and intercultural contacts by reading and asking questions to receive correct information.)	0.80	Accepted
2.1	ระหว่างที่สื่อสารกับชาวต่างชาติต่างวัฒนธรรมที่แตกต่างจากฉัน ฉันเข้าใจชาวต่างชาติที่มีวัฒนธรรมที่แตกต่างจากฉันได้อย่างถูกต้องโดยไม่ใช้ทัศนคติแง่ลบตามที่ได้ยินมา(เช่น คนจีนเป็น คนงก หรือคนเกาหลีหยาบคาย) (While communicating with foreigners who are from a different culture, I understand their culture correctly without using negative attitudes towards them. For example Chinese people are stingy or Korean people are rude.)	0.80	Accepted
2.2	ระหว่างที่สื่อสารกับชาวต่างชาติต่างวัฒนธรรม ฉันใช้ภาษาพูดและท่าทางที่เหมาะสมเพื่อทำให้การสนทนามีประสิทธิภาพ (While communicating with foreigners who are from a different culture, I am able to use verbal and non-verbal language appropriately for effective communication.)	0.60	Accepted
2.3	ระหว่างที่สื่อสารกับคนชาติอื่น ฉันวิเคราะห์ข้อมูลเฉพาะทางประเพณี แบบแผนการปฏิบัติทางสังคม และการติดต่อสื่อสารข้ามวัฒนธรรมในวัฒนธรรมต่างชาติที่แตกต่างจากนักศึกษาโดยการมองวิเคราะห์จากหลายแง่มุม (While communicating with foreigners who are from a different culture, I am able to analyze cultural information related to festivals and celebrations, social norms, and intercultural contacts from different perspectives.)	0.80	Accepted
2.4	ระหว่างที่สื่อสารกับคนชาติอื่น ฉันตรวจสอบความถูกต้องของความรู้ทักษะและทัศนคติทางวัฒนธรรมโดยการอ่านและศึกษาจากเอกสารหรือสอบถามชาวต่างชาติจากวัฒนธรรมนั้น (While communicating with foreigners who are from a different culture, I am able to investigate specific knowledge, intercultural attitudes and skills by reading documents or asking them questions.)	1.00	Accepted
2.5	ระหว่างที่สื่อสารกับคนชาติอื่น ฉันติดต่อสื่อสารกับชาวต่างชาติ ทั้งจากการ	0.80	Accepted

No.	Items	Mean	Results
	เขียนบรรยาย การพูดสื่อสารกับชาวต่างชาติเป็นภาษาอังกฤษ และท่าทาง ที่แสดงออกในสถานการณ์จริงได้อย่างเหมาะสมและมีประสิทธิภาพ (While communicating with foreigners who are from a different culture, I am able to communicate with them by means of reading, speaking, and using body language appropriately and effectively in real situations.)		

0.50-1.00 = Accepted; 0-0.49= Revised

Appendix O

Experts' Validation of Project-based Reading Portfolio Rubric

No.	Items	Mean	Results
	Is the format of the portfolio rubric easy to follow?	0.80	Accepted
	Is the portfolio rubric suitable for the students?	0.40	Revised
	Is the scale used for the portfolio rubric appropriate?	1.00	Accepted
	Does the portfolio rubric indicate students' English reading ability and intercultural communicative competence?	0.60	Accepted
1	Is the criterion for completeness appropriate for the students?	1.00	Accepted
2	Is the criterion for format appropriate for the students?	0.40	Revised
3	Is the criterion for knowledge of contents appropriate for the students?	0.20	Revised
4	Is the criterion for social skills appropriate for the students?	0.20	Revised
5	Is the criterion for reflections on Project-based Reading Instruction appropriate for the students?	0.40	Revised

0.50-1.00 = Accepted; 0-0.49= Revised

Appendix P

Experts' Validation of Project-based Reading Instruction Questionnaire

No.	Items	Mean	Results
	Is the format of the questionnaire easy to follow?	0.80	Accepted
	Is the questionnaire suitable for the students?	0.60	Accepted
	Is the scale used for the questionnaire appropriate?	1.00	Accepted
	Does the questionnaire display students' opinions of Project-based Reading Instruction?	0.60	Accepted
1.1.1	นักศึกษาเข้าใจเนื้อหาที่อ่านอย่างเหมาะสมและมีประสิทธิภาพโดยการใช้วิธีการสอนแบบโครงงานการอ่าน (I comprehended texts more effectively by using the Project-based Reading Instruction approach.)	0.40	Revised
1.1.2	นักศึกษาได้เรียนรู้ ฝึกและอภิปรายกลยุทธ์การอ่านโดยการอ่านแบบคร่าว ๆ (scanning) การอ่านเพื่อจับใจความสำคัญ (skimming) การเดาคำศัพท์ (guessing vocabulary) การเปรียบเทียบ (making comparison) และการสรุปความ (drawing conclusion) เพื่อความเข้าใจ (I learned, practiced and discussed reading comprehension strategies (scanning, skimming, analyzing words, making comparison, and drawing conclusions.)	0.60	Accepted
1.1.3	นักศึกษาเรียนรู้ความหมายของคำศัพท์โดยพิจารณาจากการเดาคำและโครงสร้างคำ (I learned the meaning of words based on context clues and word structure.)	1.00	Accepted
1.1.4	นักศึกษามีแรงจูงใจในการอ่านทั้งในห้องเรียนและนอกห้องเรียนมากขึ้น (I was motivated to read more both inside and outside of class.)	0.40	Revised
1.2.1	นักศึกษามีความรู้เพิ่มขึ้นเกี่ยวกับวัฒนธรรมของชาวต่างชาติที่ใช้ภาษาอังกฤษในการติดต่อสื่อสาร (I gained more knowledge about the culture of the target speakers who used English for communication.)	0.60	Accepted

No.	Items	Mean	Results
1.2.2	นักศึกษามีทัศนะคติที่ดีในด้านการอยากรู้และเปิดรับวัฒนธรรมที่แตกต่างหลังจากอ่านและวิเคราะห์เปรียบเทียบวัฒนธรรมนั้นกับวัฒนธรรมไทย (I had positive attitudes of openness and curiosity toward cultural diversity after reading texts of the target culture and comparing it with Thai culture.)	0.40	Revised
1.2.3	นักศึกษามีทักษะด้านการค้นพบและการสื่อสารระหว่างกัน กับชาวต่างชาติที่ใช้ภาษาอังกฤษในการติดต่อสื่อสารได้อย่างเหมาะสมและมีประสิทธิภาพ (I gained the skills of discovering and interacting with people from different countries to communicate appropriately and effectively.)	0.40	Revised
1.3.1	การเรียนการสอนโดยใช้โครงงานการอ่านช่วยให้นักศึกษามีการเรียนรู้ร่วมกัน (The instruction engaged me in collaborative learning.)	0.60	Accepted
1.3.2	การเรียนการสอนโดยใช้โครงงานการอ่านช่วยให้นักศึกษาเรียนรู้ได้ดีขึ้นจากเพื่อนในกลุ่ม (The instruction provided scaffolding to enhance my own learning.)	0.80	Accepted
2.1.1	กิจกรรมในบทที่ 1: ประเพณี มีความเหมาะสม The activities in Unit 1: Festivals and Celebrations are appropriate.	1.00	Accepted
2.2.2	กิจกรรมในบทที่ 2: แบบแผนการปฏิบัติทางสังคม มีความเหมาะสม The activities in Unit 2: Social Norms are appropriate.	1.00	Accepted
2.1.3	กิจกรรมในบทที่ 3: การติดต่อสื่อสารข้ามวัฒนธรรม มีความเหมาะสม The activities in Unit 3: Intercultural Contacts are appropriate.	0.80	Accepted
2.2	กิจกรรมในห้องเรียนและงานโปรเจ็คช่วยเพิ่มความสามารถการอ่านภาษาอังกฤษและการติดต่อสื่อสารระหว่างวัฒนธรรมให้ดียิ่งขึ้น	0.60	Accepted

No.	Items	Mean	Results
	(The class activities and project works enhanced my English reading ability and intercultural communicative competence.)		
2.3	เวลาในแต่ละคาบเรียนมีความเหมาะสม (The time allowance in each period was appropriate.)	1.00	Accepted
3.1	สื่อการสอนช่วยเพิ่มความสามารถการอ่านภาษาอังกฤษและการติดต่อสื่อสารระหว่างวัฒนธรรม (Instructional materials enhanced my English reading ability and intercultural communicative competence.)	0.60	Accepted
3.2	สื่อการเรียนการสอน เนื้อหาบทความที่อ่าน มีความน่าสนใจเพียงพอและไม่ยากจนเกินไป (The instructional materials were attractive and adequate.)	0.60	Accepted
3.3	คำอธิบายและแบบฝึกหัดมีความชัดเจนและเข้าใจได้ง่าย (The instruction and explanation were clear and understandable.)	0.40	Revised
4.1	การวัดผลและประเมินผลในห้องเรียนเป็นไปอย่างต่อเนื่องและหลากหลาย เช่น การทำแฟ้มโครงงาน รายงานการอ่าน ทำแบบฝึกหัด และการถามตอบในห้องเรียน (Assessment and evaluation in the classroom were continuous and varied, e.g., portfolio, reading reports, exercises, and discussion.)	0.40	Revised
4.2	เกณฑ์การประเมินผลการเรียนเข้าใจง่าย และวัดความรู้ของผู้เรียนตามวัตถุประสงค์รายวิชา (Criteria of the assessment were easy to follow and measured students' learning outcomes based on the course objectives.)	0.60	Accepted
	Did the open-ended part encourage students to express more opinions?	1.00	Accepted

0.50-1.00 = Accepted; 0-0.49= Revised

Appendix Q

Revised Version of Project-based Reading Instruction Questionnaire

No.	Original Items	Revised/Adjusted Items
1.1.1	นักศึกษาเข้าใจเนื้อหาที่อ่านอย่างเหมาะสมและมีประสิทธิภาพโดยการใช้วิธีการสอนแบบโครงงานการอ่าน (I comprehended texts more appropriately and effectively by using the Project-based Reading Instruction approach.)	นักศึกษาเข้าใจเนื้อหาที่อ่านได้อย่างถูกต้องมากขึ้นจากการใช้วิธีการสอนแบบโครงงานการอ่าน (I comprehended texts more effectively by using the Project-based Reading Instruction approach.)
1.1.2	นักศึกษาได้เรียนรู้ ฝึกและอภิปรายกลยุทธ์การอ่านโดยการอ่านแบบคร่าวๆ (scanning) การอ่านเพื่อจับใจความสำคัญ (skimming) การเดาคำศัพท์ (guessing vocabulary) การเปรียบเทียบ (making comparison) และการสรุปความ (drawing conclusion) เพื่อความเข้าใจ (I learned, practiced and discussed reading comprehension strategies, namely scanning, skimming, analyzing words, making comparison, and drawing conclusions.)	Ideas were separated 1.1.2 นักศึกษาสามารถใช้กลยุทธ์การอ่านแบบคร่าวๆ (Scanning) เพื่อความเข้าใจเนื้อหาภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น (I was able to comprehend English texts more accurately by scanning for details.) 1.1.3 นักศึกษาสามารถใช้กลยุทธ์การอ่านโดยจับใจความสำคัญ (Skimming) เพื่อความเข้าใจเนื้อหาภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น (I was able to comprehend English texts more accurately by skimming for main ideas.) 1.1.4 นักศึกษาสามารถใช้กลยุทธ์การเดาคำศัพท์ (Guessing vocabulary) เพื่อความเข้าใจเนื้อหาภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น (I was able to comprehend English texts more accurately by guessing meanings of unfamiliar words.) 1.1.5 นักศึกษาสามารถใช้กลยุทธ์การ

No.	Original Items	Revised/Adjusted Items
		เปรียบเทียบ (Making comparison) เพื่อความเข้าใจภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น (I was able to comprehend English texts more accurately by making comparisons.) 1.1.6 นักศึกษาสามารถใช้กลยุทธ์การสรุปความ (Drawing conclusion) เพื่อความเข้าใจภาษาอังกฤษที่อ่านได้ถูกต้องมากขึ้น (I was able to comprehend English texts more accurately by drawing conclusions.)
1.1.4	นักศึกษามีแรงจูงใจในการอ่านทั้งในห้องเรียนและนอกห้องเรียนมากขึ้น (I was motivated to read more both inside and outside of class.)	Ideas were separated 1.1.7 นักศึกษามีแรงจูงใจในการอ่านในห้องเรียนมากขึ้น (I was more motivated to read inside the classroom.) 1.1.8 นักศึกษามีแรงจูงใจในการอ่านนอกห้องเรียนมากขึ้น (I was more motivated to read outside the classroom.)
1.2.2	นักศึกษามีทัศนะคติที่ดีในด้านการอยากรู้และเปิดรับวัฒนธรรมที่แตกต่างหลังจากอ่านและวิเคราะห์เปรียบเทียบวัฒนธรรมนั้นกับวัฒนธรรมไทย (I had positive attitudes of openness and curiosity toward cultural diversity after reading texts of the target culture and comparing it with Thai culture.)	Ideas were separated 1.2.2 นักศึกษามีความอยากรู้เพิ่มขึ้นเกี่ยวกับวัฒนธรรมชาวต่างชาติที่แตกต่างจากวัฒนธรรมไทย (I was more curious to know about foreign cultures that were different from Thai culture.) 1.2.3 นักศึกษาเปิดรับกับความหลากหลายทางวัฒนธรรมของชาวต่างชาติที่แตกต่างจากวัฒนธรรมไทยเพิ่มขึ้น (I was more open to cultural

No.	Original Items	Revised/Adjusted Items
		differences between foreign cultures and Thai culture.)
1.2.3	นักศึกษามีทักษะด้านการค้นพบและการสื่อสารระหว่างกัน กับชาวต่างชาติที่ใช้ภาษาอังกฤษในการติดต่อสื่อสารได้อย่างเหมาะสมและมีประสิทธิภาพ (I gained the skills of discovering and interacting with people from different countries to communicate appropriately and effectively.)	Ideas were separated 1.2.4 นักศึกษาค้นหาข้อมูลทางวัฒนธรรมของชาวต่างชาติแล้วนำมาเปรียบเทียบความเหมือนและแตกต่างกับวัฒนธรรมไทยเพื่อให้เข้าใจมากขึ้น (I searched for information about foreign cultures and compared it to Thai culture for better understanding.) 1.2.5 นักศึกษาสื่อสารด้วยภาษาอังกฤษกับชาวต่างชาติได้อย่างเหมาะสมมากยิ่งขึ้น (I communicated in English with foreigners more appropriately.)

2.2	กิจกรรมในห้องเรียนและงานโปรเจ็คช่วยเพิ่มความสามารถการอ่านภาษาอังกฤษและการติดต่อสื่อสารระหว่างวัฒนธรรมให้ดียิ่งขึ้น
	
	(The class activities and project works enhanced my English reading ability and intercultural communicative competence.)
		Items were added
		2.2 กิจกรรมในห้องเรียนโดยใช้โครงงานการอ่าน
		(Classroom activities using Project-based Reading Instruction.)
		    2.2.1 ระยะเตรียมตัว (Prepare stage)
		    2.2.1.1 ในระยะเตรียมตัว นักศึกษาคิดเห็นว่ากิจกรรมก่อนเรียนสนุกและส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม
		(In the preparation stage, I thought that the warm-up activities were enjoyable, which resulted in positive effects on English reading ability and intercultural communicative competence.)
		    2.2.1.2 ในระยะเตรียมตัว นักศึกษาคิดเห็นว่ากิจกรรมกระตุ้นความรู้ทาง

No.	Original Items	Revised/Adjusted Items
		วัฒนธรรมของชาวต่างชาติส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the preparation stage, I thought that the warm-up activities stimulated students' cultural knowledge of various countries, which resulted in positive effects on English reading ability and intercultural communicative competence.)
2.2.1.3 ในระยะเตรียมตัว นักศึกษาคิดเห็นว่าการที่เพื่อนในกลุ่มช่วยกันคิดเตรียมทำโครงงานตามหัวข้อที่สนใจส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the preparation stage, I thought that working in groups resulted in positive effects on English reading ability and intercultural communicative competence.)
2.2.1.4 ในระยะเตรียมตัว นักศึกษาคิดเห็นว่าอาจารย์ผู้สอนให้ความรู้ทั้งกลยุทธ์การอ่านและวัฒนธรรมซึ่งส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the Prepare stage, I thought that the instructor facilitated my English reading strategies, which resulted in positive effects on English reading ability and intercultural communicative competence.)
2.2.2 ระยะการค้นคว้า (Research stage)
2.2.2.1 ในระยะการค้นคว้า นักศึกษาคิดเห็นว่ากลยุทธ์การอ่านที่เรียนทำให้

No.	Original Items	Revised/Adjusted Items
		นักศึกษาทำแบบฝึกหัดในชั้นเรียนได้ดียิ่งขึ้น (In the research stage, I thought that I used the knowledge gained from the reading strategies taught in class to complete exercises in class.) 2.2.2.2 ในระยะการค้นคว้า นักศึกษาคิดเห็นว่าการประยุกต์ใช้กลยุทธ์การอ่านเพื่อค้นคว้าหาข้อมูลนอกห้องเรียนส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the research stage, I thought that I applied my knowledge of English reading strategies to comprehend texts outside the classroom.) 2.2.2.3 ในระยะการค้นคว้า นักศึกษาคิดเห็นว่าการเรียนรู้เกี่ยวกับวัฒนธรรมของชาวต่างชาติส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the research stage, I thought that I learned more about foreign cultures.) 2.2.2.4 ในระยะการค้นคว้า นักศึกษาคิดเห็นว่าการทำงานเป็นกลุ่มส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the research stage, I thought that working in collaboration helped to improve my English reading ability and intercultural communicative competence.) 2.2.2.5 ในระยะการค้นคว้า นักศึกษาคิดเห็นว่าการประชุมกลุ่มย่อยกับอาจารย์ผู้สอนส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the research stage, I thought that

No.	Original Items	Revised/Adjusted Items
		the teacher-student conferences helped to improve my English reading ability and intercultural communicative competence.)

2.2.3 ระยะการวิเคราะห์ (Analyze stage)

2.2.3.1 ในระยะการวิเคราะห์ข้อมูล นักศึกษาคิดเห็นว่าการแบ่งปันข้อมูลที่ค้นคว้ากับเพื่อนร่วมกลุ่มส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม
(In the analysis stage, I thought that sharing research information with my friends helped to improve my English reading ability and intercultural communicative competence.)

2.2.3.2 ในระยะการวิเคราะห์ข้อมูล นักศึกษาคิดเห็นว่าการเปรียบเทียบความเหมือนและแตกต่างระหว่างวัฒนธรรมชาวต่างชาติและวัฒนธรรมไทยส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม
(In the analysis stage, I thought that the comparison of similarities and differences between foreigners' cultures and Thai culture helped to improve my English reading ability and intercultural communicative competence.)

2.2.3.3 ในระยะการวิเคราะห์ข้อมูล นักศึกษาคิดเห็นว่าได้รับความรู้เพิ่มขึ้นจากเพื่อนในกลุ่ม
(In the analysis stage, I thought that I gained more knowledge from peers in

No.	Original Items	Revised/Adjusted Items
		the group.)
		2.2.3.4 ในระยะการวิเคราะห์ข้อมูล นักศึกษาคิดเห็นความรู้ที่ได้เรียนจากอาจารย์ในการวิเคราะห์ข้อมูลทางวัฒนธรรมส่งผลดีต่อการอ่านภาษาอังกฤษและสื่อสารระหว่างวัฒนธรรม (In the analysis stage, I thought that the knowledge gained from analyzing cultural texts helped to improve my English reading ability and intercultural communicative competence.)
		2.2.4 ระยะการสร้างผลงาน (Produce stage)
		2.2.4.1 ในระยะการสร้างผลงาน นักศึกษาคิดเห็นว่าโครงงานที่ทำส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the production stage, I thought that doing project works helped to improve my English reading ability and intercultural communicative competence.)
		2.2.4.2 ในระยะการสร้างผลงาน นักศึกษาคิดเห็นว่าการนำเสนอผลงานกลุ่มให้เพื่อนในห้องส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the production stage, I thought that presentation of my project work helped to improve my English reading ability and intercultural communicative competence.)
		2.2.4.3 ในระยะการสร้างผลงาน

No.	Original Items	Revised/Adjusted Items
		นักศึกษาคิดเห็นว่าการประเมินผลงานตัวเอง และของเพื่อนส่งผลดีต่อการเรียนการอ่าน และสื่อสารระหว่างวัฒนธรรม (In the production stage, I thought that self-evaluation and peer evaluation helped to improve my English reading ability and intercultural communicative competence.)
		2.2.4.4 ในระยะการสร้างผลงาน นักศึกษาคิดเห็นการเตรียมสื่อนำเสนอของ อาจารย์ผู้สอนส่งผลดีต่อการเรียนการอ่าน และสื่อสารระหว่างวัฒนธรรม (In the production stage, I thought that the instructional materials helped to improve my English reading ability and intercultural communicative competence.)
		2.2.5 ระยะการแสดงความคิดเห็น (Reflect stage)
		2.2.5.1 ในระยะการแสดงความคิดเห็น นักศึกษาคิดเห็นว่าการแสดงความคิดเห็น ส่วนตัวเกี่ยวกับโครงงานของตัวเองและของ เพื่อนส่งผลดีต่อการเรียนการอ่านและสื่อสาร ระหว่างวัฒนธรรม (In the reflection stage, I thought that giving and receiving feedback from the class helped to improve my English reading ability and intercultural communicative competence.)
		2.2.5.2 ในระยะการแสดงความคิดเห็น นักศึกษาคิดเห็นว่าการแสดงความคิดเห็นใน แฟ้มสะสมงานเกี่ยวกับการอ่านและการ

No.	Original Items	Revised/Adjusted Items
		สื่อสารทางวัฒนธรรมส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the reflection stage, I thought that the reflection in my portfolio helped to improve my English reading ability and intercultural communicative competence.) 2.2.5.3 ในระยะการแสดงความคิดเห็น นักศึกษาคิดเห็นว่าการสรุปเนื้อหาในบทเรียนและโครงงานโดยอาจารย์ส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (In the reflection stage, I thought that the unit summary by the instructor helped to improve my English reading ability and intercultural communicative competence.)
3.2	สื่อการเรียนการสอน เนื้อหาบทความที่อ่าน มีความน่าสนใจ เพียงพอและไม่ยากจนเกินไป (The instructional materials were attractive and adequate.)	Ideas were separated 3.2 นักศึกษาคิดเห็นว่าสื่อการเรียนการสอนมีความน่าสนใจ (I thought that the teaching materials were attractive.) 3.3 นักศึกษาคิดเห็นว่าเนื้อหาบทความที่อ่านไม่ยากจนเกินไป (I thought that the written texts were not too difficult.)
3.3	คำอธิบายและแบบฝึกหัดมีความชัดเจนและเข้าใจได้ง่าย (The instruction and explanation were clear and understandable.)	Items were revised and added 3.4 นักศึกษาคิดเห็นว่าแบบฝึกหัดช่วยพัฒนาความสามารถในการอ่านให้ดียิ่งขึ้น (I thought that the exercises helped me to develop my reading ability.) 3.5 นักศึกษาคิดเห็นว่าแบบฝึกหัดช่วยพัฒนาการสื่อสารระหว่างวัฒนธรรมได้ดียิ่งขึ้น

No.	Original Items	Revised/Adjusted Items
		(I thought that the exercises helped me to develop my intercultural communicative competence.)
4.1	การวัดผลและประเมินผลในห้องเรียนเป็นไปอย่างต่อเนื่องและหลากหลาย เช่น การทำแฟ้มโครงงาน รายงานการอ่าน ทำแบบฝึกหัด และการถามตอบในห้องเรียน (Assessment and evaluation in the classroom were continuous and various, such as portfolio, reading reports, exercises, and discussion.)	Items were added and separated 4.1 นักศึกษาคิดเห็นว่าการวัดผลและประเมินผลการเรียนอย่างต่อเนื่อง ส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (I thought that the continuous evaluation and assessment had a positive effect on my English reading ability and intercultural communicative competence.) 4.2 นักศึกษาคิดเห็นว่าวิธีการวัดผลและประเมินผลการเรียนที่มีความหลากหลายส่งผลดีต่อการเรียนการอ่านและสื่อสารระหว่างวัฒนธรรม (I thought that the use of various methods of assessment and evaluation had a positive effect on my English reading ability and intercultural communicative competence.) 4.3 นักศึกษาคิดเห็นว่าวิธีการวัดผลและประเมินผลการเรียนสามารถวัดความสามารถการอ่านภาษาอังกฤษของนักศึกษาได้จริง (I thought that the methods of assessment and evaluation were able to measure my English reading ability.) 4.4 นักศึกษาคิดเห็นว่าวิธีการวัดผลและประเมินผลการเรียนสามารถวัดความสามารถ

No.	Original Items	Revised/Adjusted Items
		การติดต่อสื่อสารทางวัฒนธรรมของนักศึกษาได้จริง (I thought that the methods of assessment and evaluation were able to measure my intercultural communicative competence.)
4.2	เกณฑ์การประเมินผลการเรียนเข้าใจง่าย และวัดความรู้ของผู้เรียนตามวัตถุประสงค์รายวิชา (Criteria of the assessment was easy to follow and measure students' learning outcomes based on the course objectives.)	Items were separated 4.5 นักศึกษาคิดเห็นว่าเกณฑ์การประเมินผลการเรียนเข้าใจง่าย (I thought that the evaluation criterion was easy to comprehend.) 4.6 นักศึกษาคิดเห็นว่าเกณฑ์การประเมินผลการเรียนวัดความสามารถของผู้เรียนตามวัตถุประสงค์ของ รายวิชาได้จริง (I thought that the evaluation criterion was able to measure my learning outcomes according to the course objectives.)

Appendix R

Experts' Validation of Project-based Reading Instruction Interview

No.	Items	Mean	Results
	Is the format of the interview form easy to follow?	0.80	
	Are the questions suitable to ask the students?	0.60	
	Does the interview form indicate students' opinions of Project-based Reading Instruction?	0.80	
1	นักศึกษาชอบอะไรมากที่สุดและน้อยที่สุดเกี่ยวกับรายวิชานี้ (What did you like most and least about this course?)	0.20	Revised
2	ความสามารถการอ่านภาษาอังกฤษของนักศึกษาดีขึ้นในขณะที่ทำโครงงานอย่างไร (How did your reading ability of English improve while doing the project work?)	0.40	Revised
3	ความสามารถของการสื่อสารระหว่างวัฒนธรรมของนักศึกษาดีขึ้นในขณะที่ทำโครงงานอย่างไร เช่นความรู้ระหว่างวัฒนธรรม ทัศนะคติต่อความหลากหลายทางวัฒนธรรม ทักษะระหว่างวัฒนธรรม How did your intercultural communication competence improve while doing the project work (e.g., knowledge, attitudes, and skills)?	0.40	Revised
4	อะไรคือข้อดีและข้อเสียของการใช้วิธีการสอนแบบโครงงานการอ่านในชั้นเรียน What are the pros and cons of having a classroom atmosphere that incorporates PRI?	0.40	Revised
5	นักศึกษามีคำแนะนำอะไรที่จะทำให้รายวิชานี้น่าสนใจและเป็นประโยชน์สำหรับผู้เรียนมากขึ้น What would you suggest to make this course more interesting and worthwhile for future students?	0.80	Accepted

0.50-1.00 = Accepted; 0-0.49= Revised

Appendix S
Results of Pilot Study

After obtaining the data from the pilot testing, a further statistical analysis was conducted to predict if PRI had an effect on students' English reading ability and intercultural communicative competence. The Paired samples t-test statistic was employed to determine if the pre-and post-test of the English reading ability test and the intercultural knowledge-based test were different from each other.   In addition, the post-test scores of the English reading ability test, intercultural communicative competence test, and the project-based reading portfolio rubric were also analyzed for correlations.

The results of the English reading ability test showed that the mean score of the pre-test was 7.00 while the post-test mean score was 9.20. The test suggested a statistical significance of 0.05 (t = 2.93). That means the t-test indicated that the post-test scores were significantly higher than the pre-test scores. Similarly, the result of the intercultural knowledge-based test showed that the mean score of the pre-test was 12.33, while the post-test mean score was 20.53. The test suggested a statistical significance of 0.05 (t = 7.20). As for the correlation between the English reading ability test and intercultural communicative competence test, the result showed a significant correlation of 0.54 (p < 0.05) based on the scores of these tests. This indicates that students' scores of the English reading ability test and intercultural knowledge-based test were varied accordingly at the moderate level (0.40 ≤ r ≤ 0.79). However, the scores obtained from the portfolio rubric and the English reading ability test, and the portfolio rubric and the Intercultural knowledge-based test suggested low correlation at 0.38 and 0.43, respectively.

Based on students' opinions of the PRI model and interview protocol, it was revealed that most of the students believed PRI enhanced their English reading ability and intercultural knowledge of native and non-native English speakers and their own. Additional comments and feedback derived from the reflection in both their portfolios and the opinion questionnaires presented intriguing perspectives on

the course using the PRI model. For example, students believed that the strategies and knowledge they obtained from the course could be applied in their daily life, they felt that they were now brave enough to read English and speak the language with foreigners, they felt that the PRI model encouraged them to try to comprehend the English texts they read, and they believed that they used and gained more technological skills in searching for information.

It should be considered that the aforementioned statistical results might not accurately yield the effects of the PRI on students' English reading ability and intercultural knowledge. The reasons given for this analysis was that (i) only one unit with two specific English reading strategies and one cultural topic were applied in the pilot study, and (ii) the time allowance of two months for the pilot testing was more intensive than the four months for the main study. However, both quantitative and qualitative data and analyses could indicate that students, who were in the PRI class, would gain more English reading ability and intercultural communicative competence.

Appendix T

The Synthesis of the Principles for PRI

Project-based Reading Instruction (PRI)	English reading instruction Stoller and Grabe (2013)	Project-based Learning Curtis, 2002; Hedge ,1993; Helle, Tynjala, & Olkinuora, 2006; Markharn et al., 2003; Newell, 2003; Stoller, 1997	Intercultural materials in English language teaching and learning Byram, Morgan & colleagues, 1994; Byram, 1997, 2000; Cortazzi and Jin, 1999; Kramsch, 2001; McDonough & colleagues, 2013
1 .Teaching is student centered. (1.1, 1.2, 2.5)	1.1 Give students choices in what they read.	2.1 Teaching focused on student centeredness is important.	3.1 Materials should develop students for global communication, build global relationships, and improve students' intercultural communication.
2. Teaching prepares students for reading comprehension to enhance knowledge, skills and attitudes;	1.2 Use reading resources that are interesting, varied, attractive, abundant, and	2.2 The learning process involves challenging questions, problems, or topics	3.2 Learning through interaction and reflection.

not merely the culture of native English speakers, but also non-native English speakers and their own. (1.3, 1.5, 3.6)	accessible.	of student interest.	
3. Learning process focuses on scaffolding between the teacher and students, and students and their peers. (2.2, 2.3)	1.3 Integrate reading skills instruction with extensive practice and exposure to print.	2.3 The learning process involves frequent feedback from peers, and facilitators, sharing ideas and experience.	3.3 Cultural topics include physical location, verbal/non-verbal behavior, routine, morale, social life, notable history events, values and meaning, cultural heritage, people society, and stereotypes.
4. Learning involves constructing cultural knowledge, skills and attitudes through social interaction by means of project work, working cooperatively and collaboratively on their own, in small	1.4 Introduce reading skills and provide students with practice opportunities by first drawing on course book passages.	2.4 The learning process improves students' language skills, content learning, and cognitive abilities, and builds their confidence, self-esteem and autonomy.	3.4 The topics and content are suggested to be selected from different sources.

groups, or as a class to complete a project. (2.6, 2.7, 3.1,3.2)			
5. Learning takes place through experiencing, analyzing, connecting ideas in every stage of the project to help students to obtain knowledge, skills and attitudes. (1.5, 2.8, 3.6)	1.5 Connect reading to students' background knowledge.	2.5 Instructional activities are based on students' interest.	3.5 In the learning process, students compare the theme in a familiar situation with examples from an unfamiliar context.
6. Learning is enhanced when cultural content can be explored in depth by students through reading authentic materials inside and outside of the classroom. (1.3, 1.7, 2.8, 3.7)	1.6 Structure lessons around pre-, during-, and post-reading tasks.	2.6 Students work in a collaborative learning environment.	3.6 It focuses on helping students to enhance cultural awareness, understanding, skills, and knowledge.
7. Students gain reading comprehension, cultural knowledge, skills, and attitudes	1.7 Provide students with opportunities to experience comprehension	2.7 Students work cooperatively on their own, in small groups, or as a class to complete a	3.7 Sources of information should be authentic texts, and the texts

through a variety of learning approaches (explicit reading strategies, experiencing cultures, etc.), activities, and resources. (1.4, 1.6, 2.11, 3.6)	success.	project.	should vary.
8. Teacher's role varies based on students' needs throughout the project work. (2.9)	1.8 Build expectations that reading occurs in every lesson.	2.8 Students make an effort to connect ideas and gain new skills at every stage of the project.	3.8 Assessment is done through both summative assessment and formative assessment to measure students' knowledge, attitudes, and skills.
9. Students are active students controlling their own learning and working in groups by sharing, reflecting, and giving feedback throughout the learning process. (2.10, 2.13)	1.9 Plan instruction around a curricular framework that integrates goals for the development of reading abilities.	2.9 Teachers are facilitators and managers of the teaching process.	
10. Students evaluate themselves and others on their process and product of the project work and intercultural		2.10 Students are active students involved in social interactions for accomplishing the tasks, solving	

communicative competence. (2.14, 3.8)		problems, or sharing perspectives of the subject, plans, resources and skills during the learning process.	
		2.11 Use a variety of social skills and management skills.	
		2.12 Use of authentic resources and technologies.	
		2.13 The project product is shared with peers, teachers, and experts in a public presentation.	
		2.14 Assessment of both process and product from the first stage to the last stage.	

Appendix U

The Incorporation of the Course Principles in PRI

Course principles	Features
1. Student-centeredness	PRI units are built around students' interests in the supplementary course book and teaching practice. The topics and cultures for the projects are selected based on students' preferences. Students form their own group and responsibilities. Students are given choices in what they read for their research project.
2. Motivation	The preparation stage of each unit starts with fun games and activities to generate and maintain interest and activate students' background knowledge.
3. Explicit reading instruction	instructor provides the knowledge of reading strategies and students practice reading and using the strategies in the prepare stage of each unit. Explicit teaching, or a lecture, is provided using the contemporary form of PowerPoint presentation with images and audio.
4. Authentic reading materials	Reading articles are prepared for students to read and practice in the prepare stage and the research stage from authentic sources at an appropriate level of difficulty. Students search for information from suggested authentic materials and their own choices.
5. Intensive and extensive reading Comprehension	In the research stage, students practice reading strategies from short passages for comprehension in class and do more research outside the classroom in their free time.

Course principles	Features
6. Scaffolding	PRI instructor provides students support and assistance throughout the units in the form of a teacher-student conference in extracurricular time. Instructor plays various roles: a project manager when preparing for the project, a counselor in the teacher-student conference, and a facilitator throughout the project. PRI students also help and share information with each other during searching for and analyzing texts.
7. Collaborative learning	PRI students actively control their own learning and tasks, and work in groups to accomplish their project.
8. Integration of culture-and reading-learning	PRI students learn about reading strategies and cultures simultaneously in the research and analyze stages.
9. Continuous evaluation	PRI instructor evaluates students through formal and informal activities. Informal evaluation is executed in the prepare stage and research stage through observation by the instructor. Formal evaluation is executed in the analyze stage and produce stage through teacher evaluation, self-evaluation, and peer evaluation.
10. Self-reflection	After each unit, PRI students reflect on their learning, improvement of their reading ability and communicative competence.

Appendix V

Experts' Validation of the Lesson Plan

Unit 1: Festivals and Celebrations

Activity 1: Exploring amazing Thai and international festivals and celebrations

No.	Items	Mean	Results
1	The lesson plan covers all the elements needed for teaching.	0.80	Accepted
2	The sequence of the lesson plan is appropriate.	0.80	Accepted
3	The elements of the lesson plan are related.	1.00	Accepted
4	Name of the lesson plan is appropriate to the PRI.	0.60	Accepted
5	The objectives are relevant to the course objectives	0.80	Accepted
6	The objectives are clear on what is intended to students' learning outcomes.	0.80	Accepted
7	The objectives are achievable.	0.80	Accepted
8	The content is relevant to the objectives and is achievable to the objectives set.	0.80	Accepted
9	Instructional materials are clearly set and prepared.	1.00	Accepted
10	Instructional materials are interesting and relevant to the reading strategies and interculture (or cross-culture).	0.80	Accepted
11	Time allotment for each activity is appropriate.	1.00	Accepted
12	The instructional procedure is appropriate.	0.80	Accepted
13	Activity 1: Exploring my culture	0.60	Accepted
14	Activity 2: Linking words to the world	1.00	Accepted
15	Activity 3: Reading for comprehension	0.80	Accepted
16	Activity 4: Cultural detective	0.80	Accepted
17	Activity 5: Sharing out loud	1.00	Accepted
18	Activity 6: Investigating cultural differences	0.60	Accepted
19	Activity 7: It's time to share	0.60	Accepted
20	Activity 8: Voicing out	0.80	Accepted
21	Activities are relevant to project-based learning and interculture (or cross-culture)	0.80	Accepted

22	Evaluation and assessment are relevant to the objectives.	0.80	Accepted
23	The methods of measurement are suitable for measuring the desired behaviors.	0.80	Accepted
24	The evaluation and assessment tools are clearly explained and easy to use.	1.00	Accepted
25	The language usage in the lesson is appropriate and essay to understand.	0.80	Accepted

0.50-1.00 = Accepted; 0-0.49= Revised

Appendix W
Pilot Testing of a PRI Lesson

After the validation, PRI lessons were pilot-tested. The objective of the pilot study was to validate the construct of an instructional lesson. This pilot study was carried out for three consecutive weeks during the end of June to the end of July with 15 students majoring in Tourism Management in the additional summer semester of the academic year 2014. The students in this pilot study were not from the sample group of the main study but with the same demographic characteristics, namely English proficiency, age, major area of study, and enrollment in the English reading course. The lesson plan of the "Festivals and Celebrations" unit, its materials, and activities covering the five steps (prepare, research, analyze, produce, and reflect) of PRI were piloted. The main purpose of this pilot study was to measure the effectiveness and practicality of the lesson plan, including materials and activities. Particular goals of piloting the instructional lesson were to assess whether or not the intervention, activities, and instructional materials would be practical and effective in the actual classroom environment of the main research study. The results of the pilot testing were used for revision and improvement of the intervention.

Findings of the pilot test of a PRI lesson and redesign

According to students' participation and feedback during the implementation, findings from the pilot testing were found in different stages based on PRI as follows:

Stage 1: Prepare

Activity 1: *Exploring my culture*. The time allowance of 50 minutes for this activity was inadequate. The original version of this game after the validation by the experts was distributing the stripped paper of months, names of the festivals, and a sheet of descriptions for each festival as hints to help them guess the correct festival. It was found that students enjoyed the 'Guess the Thai festival?' game. However, the images of festivals were too obscure for them to make a correct guess.

In addition, more distractors for the festivals were needed to make it more challenging.
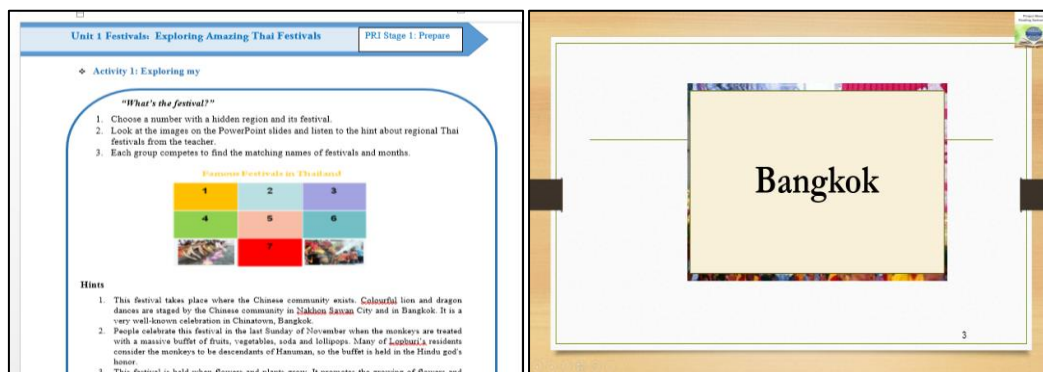

Figure 18: Samples of the Instructional Materials Used in Pilot Testing

Activity 2: *Linking words to the world*. Students became aware of the reading strategies explicitly taught through PPT in class. It tended to help them better comprehend and answer questions in the exercise.

Redesigning of Stage 1: Prepare

To complete the first activity, the time allowance was extended from 20 minutes to 30 minutes. More distractors for festivals were also added. The images of festivals were adjusted to precede a higher degree of transparency as illustrated below. To practice reading strategies and make the activity more effective, the sheet of descriptions for each festival as hints was changed to a gap-filling exercise as illustrated in Figure 19.
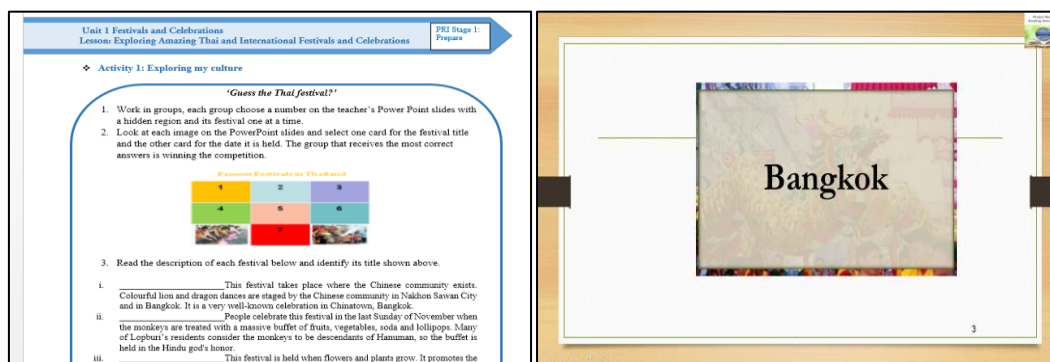

Figure 19: Samples of the Redesigned Instructional Materials for Main Study

Stage 2: Research

Activity 3: *Reading for comprehension*. It was found that almost all students used the strategies taught from the previous activity. However, the time allowance of 40 minutes was inadequate.

Activity 4: *Being a cultural detective*. Most students did not have sufficient knowledge of how to use a search engine effectively when looking for reliable information. Only a few students completed the task correctly as assigned. Some festivals suggested in the sheet could not be found easily. Also, not all of the six suggested festivals in each country could be compared with any Thai festivals. The teacher-student conference session (1) was helpful because the teacher researcher learned that students did not understand the task, and that the list of the suggested festivals needed to be altered.

Redesigning of Stage 2: Research

To complete the reading for comprehension task, the time allowance was extended from 40 minutes to 60 minutes. To ensure that students understood the task, a clear explanation with an example was added to the Teacher's Book. Also, a training session of how to search online using the Google search engine was added in the third class session which was in the research stage of the first mini-project. The training session aimed to facilitate students to find valid and reliable information. In addition, a set of criteria (reliable website, reliable author, and fairness) was explained. As for the festivals list, instead of six, only the top three festivals were assigned as they could be compared to Thai festivals. The rubrics of the individual reading summary tasks were provided and explained at the teacher-student conference sessions.

Stage 3: Analyze

Activity 5: *Sharing with group*. Students were content with sharing their individual reading summary report with their friends. They were also able to follow the individual reading summary rubric. However, the teacher researcher could not evaluate the students' entire reading summary within the class time.

Activity 6: *Investigating cultural differences*. Students were able to compare their target festivals to the Thai festivals, but further investigation on Thai festivals was needed to reveal different analyses. The teacher-student conference session (2) outside the classroom proved to be very useful.

Redesigning of Stage 3: Analyze

Due to time constraints, the teacher researcher evaluated students' individual tasks in her own time. Hence, she only provided feedback and assistance to the students for this activity in the classroom. Further investigation and research on Thai festivals was suggested to compare cultures more accurately and completely.

Stage 4: Produce

Activity 7: *Presenting to class*. Students showed that they were enthusiastic to present their summary to the class. However, they were all very nervous to present it in front of the classroom for the first time and were not ready to be graded. In addition, not many questions were asked by the audience because they were preparing for their own presentation.

Redesigning of Stage 4: Produce

The end products of the group mini-projects were not graded since it was not used in the portfolio rubric. However, their products were given feedback and suggestions by the teacher researcher and the class. Only their individual reading summaries of the three projects were evaluated. For effective engagement in the presentation, each group was assigned to prepare questions to ask the audience about the content of their presentation. The questions and answers activity was then added into this stage.

Stage 5: Reflect

Activity 8*: Voicing out*. Students engaged in this activity by providing constructive feedback about their own learning through PRI. In addition, the conclusion made by the teacher researcher helped to wrap up reading

comprehension, factual knowledge about different cultures, and group work. Students constructively expressed their thoughts about the lesson in a reflection sheet as part of the portfolio. Similarly, they provided extensive feedback concerning the effects of PRI on their English reading ability and intercultural communicative competence in the reflective essay after completing the main project. They seemed to recognize the importance of the aforementioned elements.

Appendix X

Findings of Project-based Reading Instruction Questionnaire

Students' Opinions toward the Project-based Reading Instruction

Domain	Mean	SD	Meaning
1. Classroom management employing PRI			
1.1 English Reading Ability			
1.1.1 I comprehended texts more effectively by using the Project-based Reading Instruction approach	4.13	0.61	High
1.1.2 I was able to comprehend English texts more accurately by scanning for details.	4.03	0.70	High
1.1.3 I was able to comprehend English texts more accurately by skimming for main ideas.	4.13	0.71	High
1.1.4 I was able to comprehend English texts more accurately by guessing meanings of unfamiliar words.	4.00	1.08	High
1.1.5 I was able to comprehend English texts more accurately by making comparisons.	3.75	0.95	High
1.1.6 I was able to comprehend English texts more accurately by drawing conclusions.	3.78	1.04	High
1.1.7 I was more motivated to read inside the classroom.	4.16	0.81	High
1.1.8 I was more motivated to read outside the classroom.	4.03	0.79	High
1.2 Intercultural Communicative Competence			
1.2.1 I gained more knowledge about the culture of the target speakers using English.	4.44	0.62	High
1.2.2 I was more curious to know about foreign cultures that were different from Thai culture.	4.62	0.55	Very High
1.2.3 I was more open to cultural differences between foreign cultures and Thai culture.	4.53	0.67	Very High
1.2.4 I searched for information about foreign cultures	4.41	0.80	High

| Domain	Mean	SD	Meaning
and compared it to Thai culture for better understanding.			
1.2.5 I communicated in English with foreigners more appropriately.	4.03	0.74	High
1.3 Project work			
1.3.1 The instruction engaged me in collaborative learning.	4.25	0.72	High
1.3.2 The instruction provided scaffolding to enhance my own learning.	4.41	0.76	High
2. Classroom activities			
2.1 Activities of all units			
2.1.1 Unit 1: Festivals and Celebrations	4.41	0.67	High
2.1.2 Unit 2: Social Norms	4.38	0.67	High
2.1.3 Unit 3: Intercultural Contacts	4.34	0.65	High
2.2 Steps of PRI			
2.2.1 Prepare stage			
2.2.1.1 In the preparation stage, I thought that the warm-up activities were enjoyable, which resulted in positive effects on English reading ability and intercultural communicative competence.	4.31	0.54	High
2.2.1.2 In the preparation stage, I thought that the warm-up activities stimulated students' cultural knowledge of various countries, which resulted in positive effects on English reading ability and intercultural communicative competence.	4.44	0.67	High
2.2.1.3 In the preparation stage, I thought that working in groups resulted in positive effects on English reading ability and intercultural communicative competence.	4.34	0.70	High
2.2.1.4 In the Prepare stage, I thought that the	4.59	0.61	Very

Domain	Mean	SD	Meaning
instructor facilitated my English reading strategies, which resulted in positive effects on English reading ability and intercultural communicative competence.			High
2.2.2 Research stage			
2.2.2.1 In the research stage, I thought that I used the knowledge gained from the reading strategies taught in class to complete exercises in class.	4.22	0.66	High
2.2.2.2 In the research stage, I thought that I applied my knowledge of English reading strategies to comprehend texts outside the classroom.	4.19	0.70	High
2.2.2.3 In the research stage, I thought that I learned more about foreign cultures.	4.34	0.65	High
2.2.2.4 In the research stage, I thought that working in collaboration helped to improve my English reading ability and intercultural communicative competence.	4.25	0.62	High
2.2.2.5 In the research stage, I thought that the teacher-student conferences helped to improve my English reading ability and intercultural communicative competence.	4.47	0.68	High
2.2.3 Analyze stage			
2.2.3.1 In the analysis stage, I thought that sharing research information with my friends helped to improve my English reading ability and intercultural communicative competence.	4.41	0.84	High
2.2.3.2 In the analysis stage, I thought that the comparison of similarities and differences between foreigners' cultures and Thai culture helped to improve my English reading ability and intercultural communicative competence.	4.44	0.80	High

Domain	Mean	SD	Meaning
2.2.3.3 In the analysis stage, I thought that I gained more knowledge from peers in the group.	4.00	0.89	High
2.2.3.4 In the analysis stage, I thought that the knowledge gained from analyzing cultural texts helped to improve my English reading ability and intercultural communicative competence.	4.31	0.74	High
2.2.4 Produce stage			
2.2.4.1 In the production stage, I thought that doing project works helped to improve my English reading ability and intercultural communicative competence.	4.25	0.72	High
2.2.4.2 In the production stage, I thought that presentation of my project work helped to improve my English reading ability and intercultural communicative competence.	4.22	0.71	High
2.2.4.3 In the production stage, I thought that self-evaluation and peer evaluation helped to improve my English reading ability and intercultural communicative competence.	4.22	0.71	High
2.2.4.4 In the production stage, I thought that the instructional materials helped to improve my English reading ability and intercultural communicative competence.	4.38	0.61	High
2.2.5 Reflect stage			
2.2.5.1 In the reflection stage, I thought that giving and receiving feedback from the class helped to improve my English reading ability and intercultural communicative competence.	4.25	0.72	High
2.2.5.2 In the reflection stage, I thought that the reflection in my portfolio helped to improve my	4.16	0.68	High

Domain	Mean	SD	Meaning
English reading ability and intercultural communicative competence.			
2.2.5.3 In the reflection stage, I thought that the unit summary by the instructor helped to improve my English reading ability and intercultural communicative competence.	4.34	0.79	High
2.3 The time allowance in each period was appropriate.	4.16	0.68	High
3. Instructional materials			
3.1 Instructional materials enhanced my English reading ability and intercultural communicative competence.	4.28	0.63	High
3.2 I thought that the teaching materials were attractive.	4.19	0.64	High
3.3 I thought that the written texts were not too difficult.	4.09	0.73	High
3.4 I thought that the exercises helped me to develop my reading ability.	4.34	0.70	High
3.5 I thought that the exercises helped me to develop my intercultural communicative competence.	4.34	0.65	High
4. Assessment and evaluation			
4.1 I thought that the continuous evaluation and assessment had a positive effect on my English reading ability and intercultural communicative competence.	4.34	0.65	High
4.2 I thought that the use of various methods of assessment and evaluation had a positive effect on my English reading ability and intercultural communicative competence.	4.28	0.59	High
4.3 I thought that the methods of assessment and	4.28	0.68	High

Domain	Mean	SD	Meaning
evaluation were able to measure my English reading ability.			
4.4 I thought that the methods of assessment and evaluation were able to measure my intercultural communicative competence.	4.28	0.63	High
4.5 I thought that the evaluation criterion was easy to comprehend.	4.47	0.67	High
4.6 I thought that the evaluation criterion was able to measure my learning outcomes according to the course objectives.	4.44	0.72	High
Overall result	**4.27**	**0.71**	**High**

(1.00-1.05 = very low; 1.51-2.50 = low; 2.51-3.50 = moderate; 3.51-4.50 = high; 4.51-5.00 = very high)
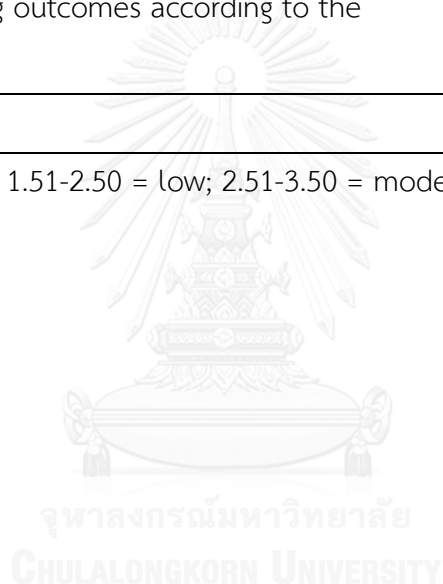
VITA

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Academic Presentations:

Barr, P. B. (July, 2015). Beyond the EFL Reading Classroom: Achieving Excellence in English Reading Ability and Intercultural Communication in Higher Education. Paper presented at the European Conference on Language Learning (ECLL 2015), Brighton, UK.

Research:

Sukvijit, P. (2009). A Study of Factors Affecting Learning Achievement in English Foundation Courses of Second-Year Students at Sripatum University. (With a Research Grant from Sripatum University in 2009.)

Academic Article Publications:

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Working Experience:

September 2005-present A full-time teacher of the Sripatum International Institute of Languages and Cultures (SIILC), Sripatum University, Bangkok, Thailand

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