

DEVELOPMENT OF TASK-BASED INSTRUCTIONAL MODEL TO
IMPROVE CHINESE CULTURE ENGLISH READING ABILITY
OF UNDERGRADUATE STUDENTS

WANG BEIYAN


A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Curriculum and Instruction
Academic Year 2023

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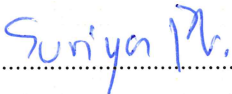
Thesis Title Development of Task-Based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students

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ABSTRACT

The objectives of this research were 1) to examine the factors affecting Chinese culture English reading ability of undergraduate students 2) to develop task-based instructional model to improve Chinese culture English reading ability of undergraduate students and 3) to study the results of task-based instructional model to improve Chinese culture English reading ability of undergraduate students. The population of Phase 1 were 150 former students and 3 lecturers of Chinese Culture English Course Course in the 1st semester of the academic year 2022 from 3 colleges of Yunnan Province. The target group of phase 2 were 3 experts, and the sample group of phase 3 were 32 students enrolled in Chinese Culture English Course at Southwest Forestry University. The research instruments were 1) a set of questionnaires for student and interviews for lecturers, 2) a set of questionnaires for conformity instructional model, 3) lesson plans, and 4) testing form. Data were statistically analyzed by mean, standard deviation and *t* - test for dependent sample.

The results revealed the following:

1) The factors to improve undergraduate students' Chinese culture English reading ability of undergraduate students in Yunnan Province were internal and external factors. The former included Motivation, Cooperation and Problem-solving ability while the latter involved Student-centered teaching method, Teaching activities around task and Teaching materials with a vast input.

2) The task-based instructional model to improve Chinese culture English reading ability of undergraduate students in Southwest Forestry University include 5

components: 1) Principle and Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & Materials and 5) Evaluation. The model is 100% conformed to utility, feasibility, propriety and accuracy standards as assessed by 3 specialists.

3) Chinese culture English reading ability of undergraduate students in Southwest Forestry University after the experiment was higher than that before the experiment at significance level 0.000 and relative developmental scores of individual students' Chinese culture English reading ability of total 4 dimensions are found at very High level.

Keywords: Task-based Instructional Model; Chinese Culture English Reading Ability

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Chapter 1

Introduction

Rationale

Chinese Culture English Course is a required and very important ESP (English for Specific Purpose) course for the students majoring in Teaching Chinese to Speakers of Other Languages. Through the learning of this course, students are supposed to spread Chinese culture in English fluently in their future career. The instructional principles of this course should obey to the following ones 1) The principle of student-centered and teacher guided. The center of learning is students, so it is necessary to put students at the center and advance the curriculum based on their needs, so that students can actively master the language in language practice. 2) Encourage collaborative learning among students. Develop students' communication and team collaboration abilities using collaborative learning methods. 3) Cultivate students' interest in learning and self-learning ability. 4) Emphasize the principle of communication and emphasize the communicative function of language. 5) Create a real language environment, allowing students to feel the functions of language in the real language environment, not just staying in the textbook. The curriculum objectives of this course are as the follows: 1) Knowledge objective: Students should master the knowledge of English expressions related to Chinese culture, the knowledge of Chinese culture and cross-cultural communication 2) Competence objective: Students should possess the ability of Chinese culture English listening, speaking, reading, writing, and translation abilities at level of CET-4 or CET-6; Students should also be able to promote Chinese culture in English effectively; Students should possess cross-cultural communication abilities and cooperation abilities. 3) Emotional goals: Students should love the Chinese culture, and have a sense of responsibility to promote Chinese culture to the world in English (Southwest Forestry University, 2023).

As Zan (2012) points out although Task-based Instruction has gradually been applied by English teachers in China, especially in reading classrooms, the current reading situation in China is not satisfactory because many teachers are still using a traditional teacher-centered way to teach students. And as for the students attending

to the Chinese Culture English course, even though they have finished their EGP (English for General purpose) course which had laid down some language basic for them, they still encounters with some difficulties to be solved. The problems of the students of this course mainly focus on the following points: 1) Lack of the knowledge of learning theories and strategies. 2) Feel difficult in understanding the language input including listening and reading and expressing for the output including speaking, writing and translating. 3) Of the five abilities mentioned in point 2, reading turned out to be one of the most difficult abilities for the students. 4) Poor cooperating and team-work ability. 5) Poor inter-cultural communication abilities.

Upon the situation mentioned above, Task-based instruction turned out to be suitable for this course a lot. Due to TBI's emphasis on meaningful negotiation and task execution to solve problems. During task execution, learners use the target language for communicative purposes. (Wu, *et al.*, 2016). In this regard, task-based language instruction is considered one of the most effective instructions used in ESP courses, as it emphasizes the use of the target language by learners for communicative purposes. That is why despite the proliferation of different instructions, TBLT is still able to best respond to new trends and discoveries in cognitive and educational psychology (Baralt & Gómez, 2017). Willis's framework is also widely used in ESP courses, more specifically in receiving skills and auxiliary skills (Khatib & Dehghankar, 2018). This demonstrates the truth that the TBI is very appropriate to be applied in the ESP course to improve the English skills.

There are lots of research findings related to using Task-based instructional Model to confirm the possibility of improvements of English reading ability.

Abdussalam *et al.* (2019) investigated the effectiveness of Task-Based Instruction (TBI) in improving the reading comprehension ability of EFL students at Tabuk University. The findings of this study reveals that TBI can effectively improve students' reading comprehension abilities. A study was conducted by Styati and Khasanah (2022) to test the effect of task-based teaching in the reading skills of SMPN 4 MDN middle school students. The results indicate that students who use task-based instruction are more efficient than those who use traditional teaching instruction. This means that using task-based instruction for reading instruction has a better impact on students' reading skills. Maryam and Abbas (2022) studied the impact of task-based language teaching on the reading comprehension ability of

Iranian intermediate English learners. The results indicate that TBLT has statistical significance in improving the reading comprehension of Iranian intermediate learners. Zhou (2017) carried out a study at Leshan Normal University in China. The results indicate that applying task-based instruction to college English reading teaching can greatly attract the interest of non-English major students and improve their reading ability. Chalak (2015) did a research in Iran focusing on improving reading comprehension skills through task-based instruction (TBI). The research findings indicate that using flexible interactive tasks in English classrooms can improve the reading comprehension ability of Iranian English learners.

As the rationale shown above, the author realizes the importance of studying “Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students”.

Research Questions

1. What are the factors affecting Chinese culture English reading ability of undergraduate students?
2. Is task-based instructional model to improve Chinese culture English reading ability of undergraduate students in Southwest Forestry University appropriate for further implementation and how?
3. What are the results of implementing task-based instructional model to improve Chinese culture English reading ability of undergraduate students in Southwest Forestry University?

Research Objectives

1. To examine the factors affecting Chinese culture English reading ability of undergraduate students.
2. To develop task-based instructional model to improve Chinese culture English reading ability of undergraduate students in Southwest Forestry University.
3. To study the results of task-based instructional model to improve Chinese culture English reading ability of undergraduate students in Southwest Forestry University.

Research Hypothesis

After implementing task-based instructional model, students' Chinese culture English reading ability will be higher than before the experiment.

Scope of the Research

Population and the Sample Group

Population

The total of 65 students from 2 classes of students with different levels of learning achievement – beginner, intermediate, and advanced, who enroll in Chinese Culture English Course at Southwest Forestry University in 1st semester academic year 2023. Those sections involve the following.

32 students in class A

33 students in class B

The Sample Group

The 32 students who enroll in Chinese Culture English Course from class A are obtained by cluster random sampling.

Independent Variable

Task-based Instructional Model

Dependent Variable

Chinese Culture English Reading Ability

Contents

According to the Chinese culture reading ability in this study, the researcher chooses Unit 1 to 4 for the experiment. The content is shown below:

Unit 1: Chinese Food (4 hours)

Unit 2: Peking Opera (4 hours)

Unit 3: Chinese Festivals (4 hours)

Unit 4: Animal-related Folk Customs (4 hours)

Time Frame

Semester 1 of academic year 2023 (September 2023 to December 2023)

Advantages

1. **To the students:** they can improve their Chinese culture English reading abilities through the development of the Task-based Instructional Model.

2. **To the lecturers:** they can improve their teaching skills and enhance new techniques in teaching through the research.

3. **To the institute:** it can get more experience and advice in managing the university and help the teachers and students to teach and learn in a better organism.

Definition of Terms

The **factors affecting Chinese culture English reading ability** refers to the internal and external factors collected from students using questionnaire and structured interviews for lecturers designed by the researcher. The internal factors involve the information about students while external factors consist of information about the teacher and circumstances. In addition, the factors will be obtained by structured interviews with the lecturers.

Development of the Task-based Instructional Model refers to a new instructional framework which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, is confirmed by the experts in 4 aspects: 1) Utility Standards, 2) Feasibility Standards, 3) Propriety Standards and 4) Accuracy Standards (Stufflebeam and Social Impact, 2012) as the follows:

Utility Standards are intended to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility Standards are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety Standards are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results.

Accuracy Standards are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

Task-Based Instructional Model refers to a series of detailed activities designed by teachers to achieve certain learning objectives, including goals, steps,

sequence, rhythm, products (such as papers, book reports, etc.), learning strategies, evaluations, participation, materials (i.e. materials or resources used to complete tasks), and target language (Richards, 2000). The steps of the TBI developed in this thesis are as follows:

Pre-task phase

Step 1: Introducing the task. Teachers introduce the topic and task with warming-up activities as brainstorming and so on. Teachers can highlight useful words and expressions to help students and prepare them for the task.

During task phase

Step 2: Doing the task. Students work in pairs or groups to do with their tasks, they can express their ideas freely in the target language without paying attention to the form of language. Teacher monitors the class and provide guidance when necessary. Various types of tasks like listing, Comparing, Problem solving and so on can be applied in this stage.

Step 3: Planning the report. Students prepare to report to the whole class about how they did the task and and what the outcome was. Teacher goes round to advise students on language, suggesting phrases and helping students to polish and correct their language.

Step 4: Learner report. Some or all of the groups present their reports to the class, other students can comment and add extra points. Teacher chairs, comments on the content of their reports. This stage focuses on reflecting and summarizing the outcome of the task, so it is also a step of evaluation.

Post-task phase

Step 5: Language awareness activity. This step emphasizes on language form and use. Teachers should inform students of certain features of language and help the students to master and internalize the language forms through language-related activities.

Chinese culture English Reading Ability refers to the ability of reading the materials about Chinese culture in English. As for the testing tools for the ability above, the testing paper designed by the researcher will be used. The students' Chinese culture English reading ability can be examined by the pretest and posttest papers. This study adopts the reading ability assessment criteria of PIRLS (Mullis & Martin, 2019).

1. Focus on and Retrieve Explicitly Stated Information
2. Make Straightforward Inferences
3. Interpret and Integrate Ideas and Information
4. Evaluate and Critique Content and Textual Elements

Undergraduate Students refers to the 2nd year students majoring in Teaching Chinese as a Foreign Language enrolled the Chinese Culture English Course in the 1st semester academic year 2023 at Southwest Forestry University.

Southwest Forestry University refers to a public university located in Kunming City, Yunnan Province, China. It is the only forestry university independently set up in the West part of China, it contains the majors of the forestry, science, industry, agriculture, literature, law, art and so on. The university originated in 1938 and was officially renamed as Southwest Forestry University in the year 2010. This university can award degrees from Bachelor degree and Master degree to Doctor degree.

Research Framework

In this study about “Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students”, the researcher studied the Task-based instructional model of Willis (1996), Nunan (2004), Norris (2011) and Ellis (2006, 2018), analyzed the method of teaching Task-based instructional model to do the research framework, concluded the steps of TBI: 1) Step 1: Introducing the task, 2) Step 2: Doing the task, 3) Step 3: Planning the report, 4) Step 4: Learner report, 5) Step 5: Language awareness activity. For Chinese culture English reading ability the researcher studied the reading ability assessment criteria of PIRLS (Mullis & Martin, 2019): 1) Focus on and Retrieve Explicitly Stated Information, 2) Make Straightforward Inferences, 3) Interpret and Integrate Ideas and Information, 4) Evaluate and Critique Content and Textual Elements. The research framework is concluded in Figure 1.1 as below:

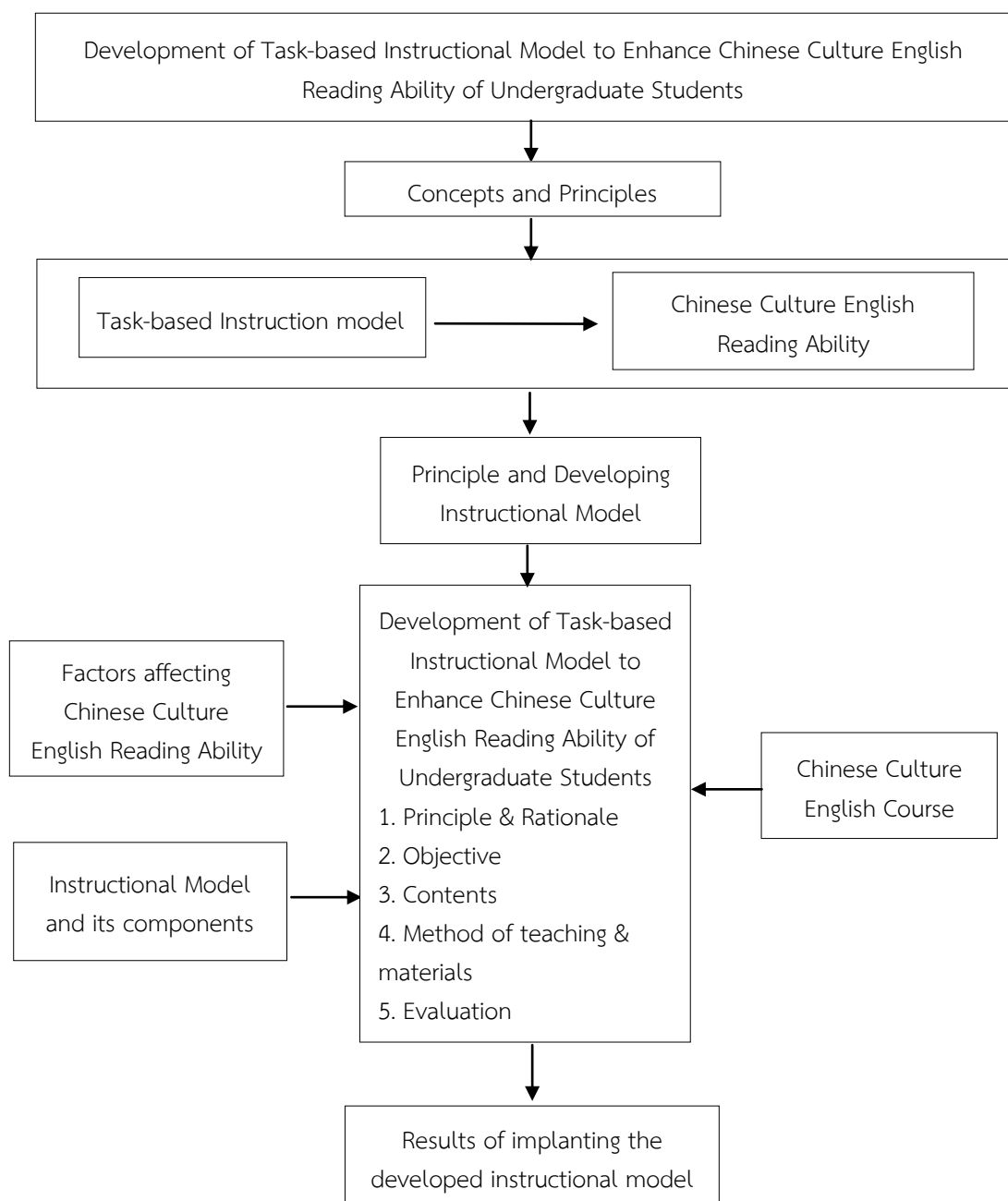


Figure 1.1 Research Framework

Chapter 2

Literature Review

In the study of “Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students”, the researcher studied the documents concerning the following.

1. Chinese Culture English Course at Southwest Forestry University
2. Development of Instructional Model
3. Task-based Instruction
4. Chinese Culture English Reading Ability
5. Related Research

The details are as follows.

Chinese Culture English Course at Southwest Forestry University

According to the Handbook of College English Teaching issued by the Chinese government (College Foreign Language Teaching Steering Committee of the Ministry of Education, 2020), the Chinese Culture English Course is an ESP (English for Specific) course in the series of the Chinese College English courses. As for the requirement for this course from the Handbook, the ESP course should combine the content of a specific subject with the objective of the English language teaching. The handbook states that “ESP courses should highlight the instrumental characteristics of college English. Universities should establish ESP courses that reflect the characteristics of their universities and majors in accordance with their talent development goals and student growth needs”. So, the Chinese Culture English Course in the Southwest Forestry University is designed for the undergraduates majoring in Teaching Chinese to Speakers of Other Languages, and according to the syllabus of the Southwest Forestry University, the principle and objectives are as follows (Southwest Forestry University, 2023):

Principles

The principle of student-centered and teacher guided. The center of learning is students, so it is necessary to put students at the center and advance the

curriculum based on their needs, so that students can actively master the language in language practice.

Encourage collaborative learning among students. Develop students' communication and team collaboration abilities using collaborative learning methods.

Cultivate students' interest in learning and self-learning ability.

Emphasize the principle of communication and emphasize the communicative function of language.

Create a real language environment, allowing students to feel the functions of language in the real language environment, not just staying in the textbook.

Objectives

Knowledge objective: Students should master the knowledge of English expressions related to Chinese culture, the knowledge of Chinese culture and cross-cultural communication.

Competence objective: Students should possess the ability of Chinese culture English listening, speaking, reading, writing, and translation abilities at level of CET-4 or CET-6; Students should also be able to promote Chinese culture in English effectively; Students should possess cross-cultural communication abilities and cooperation abilities.

Emotional objectives: Students should love the Chinese culture, and have a sense of responsibility to promote Chinese culture to the world in English.

Curriculum Structure

This course is a compulsory course for the undergraduate students majoring in teaching Chinese as a foreign language, it counts for 2 credits, and the total class hours are 32, and weekly class hours are 2 hours.

Table 2.1 Chapters and Contents in Chinese Culture English Course

Unit	Chapter	Contents	Time (32 hrs.)
1.Chinese Food	1.1 Appreciating and understanding: Chinese food culture.	The Chinese food customs; The taste of the Chinese food; The famous traditional Chinese dishes.	4 hrs.
	1.2 Reading activities: the famous “Eight Cuisines” in China.	Sichuan Cuisine; Hunan Cuisine; Shandong Cuisine; Anhui Cuisine; Zhejiang Cuisine; Jiangsu Cuisine; Fujian Cuisine; Guangdong Cuisine.	
2.Peking Opera	2.1Appreciating and understanding: the art of listening -- old-style theaters.	The origin of Peking Opera; The history of Peking Opera; Music of Peking Opera: Xipi and Erhuang; He roles of Peking Opera: Sheng, Dan, Jing, Chou.	4 hrs.
	2.2 Reading activities: the facial makeup of peking opera.	Red: Uprightness and loyalty; Blue: Bravery and pride White: Treachery and cunning Black: Rough and forthright.	
3.Chinese Festivals	3.1Appreciating and understanding: the Chinese traditional festivals.	The Lantern Festival; The Tomb-sweeping Day; The Dragon Boat Festival; The Double Seventh Festival; The Double Ninth Festival; The Spring Festival.	4 hrs.
	3.2 Reading activities: a glimpse of the Spring Festival.	The custom, origin and legend of the festivals	

Table 2.1 (Continued)

Unit	Chapter	Contents	Time (32 hrs.)
4. Animal-related Folk Customs	4.1 Appreciating and understanding: symbols of animals in Chinese culture	The symbol of dragon and phoenix; The symbol of the 12 zodiac animals.	
	4.2 Reading activities: the animal-related folk customs	The Chinese dragon and phoenix; Chinese zodiac 12 animals.	4 hrs.
5. The Wisdom of Confucius	5.1 Appreciating and understanding: Confucius's and his wisdom.	The life story of Confucius; The development of Confucianism; The book of Confucius: The Analects.	4 hrs.
	5.2 Reading activities: the concept of Confucius.	The concepts of Confucius: Ren, Yi, Li, Zhi, Xin. The value of the concepts of Confucius. The implementation of the concepts of Confucius.	
6. Chinese Crafts	6.1 Appreciating and understanding: traditional Chinese crafts.	The types of traditional Chinese crafts; The characteristics of traditional Chinese crafts; The protection of traditional Chinese crafts.	4 hrs.
	6.2 Reading activities: Chinese paper cutting.	The origin of Chinese paper cutting; The development of Chinese paper cutting; The enchantment of Chinese paper cutting.	

Table 2.1 (Continued)

Unit	Chapter	Contents	Time (32 hrs.)
7.Chinese Characters	7.1Appreciating and understanding: unique Chinese characters -- source of Chinese calligraphy.	The development of Chinese Characters; The strokes of Chinese characters; The six categories of Chinese characters.	4 hrs.
	7.2 Reading activities: the scripts of Chinese characters.	Seal script; Official / Clerical script; Regular script; Cursive script.	
8.Chinese Clothing	8.1 Appreciating and understanding: Chinese Clothing.	The origin and history of the Chinese clothing; The different styles of Chinese clothing; People’s opinion towards Chinese clothing.	4 hrs.
	8.2 Reading activities: The Chinese Cheongsams	The origin of the Chinese Cheongsams; The evolution of Chinese Cheongsams; The diversion of Chinese Cheongsams.	

Unit 1-4 is chosen by the research for implementing the developed model in the present study.

Development of Task-based Instructional Model

Definition of Instructional Model

There are many academic educators have a definition of instructional model as follows:

Joyce et al. (2021) believe that instructional models are a way to establish an ecosystem of student growth and motivation, where students can interact with the components of this ecosystem and achieve autonomous learning at once.

Metzler (2017) believes that an instructional model is a system based on learning theory, long-term learning objectives, context, classroom management, relevant teaching strategies, process validation, and student learning evaluation. And the teaching model is applied to the entire teaching unit and includes all planning, design, implementation, and evaluation functions of the unit.

Yang (2019) believes that instructional models are a set of methodological systems established on the basis of teaching practice to organize, design, and regulate teaching activities.

He (1997) believes that instructional model refers to the stable structural form of teaching activities conducted in a certain environment under the guidance of certain educational ideas, teaching theories, and learning theories.

Yu and Ma (2003) believe that a teaching model is a relatively stable set of teaching activity plans or models established on a certain theoretical basis.

It can be seen that most of the definition of the teaching mode is concentrated on items like teaching activity like teaching plans, teaching organizations and teaching evaluations. And the basis of theory is also one of the key ingredients. So, from the definition above, it can be concluded that teaching mode refers to a relatively stable teaching activity framework and program established under the guidance of certain teaching ideas or theories

Components of Instructional Model

The components of the instructional model is very important, by making clear of the components of the instructional model, one can develop a better instructional model and implement it in a more practical way under the guidance of a firm theoretical base. There are many academic educators have comments on the components instructional model as follows:

Metzler (2017) believes that the instructional model includes the following components: a different set of managerial plans, decisions, operations, learning activities and assessments.

Yang (2019) contends that instructional model should consist of five components as Guiding ideology, functional objectives, structural procedures, operational essentials, and evaluation.

Li (1996) believes that the components include theoretical foundations, functional objectives, implementation conditions, and activity procedures.

Zhu (1998) believes that the components include teaching ideas or teaching theories, teaching objectives, operating procedures, and teacher-student combinations.

He (2008) believes that a complete teaching model should include five components: theoretical basis, objectives, conditions, procedures, and evaluation.

From the information above, the instructional model employed in the present study involve 5 components in line with the theories above, i.e. principle and rationale, objectives, contents, methods of teaching & materials and evaluation.

Confirmatory Factor Analysis

To ensure the appropriateness of developed instructional model before implementation, the developed instructional model is confirmed depending on program evaluation standards in 4 aspects: 1) Utility Standards, 2) Feasibility Standards, 3) Propriety Standards and 4) Accuracy Standards (Stufflebeam and Social Impact, 2012)

Utility Standards are intended to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility Standards are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety Standards are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results

Accuracy Standards are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

Task-based Instruction

Background

Task based teaching (TBI) is a learner-centered teaching method that has emerged in communicative language teaching practice as a student-centered experiential teaching method (East, 2017). It was developed by Prabhu (1987a), a teacher and researcher in Bangalore, South India, in the 1980s. Prabhu conducted a project in a school in India. This is the famous "Bangalore Project", as known in the literature, which is the starting point of the popularity of task-based learning (Sayed, 2014). In his study, Prabhu (1987a) designed the learning contents into interactive tasks which the students were expected to complete as a way of learning. This experiment is viewed as the original form of task-based approach.

Based on the above theoretical origins, task-based teaching, also known as task-based Language Teaching, has emerged and begun to be widely adopted, numerous researches had been dedicated in the field of TBI since then, lots of representative researchers like Bygate, Skehan, and Swain (2001), Ellis (2003), Johnson (2003), Nunan (2004), Leaver and Willis (2005), Branden (2006), Branden, Bygate and Norris (2009a) and so on had made an effort and significant dedication in the improvement of TBI. Until now, the Task-based Instruction is still arousing a lot of enthusiasm for the researchers and instructors to study, implement and develop.

Theory

Task-based teaching is strongly based on a series of theories. Like the classification of task features, the theoretical basis for empirical research on task-based learning has become more detailed over the past 30 years, reflecting the shift from early emphasis on how task-based learning promotes understanding of input through meaningful interaction and negotiation, to recent emphasis on how task-based learning promotes attention to output, and the development of speech production that increasingly resembles the target (Peter, 2011). So, it can be concluded that the task-based language has a firm and rich foundation of theories, so that the instruction can be suitable and feasible for the modern time. The representative theoretical basis for TBI are as follows:

The Input Hypothesis

During the 1980s, Krashen proposed the important Input Hypothesis of Second Language Acquisition. He believes that "Input does not equal acquisition,

teaching does not equal learning” (Krashen, 1985). Only input that is understandable for the learners is meaningful and may lead to acquisition. This theory states that comprehensible input is a prerequisite for learners to internalize language.

Krashen (1985) also believes that when the input is a little higher than learners’ existing level, the learner’s language acquisition can be produced, that is to say if a learner’s existent language level is “i”, then it is the input of “i+1” that enables him to acquire the language. The “i+1” refers to a language level that is a little higher than the learner’s existing language level. Once enough understandable input appears, the language level of the learner can be developed from “i” to “i+1” stage.

Also, Krashen (1985) states that through extensive experiments, it has been proven that learners' systematic mastery of the target language can only be achieved through extensive exposure to the target language, which is an unconscious acquisition process for learners. This cannot be a simple process of language skill training and learning of the language knowledge. For example, the development of writing skills is achieved through extensive active reading rather than deliberate teaching of writing skills. Also, when learners are exposed to sufficient “understandable input”, they begin to pay attention to the required grammatical forms.

The important hints of the Input hypothesis can be summarized as follows: First, a large number of target language inputs are crucial to the second language learners; Second, in order to achieve the expected results, for what and how to input, it should be determined from the basic needs and learning level of learners.

Input hypothesis has a great impact on task-based teaching, it turns out to be a basic theoretical support of task-based teaching. Affected by this, task-based teaching advocates exposure to real language materials, while not paying so much attention to language forms and grammar knowledge, it concerns the learners’ perspectives by designing “tasks” with appropriate difficulty level and organize the classroom based on tasks. From this aspect, therefore, Prabhu's cognitive principle of TBLT is consistent with Krashen's (1982) proposition that comprehensible input is necessary for learning, and "striving to find meaningful content" promotes incidental learning of implicit or implicit knowledge (Robinson, 2011), so the explicit instruction

in grammar was suggested in “the Bangalore Project” (Krashen, 1982; Robinson, 2011).

The Output Hypothesis

The representative founder of the output hypothesis is Swain. Swain (1985) pointed out that although the “understandable input” plays an important role in the process of second language acquisition, it is still not enough to promote the comprehensive development of learners' second language proficiency. He further pointed out that the accuracy of learners' second language must be improved through the process of language output, which also has a great positive impact on the development of learners' communicative ability.

Swain (1995) believes that attention to output, whether occurring in interaction between learners or not, has a promoting effect, because in the process of generating the target language, learners may notice the gap between what they want to say and what they can say, leading them to identify things they don't know or only know partially. Language production also provides learners with the opportunity to test hypotheses about good forms and meta linguistic reflections on second language forms (Robinson, 2011).

When the learners encounter the difficulties in their language communication, they will be pushed to correct and modify their language expressions to make it more understandable, accurate and fluent. Just as Nunan (1991a) pointed out: Swain had proved that although learners in Canada's immersive curriculum have been exposed to a large number of comprehensible inputs, they have not totally formed the language competence of the target language expected by the Input hypothesis. Therefore, only through understandable output can the language abilities that learners are developing be forced to operate.

That's the reason why the Task-based instruction puts great emphasis on output and the completion of each 'task' involves the output form of verbal or written ones. Thus in a language course as in the context of this research, the designing of the steps of the instructional model contains a lot of output part.

The Interaction Hypothesis

Long stated out the interaction hypothesis. He believes that in terms of Language acquisition, two-way communication is more important than one-way communication (Long, 1983). The mutual communication between teachers and

students in the classroom is an important way to improve learners' mastery of a second language. The interaction hypothesis provides an important theoretical basis for meaningful communication in the teaching process. At the same time, the interaction hypothesis also proves that the input-only classroom without any interaction is not an adequate one for Language acquisition.

The basic concept of the interactive hypothesis is that dialogue is not only a medium of practice, but also a means of learning, more specifically, when it comes to negotiating meaning. Especially negotiation work that triggers interaction and adjustment among native speakers or more capable interlocutors, as it effectively connects input, internal learning abilities, especially selective attention and output (Long, 1996).

Another representative scholar of this theory, Pica (1994), proposed that the opportunity to negotiate meaning can help language learners obtain comprehensible input through three main ways: 1) helping learners obtain comprehensible input; 2) Provide learners with feedback on their own use of a second language; 3) Encourage learners to adjust, manipulate, and modify their output.

Upon the above facts, the interactive hypothesis has become the theoretical basis for Task-Based Instruction. By the interaction between students, the teachers design “tasks” with interactive activities by focusing on meaning, and the students participates in completing the tasks and tries to complete them by joining the group activities effectively. That can give a theoretical explanation for the feature of the task-based instruction to be student-centered and with a lot of group works and pair works.

Constructivism

Constructivism is mainly rooted in the research of Piaget (1964) and Vygotsky (1978). It believes that learners must discover and transform complex information independently and to test new information with the rules that they have already known, and adjust the old rules when they are not applicable (Salvin, 2012). That is to say learning and development are kind of social and collaborative activities, which can not be taught. Knowledge is actively constructed by learners themselves through participating in the world around them rather than passively transmitted by others. Therefore, teachers cannot just “tell” the knowledge to the students, the students must use their own brains to construct the knowledge. Teachers can promote

students' construction process in various ways, students can be provided with opportunities to autonomously discover or apply certain concepts, the teaching process can make students sensitive to strategies and actively apply them to their learning (Guskey & Anderman, 2008).

Therefore, constructivism focuses on attracting students to rich teaching contexts that reflect the natural environment. In such an environment, students have the opportunity to negotiate meaning and collaborate with others. Through constructing meaning by themselves, students are initiative in their own learning, and the teacher serves as an assistant to help students in their growth. Teachers are no longer the transmitters of knowledge, on the contrary, they provide help and scaffolding to enable students to discover knowledge independently (Borich, 2017).

As it emphasizes on the student-centered concept, the theory of constructivism has a profound significance for pedagogy. In a student-centered classroom, the teacher is "an assistant by the side" rather than "a saints on the stage"; Teachers are helping students discover meaning, rather than lecturing or controlling the students (Noddings, 2008).

All in all, there are three basic characteristics for Constructivism (Borich, 2017):

The cognitive conflict or confusion is a stimulating factor for learning and the reorganization of the learned knowledge. According to Piaget, when students' existing experiences cannot be assimilated into their existing thinking patterns, there is a need for reconciliation.

Knowledge is derived through negotiation. Collaborative groups are very important because students can both check their own comprehension and the viewpoints of others.

The comprehension is derived from the individual's response to the environment. Cognition not only exists within individuals of the students, but also comes from the perceptions and experience distributed throughout the overall environment of the students.

So, the Task-based Instruction, in support of the constructivism theory, believes that learning process should be filled with real meaning, and task-based learning should be a student-centered one with the assistance of the teachers. The tasks should be designed properly according to the needs and circumstances of the

students, and the task-based activities should stimulate the students' self-motivation to learn the knowledge.

Definition of Task-based Instruction

Richards (2000) pointed out that task-based teaching refers to a teaching mode in which teachers design a series of activities in detail to achieve a certain learning goal, including goals, steps, sequence, rhythm, products (such as papers, book reports, etc.), learning strategies, evaluation, participation, materials (i.e. materials or resources used to complete tasks) and target language.

Richards and Rodgers believe that TBI is considered a communicative instruction because it emphasizes on the importance of communication with meaning in real life as a key focus of language courses (Richards & Rodgers, 2014).

Ellis and Shintani (2014) defined task-based teaching as a communicative approach aimed at cultivating second language learners' communicative abilities through meaning oriented communication during task execution.

Richards and Schmidt (2010) pointed out that TBI (also known as Task Based Language Teaching (TBLT)) is a language teaching method that involves learners in meaningful communication and interaction, enabling them to acquire grammar knowledge through the use of authentic language.

Characteristics of Task-based Instruction

Since the task-based instruction is an very important and useful instruction, many scholars have concluded various characteristics of it, the following are some of the most representative one:

Nunan (1991b) outlined five characteristics of task-based teaching in language learning:

Use the target language to express and interact in learning,

Use real materials in learning,

Let learners notice the learning process itself while learning the language,

As an important contributing factor to classroom learning, enhancing learners' personal experiences,

combine the classroom learning with activities outside while one is learning a language.

Bhandari (2020) pointed out that task-based teaching is a learner centered experiential teaching method, originating from communicative language teaching

practice. In this approach, teachers involve students in teaching and real-world tasks to develop their language skills, thereby cultivating their skills to solve any language problems in academic, social, and professional life. Language teachers use this method to cultivate students' communication skills by actively engaging them in listening, speaking, reading, and writing tasks. TBI also creates conditions for interaction between students and teachers, as well as among students in the classroom environment. Unlike teacher centered approaches that primarily focus on language forms, TBLT focuses on the meaning of language. Therefore, according to Bandari, TBI has four characteristics:

TBI is a Learner-centered instruction

TBI is used to develop students' communicative skills

TBI emphasizes on the interactions between students and teachers, and among students.

TBI mainly focuses on the meaning of language rather than the form of language.

According to the above statements, the characteristics of TBI can be mainly summarized briefly in from some aspects, the details are concluded in the following Table 2.2.

Table 2.2 Characteristics of Task-based Instruction

Characteristics of Task-based Instruction	Experts
Emphasize on communication	Nunan (1991b); Bhandari (2020)
Focus on interaction among learners and between learners and teachers	Nunan (1991b); Bhandari (2020)
Introduction of authentic texts and learning materials	Nunan (1991b)
Relate learning to the real world	Nunan (1991b)
The teaching activities is organized around "task"	Long (2015)
Learner-centered	Bhandari (2020)
Focus on meaning of target language rather than form	Bhandari (2020)

Principles of applying the Task-based Instruction

Nunan (2004) proposed seven principles for task-based language teaching: 1) Scaffolding, 2) Task dependency, 3) Recycling, 4) Active learning, 5) Integration, 6) From reproduction to creation, 7) Reflection.

Lochana and Deb (2006) concluded 9 principles for Task-based Instruction to obey during the implementation:

- 1) The goal of the task must be clearly stated
- 2) The task must be suitable for the learner's level
- 3) This task must equip learners with the ability to apply classroom learning in new situations.
- 4) The task must be interesting and motivating for students
- 5) The input format must be clear to the teacher
- 6) The roles of teachers and students must be clearly defined
- 7) Through tasks, learners must be encouraged to negotiate meaning
- 8) Must predict the language that the task will generate
- 9) Tasks should have diversity and flexibility

Ellis (2009) proposed five task application principles to be followed in hybrid accounts for applying task-based courses to English learning in Asia:

- 1) The design of tasks must match the abilities, needs, and levels of students.
- 2) Tasks need to be experimented with to ensure appropriate second language use, and corresponding revisions must be made.
- 3) Teachers must have a clear understanding of what a task is.
- 4) Both teachers and students must understand the communicative goals and teaching rationality for completing tasks.
- 5) Teachers involved in task delivery should also be involved in the development of courses and materials.

From the above, it can be seen that according to the scholars, in the implementation of the task-based instruction, the choice of the tasks, the designing of the task types and the way to fulfil the tasks have been concerned a lot.

Definition of 'Task'

According to the above, to know what a task is is very important in the implementation of the task-based instruction, because a good understanding of task can be a nice promise for the correct application of the instruction.

Long (2015) points out that in Task-based Instruction, syllabi, curricula and lessons are all organized around 'tasks'. Because of this important feature of TBI, 'Task' turned out to be crucial in the implementation of the Task-based Instruction. So to make clear of the definition of task is a prerequisite for implementing the Task-based Instruction. For this reason, there are numerous scholars trying to define what a 'Task' is, the follows are some representative definitions.

Long (1985) defined a task as "a task that is done freely for oneself or others, or for a certain reward. Therefore, examples of tasks include drawing fences, dressing children, filling out forms, buying a pair of shoes. In other words," task "refers to 110 things people do in their daily lives, work, play, and between".

According to Long's broad definition of tasks in the previous text, Nunan (2004) made an important basic distinction between "real-world tasks" (also known as "target tasks") and "instructional tasks". According to Nunan, tasks in the real world refer to using language outside of the classroom; Teaching tasks refer to tasks that occur in the classroom, and teaching tasks are classroom tasks that involve learners' understanding, manipulating, generating, or interacting with the target language, while their attention is focused on mobilizing grammar knowledge to express meaning, with the aim of conveying meaning rather than manipulating form.

Under this context mentioned above and with the development of TBI, most of the experts' definition and discussion for the concept of 'task' is focusing on the pedagogical task which happens in the classroom, and the task organized in TBI also mainly refers to the pedagogical task. The following are some of the definitions of 'pedagogical task'.

Yassin *et al.* (2018) states that task refers to any activity or work that helps students develop language fluency and abilities when they participate.

Ellis (2003) defines teaching tasks as follows: a task is a work plan that requires learners to pragmatically process language to achieve results that can be evaluated based on whether the correct or appropriate propositional content is conveyed. For this, it requires them to first focus on meaning and utilize their language resources, although the design of the task may lead them to choose specific forms. The purpose of a task is to create direct or indirect similarities in language use. The usage of language in the real world. Like other language activities, a task can involve productive or receptive, verbal or written skills, and various

cognitive processes. To summarize Ellis's definition, the main focus of a task is meaning, and learners must rely on their own language resources to complete the task. This work plan typically includes some type of "information gap" that requires clear communication outcomes.

Nunan (2006) defines a task as a classroom task that involves learners understanding, manipulating, generating, or interacting in the target language, while their attention is focused on mobilizing grammar knowledge to express meaning, with the intention of conveying meaning rather than manipulating form, and can independently act as a communicative behavior with a beginning, an middle, and an end.

Like Ellis (2003) and Nunan (2004), scholars such as Skehan (1998b); Bygate (2001) and Richards (2006) have similar views on teaching tasks because they require learners to use specific interactive strategies and types of language (skills, grammar, vocabulary) to convey meaning and achieve specific language outcomes, rather than manipulating forms.

It also can be seen that besides the emphasis on meaning, lots of experts also emphasize on the communicative purpose of the task when they are giving the definition for task. They believe that tasks must be a language resource that creates opportunities for learners to communicate in a second language (Ellis, 2003; Nunan, 2006; Skehan, 1998b; Rolin-lanziti, 2014; Willis, 1996; Bygate, 2001). So it can be said that task is the soul of the task-based instruction, if a teacher does not know what is a task and how to design it and how to implement it, and if the learner can not get involved in the task assign by the teacher fully, the teacher is not implementing a real "task-based instruction".

Characteristics of 'Task'

Lots of scholars have suggested the Characteristics of task to guide the design of a task, the representative ones are as follows:

According to Ellis (2009), language teaching activities must have the following four characteristics in order to become a "task":

- 1) "Meaning" goes first.
- 2) There should be some kind of 'gap' (the learners are forced to communicate with each other and to express themselves in the target language so that they can fill in the gap)

3) Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity. So the resources (input) is also very important.

4) There is a clearly defined outcome other than the use of language

Skehan (1998a) suggests 5 characteristics for a task activity:

- 1) Meaning is paramount.
- 2) There are some communication issues that need to be resolved.
- 3) There is a certain relationship with comparable real-world activities.
- 4) Completing tasks has a certain priority.
- 5) The evaluation of tasks is based on the results.

Bouffard *et al.* (1995) suggested 2 characteristics for a task:

1) The difficulty of a task should reach its optimal level. For the level of the target group, this should neither be too easy nor too difficult.

2) A task should require students to apply their problem-solving skills. Therefore, it can be said that teaching is best defined as a problem-solving activity in TBI.

Candlin (1987) proposed seven key features that task designers should be able to adapt to and teachers can provide in order to best promote classroom learning: 1) Input, 2) Role, 3) Settings, 4) Action, 5) Monitoring, 6) Result, 7) Feedback.

Nunan (1989) states out 6 key characteristics of task: 1) Goals, 2) Input, 3) Activities, 4) Teacher role, 5) Learner role, 6) Settings

The features suggested by Nunan are similar with Candlin in many aspects, but for 'input', Nunan emphasize on the use of authentic materials for a task.

A special feature of Nunan's characteristics is the "goal". Nunan points out that the goal is the vague overall intention behind any given learning task, providing a connection point between the task and the broader curriculum. The goal is the reason why teachers encourage learners to participate in tasks. Although goals must be included in a task, they are not always explicitly defined.

Sayed (2014) outlined 5 major characteristics of Task-based Instruction:

- 1) Task should reflect the real world activity
- 2) Task can be seen as a syllabus unit
- 3) Task should be learner-centred
- 4) Task should be ideal for second language acquisition
- 5) Task is an instrument to specify the parts to be concentrated in the next activities

According to the above statements, the characteristics of TBI can be mainly summarized in the following table 2.3.

Table 2.3 Characteristics of ‘Task’

Characteristics of ‘Task’	Experts
Meaning is primary.	Ellis (2009); Skehan (1998a)
There should be some information ‘gap’ for the learners to fulfil, so that they can communicate in the target language.	Ellis (2009); Skehan (1998a);
Task should reflect the real world activity and authentic materials is recommended.	Skehan (1998a); Sayed (2014); Nunan (1989)
A task should have an optimum level of difficulty	Bouffard <i>et al.</i> (1995)
Task should be learner-centred	Sayed (2014)
Task should be problem-solving activity	Bouffard <i>et al.</i> (1995)
Task completion has priority	Skehan (1998a)
There is a clearly defined outcome to be obtained	Ellis (2009); Skehan (1998a); Candlin (1987); Bouffard <i>et al.</i> (1995)

Types of ‘Task’

Types of task can be various and numerous, the selection of the types is according to the situation in practice. So to use proper types of task to grasp the students’ attention and gain a nice effect of language learning is very important for the teachers. Upon thus reasons, many scholars have proposed different types of task as follows.

Prabhu (1987b) proposes 3 types of language task:

1) Information-gap task: It involves the exchange of information between participants to complete a task.

2) Reasoning-gap task: Students are required to provide their personal preferences, feelings, or attitudes in order to complete the task.

3) Opinion-gap task: Require students to infer some new information from the provided information.

Willis (1996) proposed 6 types of task:

- 1) Listing: When learners explain their ideas, there is a lot to say. Listing includes activities such as brainstorming and behavior discovery.
- 2) Ordering and sorting: This involves four main types, namely arranging items, actions, or events in logical or chronological order; Rank projects based on personal values or specific standards; Classify the project into a given group or group it under a given title; Classify projects in different ways, without specifying the category itself.
- 3) Comparing: This involves matching to identify specific points and correlate them with each other; Searching for similarities and commonalities; Identify differences.
- 4) Problem solving: Depending on the type and complexity of the problem, there may be significant differences in the process and time scale.
- 5) Sharing personal experiences: It encourages learners to talk about themselves more freely and share their experiences with others.
- 6) Creative tasks: The students are supposed to work in pairs or groups to finish some innovative job.

Richards (2006) proposes 5 types of pedagogical tasks:

- 1) Jigsaw tasks
- 2) Information-gap tasks
- 3) Problem-solving tasks
- 4) Decision-making tasks
- 5) Opinion exchange tasks

In addition to the above-mentioned task types, scholars have also proposed many other types of tasks, and representative task types are shown in Table 2.4.

Table 2.4 Types of ‘Task’

Types of task	Experts
comparing and matching	Willis (1996); Pattison (1987);
communication strategies	Pattison (1987);
communicative videomaking	Talbott & Oxford (1991);
creative task	Willis (1996); Nunan (2004);
decision-making	Nunan (1989); Pica et al.(1993); Foster & Skehan (1996); Richards (2006)
dialogues and role-plays	Pattison (1987);
information gap	Prabhu (1987b); Richards (2006); Doughty & Pica (1986); Nunan (1989); Pica et al.(1993);
interviews, discussions, and debates	Nunan (1989); Oxford (1990); Richards & Rodgers (2001);
jigsaws	Richards (2006);
listing	Willis (1996);
narrative	Foster & Skehan (1996)
opinion gap; opinion exchange;	Pattison (1987); Prabhu (1987b); Richards (2006);
ordering and sorting	Willis (1996);
picture stories	Pattison (1987); Nunan (1989)
problem-solving; puzzles and problems	Pattison (1987); Willis (1996); Richards (2006); Nunan (1989); Pica et al. (1993);
puzzles and games	Nunan (1989);
reasoning gap	Prabhu (1987b); Nunan (1989);
role-plays and simulations	Crookall & Oxford (1990); Richards & Rodgers (2001);
sharing personal experiences, attitudes, and feelings	Foster & Skehan (1996); Oxford (1990); Willis (1996);

Methods of Teaching

With a fully nice understanding of the definition of “task” and “task-based instruction”, along with a proper choice of the types of tasks, the next important thing is to implement the task-based instruction in a proper way, so the teaching method is an overall important practice in the whole process.

Although there are various designs for the phases of the Task-based instruction, they all have in common 3 principle phases as the pre-task phase, the during task phase and the post-task phase (Ellis, 2018). The following are some representative phase designs proposed by the experts, the details are shown in table 2.5 as follows.

Table 2.5 Summary and Comparison of the Four Kinds of TBL Steps.

Experts	Pre-task phase	During task phase	Post-task phase
Willis (1996)	Introducing the topic and task	The task cycle: Doing the task Planning for the report Presenting the task report	Language focus: * Language analysis: language awareness activity * Language practice
Ellis (2006) (2018)	Introducing the task. Phase options like: * Framing the activity (e.g. establishing the outcome of the task) * Task planning * Doing a similar task	Centers around the task itself and affords various instructional options like: * Time pressure * Number of participants	Phase options like: * plan for report and do the report * Language Focus: Consciousness-raising also known as language awareness activity
Norris (2011)	Task Input: Introduces the target task as it is realized in actual communication.	Pedagogic task work: Tasks are designed to raise learners' awareness of new language forms and their use for particular functions. Target task Performance: Calls upon learners to deploy what they have learned in doing the target task	Task follow-up phase : Enhance the learning that has taken place over previous phases of the task-based cycle.

Table 2.5 (Continued)

Experts	Pre-task phase	During task phase	Post-task phase
Nunan (2004)	Real-world tasks Enabling skills: * Language exercises * Communicative activities	Pedagogical tasks: Various types of the task will be designed according to different context of the learning.	Rehearsal tasks Activation tasks

According to the comparison of the experts' proposal of the steps of TBI, it can be seen that, every designing contains the 3 main stages in common, they are: the pre-task stage, the during task stage and the post-task stage. But each experts' design has some similarities and differences. The frequencies of the steps are as follows in table 2.6:

Table 2.6 The Frequency of the steps in TBI

Steps	Willis (1996)	Ellis (2006) (2018)	Norris (2011)	Nunan (2004)	frequency
Pre-task phase					
Introducing the task	√	√	√	√	4
Enabling skills				√	1
Task planning		√			1
During task phase					
Doing the task	√	√	√	√	4
Planning the report	√	√			2
Learner report	√	√	√		3
Post-task phase					
Language awareness activity	√	√			2
Rehearsal tasks				√	1
Activation tasks				√	1

As Willis (1996) has mentioned, the design of task-based instruction can be flexible. And there can be various options of types of tasks according to the actual situation. But according to the analysis above as shown in table 2.5 and table 2.6, the researcher adopts the steps with a frequency of 2 or more than 2. The developed steps of Task-based Instruction to implement in this thesis are as the follows.

Pre-task phase

Step 1: Introducing the task. Teachers introduce the topic and task with warming-up activities as brainstorming and so on. Teachers can highlight useful words and expressions to help students and prepare them for the task.

During task phase

Step 2: Doing the task. Students work in pairs or groups to do with their tasks, they can express their ideas freely in the target language without paying attention to the form of language. Teacher monitors the class and provide guidance when necessary. Various types of tasks like listing, Comparing, Problem solving and so on can be applied in this stage.

Step 3: Planning the task. The students are preparing to report to the whole class on how they completed the task and the results. The teacher provides language advice to students everywhere, suggests phrases, and helps them polish and correct their language.

Step 4: Learner report. Some or all of the groups present their reports to the class, other students can comment and add extra points. Teacher chairs, comments on the content of their reports. This stage focuses on reflecting and summarizing the outcome of the task, so it is also a step of evaluation.

Post-task phase

Step 5: Language awareness activity. This step emphasizes on language form and use. Teachers should inform students of certain features of language and help the students to master and internalize the language forms through language-related activities.

Roles of Teachers and Students

To specify the roles of teachers and students can make the teachers and students more clear of their position and responsibilities in the learning and teaching activities. Just as Nunan (2004) holds that the roles of teachers and learners are two sides of the same coin. Encouraging learners to play more positive roles in the classroom requires teachers to play different roles.

So, the roles of the teachers and students are as follows.

Roles of teachers

From analyzing the specific and special roles of the teachers, the practice of the task-based instruction can be more clear and easier, because the teacher will know what they should do and what they should not do during the implementation of the task-based instruction. So there are many scholars tried to figure out the roles of teachers as follows:

Samuda (2001) and Branden (2016) point out that the teachers in TBI have to be more professional than the teachers in traditional approach.

Long (2016) points out, teachers implementing TBLT methods must utilize more creativity and decision-making abilities to tailor input and correct feedback for individual learners.

Borg (2003) points out TBI teachers should constantly modify course plans and tasks during the teaching process, make teaching decisions, and adapt to the needs of the classroom and learners.

Bryfonski (2021) pointed out that teachers must respond to learners' personal teaching outlines in the provided corrective feedback, input, and forms, and pay attention to other personal differences. All of this occurs in a harmonious classroom environment that teachers support and maintain for students.

Ellis (2003, 2009); Branden (2009, 2016); Willis (1996) pointed out that teachers are facilitators of communication, skilled communicators, providers of language input and feedback, and mediators of student language development.

Bhandari (2020) pointed out that the role of language teachers in task-based teaching is to promote learners' learning by involving them in various meaningful tasks. Teachers first analyze the needs, abilities, and interests of students, and then choose tasks.

Richards and Rodgers (2002) proposed three additional roles for teachers - "task selection and ranking, preparation for learners to complete tasks, and raising awareness.". He or she selects the appropriate task that best suits the learner's needs and sorts it based on their difficulty level. Then, he/she involves them in some preliminary tasks, including topic introductions, useful vocabulary, and explanations. These tasks are meaningful and relevant, so that students can see the reasons for

doing them and the relationship between these tasks and possible situations in their extracurricular life (Larsen & Anderson, 2011).

Nguyen (2020) pointed out that teachers provide convenience, supervision, and advice to learners in the learning process and language use, rather than dominating and controlling learners.

Samuda (2001) commented on the six roles of teachers: advisor, chairman, supervisor, language guide, facilitator, bystander, and co-communicator.

Branden (2016a) emphasizes three roles: mediators of student language development, agents of change, and researchers who contribute to understanding TBLT as "a research-based teaching method."

Though there are various definition of the roles of the teachers from different dimensions, some common points still can be summarized. So, all in all the main roles of teachers can be concluded in the following table 2.7:

Table 2.7 Roles of teachers of TBI

Roles of teachers	Requirements	Experts
Expert	Be expert with expertise and rich resource.	Samuda (2001); Branden (2016)
Decision-maker	Be good at decision-making in tailing input and correcting feed back and in adapting to classroom and learner needs.	Long (2016); Borg (2003); Bryfonski (2021)
Task designer	Be good at analyzing students' needs, abilities, and interests; chooses the tasks; sequence the tasks ; getting students engage with a variety of meaningful tasks; modify tasks all the time.	Borg (2003); Bhandari (2020); Richards & Rodgers (2002)
Facilitator; Leader; Organizer; Bystander	Skilful facilitator, leader and organizer of communication.	Ellis (2009); Branden (2016); Willis (1996); Willis & Willis (2007); Samuda (2001)

Table 2.7 (Continued)

Roles of teachers	Requirements	Experts
Provider	Provide correct language input and feedback.	Ellis (2009); Branden (2016); Willis (1996); Long (2016); Bryfonski (2021)
Advisor; Mediator	Give advise and mediate in language learning.	Willis & Willis; Samuda (2001); Branden (2016); Ellis (2009); Branden (2016); Willis (1996)
Researcher	To contributing to the general understanding of TBLT as “a researched pedagogy”.	Branden (2016)

Roles of students

As the counterpart of the teachers, the center of the learning must be students, so their role in learning under the task-based instruction is very important too. By making clear of the roles of the students, the teachers can help the students dig out their potential to the most. So there are also many statements of the roles of the students mentioned as follows:

The role of learners is closely related to the functions and status of teachers (Richards & Rodgers, 1986). Many researchers believe that learners are understood as language users and social communicators. (Ellis, 2003, 2009; Branden, 2009, 2016; Willis, 1996)

Richards and Rodgers (2002) holds that Due to the learner centered teaching approach adopted by TBLT, the role of learners in curriculum planning, implementation, and evaluation is crucial. In task-based language teaching, the core role of learners is to complete tasks appropriately. Other roles include team participation, supervision, risk-taking, and innovator. Students either complete tasks alone or actively participate in pairing, grouping, or whole class activities to learn language through meaningful communication. In addition to active participation, students also help and supervise each other's work during the task completion process. They create and interpret information, even if they lack sufficient confidence. Learners need to develop skills in guessing from language and contextual

clues, requesting clarification, and negotiating with other learners to complete tasks in a foreign or second language.

Nunan (2004) points out that Task oriented learners mainly need to take on more responsibilities rather than waiting for rote memorization.

Nguyen (2020) believes that learners are expected to actively participate in learning activities organized around tasks, working preferably with peers in the learning process.

So, all in all the main roles of teachers can be concluded in the following table 2.8:

Table 2.8 Roles of students of TBI

Roles of students	Requirements	Experts
Language user;	Use the target language while learning	Ellis (2003); Branden (2016); Willis (1996)
Social communicator; Participator	Actively participate in pairing, grouping, or whole class activities, and learn language through meaningful communication; Negotiate with other learners to complete tasks in a foreign or second language; Actively participate in learning activities organized around tasks, and it is best to collaborate with peers during the learning process.	Ellis (2003); Branden (2016); Willis (1996); Richards & Rodgers (2002); Nguyen (2020)
The one to complete the task	Complete the task appropriately	Richards & Rodgers (2002)
Peer Monitor	The students help and monitor each other's work during task completion	Richards & Rodgers (2002)
Risk-taker	Develop the skills to guess from linguistic and contextual clues	Richards & Rodgers (2002)

Table 2.8 (Continued)

Roles of students	Requirements	Experts
Innovator	They create and interpret messages even though they lack full confidence	Richards & Rodgers (2002)
The one to Take responsibilities	Take more responsibility than waiting to be 'spoon fed'.	Nunan (2004)

Strengths and Weaknesses of TBI

Every coin has two sides, so every instruction has its own strengths and weaknesses, to know about the strengths of the instruction is in order to bring the superiority of the instruction into full play; and the aim to analyze the weakness of the instruction is to avoid the poor performance of the instruction and to improve it into a better one.

Strengths of TBI

When talking about the strength of TBI, many researchers had supported it from different points of view.

Ducker (2012) pointed out that in the past few decades, as the focus of English teaching shifted from language forms to communication, learners needed to develop a range of new skills. Canale and Swain (1980) proposed four dimensions of new communicative competence in English learning: grammatical competence; Sociolinguistic skills; Speech skills; Strategic skills. Although traditional PPP (presentation, practice, and production) teaching outlines do allow for the teaching of grammar abilities, TBI is more suitable as a means of cultivating the other three abilities.

Ellis (2003) pointed out that TBI promotes the development of learners' communicative abilities through meaning centered communication, while also aiming to cultivate language and interactive abilities.

Branden (2016b) pointed out that TBLT is a communicative and interactive language learning method.

Lambert (2019) pointed out that TBLT is a process based on the learner's internal curriculum, resources, and experience. Language tasks provide students with

opportunities for active interaction on topics, allowing them to discuss real agendas in pairs or groups, negotiate and propose the best solutions to problems. This helps them develop communication skills while improving their understanding of content knowledge.

Bhandari (2020) argues that language tasks provide an environment in which learners use language in pairs or groups to negotiate and understand the meaning of language activities. The teacher suggests and helps to solve the difficulties of learners, enabling them to develop their communication skills. This method enhances collaborative learning among students as they learn to complete tasks that help each other, correct each other's mistakes, and improve their communication skills while completing tasks.

The activities in TBI provide some solutions for students, which encourage them to speak more actively, share ideas, motivate them to learn individually/independently or with peers/groups, and provide them with an interactive environment in English. It can be inferred that activities in TBI are relevant and appropriate, allowing students to share ideas, encouraging them to participate more actively in the teaching process, and creating an interactive environment for students at the individual level and in group work (Nunan, 2004; Muller, 2006).

Branden (2016b) pointed out that TBLT is an exciting and motivating method as the focus is on using language to do things related to personal life outside of the classroom.

Ellis (2009) also points out that TBI is intrinsically motivating.

Bhandari (2020) pointed out that TBI forces even shy students to work and learn from each other in pairs and groups without hesitation, in order to enhance their independence in learning.

Ganta (2015) pointed out that TBLT provides students with the opportunity to spontaneously interact with peers in the target language and helps them eliminate hesitation and fear.

From an acquisition perspective, TBI is considered suitable for language learning because it promotes interaction and negotiation of meaning in a second language, leading to significant language forms being noticed in input (Doughty & Williams, 1998; Long, 1991; Schmidt, 2001) or generating more language related

plotlines - that is, interactive sequences in which learners focus on specific language features and participate in discussions (Swain & Lapkin, 2001).

Through the three main stages of pre task, task, and post task, TBLT promotes language acquisition by providing rich and comprehensive language usage experiences and opportunities to negotiate meaning with others through extensive language use (Nunan, 1989; Willis, 1996; Ellis, 2003; Samuda & Bygate, 2008).

Due to TBLT being one of the most modern and student-centered methods in second language or foreign language teaching, it provides students with ample opportunities to use language to express their views, feelings, emotions, thoughts, and experiences, thereby improving their language skills (Bhandari 2020).

As Branden *et al.* (2009b) assert, there is both theoretical and empirical evidence to support TBLT's ability to meet all the requirements for successful SLA in various contexts and among a range of learners. TBLT has been proven effective in teaching environments that are restricted and primarily reserved for the use of the target language in the classroom (Shintani, 2016).

It also helps learners enhance their social skills, problem-solving, interpretation, planning, and decision-making skills (Ellis, 2003). In addition, TBLT is also suitable for mixed ability classes by allowing learners to work in pairs or groups (Willis & Willis, 2007).

When discussing the important tasks of Asian English education, Nunan (2005) proposed the following six attractive characteristics of TBI:

1. TBI is an alternative or support for more student-centered learning.
2. Compared to top-down teaching, TBI utilizes more authentic experiences and materials, as well as constructivist principles.
3. TBI creates more personal and proactive sense of achievement, including cultivating a greater sense of language ownership.
4. When task-based teaching plans are properly implemented and sensitive to the learning style of learners, TBI increases student engagement.
5. TBI makes specific course objectives more apparent through the movement of successfully completing tasks.
6. TBI is an important and continuous assessment that is a wash away for both teachers and learners.

Ellis (2009) also pointed out seven advantages of TBI as follows:

TBLT provides an opportunity for "natural" learning in the classroom.

It emphasizes meaning over form, but it can also cater to learning forms.

It provides learners with rich target language input.

It has an intrinsic motivating effect.

It conforms to the learner centered educational philosophy, but also allows teachers to provide advice and guidance.

It caters to the development of communicative fluency while not neglecting accuracy.

It can be used in conjunction with more traditional methods

According to the facts above, the strengths of TBI is mainly focused on the following aspects as in the table 2.9:

Table 2.9 The main strengths of TBI

Main points of Strengths	Details	Experts
To help developing the students' communicative competences	Since the TBI is a meaning-focused approach which involves a lot of communication and group cooperation during the learning process, it can improve the students' communicative competences.	Ducker (2012); Canale & Swain (1980); Ellis (2009); Branden (2016b); Lambert (2019); Bhandari (2020)
To motivate the students in their learning	TBI stimulates students to interact spontaneously with peers in the target language and encourages them to make the output naturally.	Nunan (2005); Muller (2006); Sanchez (2004); Branden (2016b); Ellis (2009); Bhandari (2020); Ganta (2015)
Being suitable for language acquisition	TBLT is able to meet all the requirements for successful SLA in a variety of contexts and among a range of learners.	Doughty & Williams (1998); Long (1991); Schmidt (2001); Swain & Lapkin (2001); Nunan (2004); Willis (1996); Ellis

Table 2.9 (Continued)

Main points of Strengths	Details	Experts
		(2009); Samuda & Bygate (2008); Bhandari & Bygate & Norris(2009b); Shintani (2016)

Weakness of TBI

Though TBI has a lot of strength, it also has some shortcomings just as any other instructional models which have their pros and cons. Researchers have pointed out the weakness of TBI as the follows.

Some researchers have pointed out that TBI is not suitable for low-level learners. Bruton (2002) and Swan (2005) argue that if students have low language proficiency, they do not have the necessary knowledge to independently develop comprehensible outputs to complete tasks. Bhandari (2020) also suggests that fast learners dominate over slow learners in the process of completing tasks, as smart students tend to outperform slow learners when working in groups.

Some researchers points out, when students are not active and unwilling to complete the the tasks, it would turned to be a great obstacle for the implementation of TBI (Ducker, 2012; Bruton, 2005; Littlewood, 2007; Carless, 2007; McDonough & Chaikitmongkol, 2007; Burrows, 2008; Mustafa, 2008; Bhandari, 2020).

Sato (2009) points out TBI is unsuitable for EFL learners who are focusing on exams.

Some researchers points out there is a time limitation problem in the implementation of TBI. The main claim is that the students lack time to finish the tasks. (Adiantika & Purnomo, 2018; Klapper, 2003; Bruton, 2005; Swan, 2005)

Some researchers believe that teachers may face some challenges in learning and implementing TBI teaching. Adiantika and Purnomo (2018) found that although good preparation is crucial for teachers to implement TBI, they argue that implementing TBI in an appropriate manner is a challenging task for them, as preparation encompasses materials, backgrounds, teaching strategies, and media

related to student characteristics and task initiation. Based on interviews with them, the introduction of the topic may also be complex for teachers. Han (2018) pointed out that due to the lack of a unified concept of TBLT in the literature, this may be a significant obstacle for teachers. Therefore, it means one thing to one teacher, and another thing to another teacher. Due to the lack of appropriate teacher training based on epistemological foundations and the broad methodological features of TBI, teachers will only be able to grasp TBLT in an elusive way - seeking guidance or having a narrow understanding of one version, and feeling confused and frustrated when encountering another version.

Other researchers focus on the obstacles caused by social and cultural backgrounds. As Ellis (2009) pointed out, there are cultural barriers to the acceptance of TBLT. Obviously, no matter how convincing the case for TBLT is from a psycholinguistic perspective, social and cultural factors may make it difficult (or perhaps impossible) to implement in certain situations. There is no simple solution to this dilemma. Similarly, as Nunan (2004); Branden *et al.* (2009b) pointed out that although TBLT is considered to be based on psycholinguistics and second language acquisition research, it encounters obstacles in practice, especially in Asian environments. Some researchers, such as Bruton (2005); Littlewood (2007); Carles (2007); McDonough and Chaikitmongkol (2007); Burrows (2008); Mustafa (2008), have concretized this cultural barrier as an Asian context and reported various challenges, including not having time to do tasks in the classroom and students lacking initiative in task execution due to shyness in speaking English, Avoid using English and overly relying on L1 when doing tasks. In addition, the study also found that students with lower abilities hold a negative attitude towards TBLT, believing that it demands too much of them.

According to the facts above, the weaknesses of TBI is mainly focused on the following aspects as in the table 2.10:

Table 2.10 The main weaknesses of TBI

Main points of weakness	Details	Experts
Unsuitable for low-level learners	It's hard for the low-level students to complete the output task according to their lack of knowledge; The low-level students tend to be overshadowed by the brighter ones in the group work.	Bruton (2002); Swan (2005); Bhandari (2020)
Students' unwillingness of participation	Some the students are not active or unwilling in participating the tasks, it make TBI invalid. This maybe due to the cultural influence or the students' own reasons.	Ducker (2012); Bruton (2005); Littlewood (2007); Carless (2007); McDonough & Chaikitmongkol (2007); Burrows (2008); Mustafa (2008); Bhandari (2020)
Unsuitable for exam-focused learners	If the goal of the learnings is to take exams, TBI is not so suitable for them because of the feature of TBI like being communicative or authentic.	Sato (2009)
Time limitation problem	Sometimes students lack time to finish the tasks during the implementation of TBI.	Adiantika & Purnomo (2018); Klapper (2003); Bruton & Swan (2005)
The challenges faced by teachers	The preparation and process of the implementation of tasks are complicated for the teachers as a big task; they may also feel difficult because of the lack of proper and enough teacher training.	Adiantika & Purnomo (2018); Han (2018)

Table 2.10 (Continued)

Main points of weakness	Details	Experts
The obstacle from the social and cultural context	Cultural and social context can make a barrier for TBI to implement. Especially in a context of Asia, there may be challenges including a lack of time to do tasks, students' unwillingness in task performance and overreliance on L1 when doing tasks.	Ellis (2009); Nunan (2009b); Branden <i>et al.</i> (2009b); Bruton (2002); Littlewood (2007); Carless (2007); McDonough & Chaikitmongkol (2007); Burrows (2008); Mustafa (2008)

Chinese Culture English Reading Ability

The definition of Reading

Reading is a very important activity in learning, without the input of reading, the output like writing may be poor, so there are many scholars tried to figure out the definition of "Reading", the following ones are some of the representative definitions:

Grabe (1980) defined reading as the ability to extract meaning from printed pages and appropriately interpret this information.

Richards and Renandya (2002) pointed out that reading is a process of meaning construction, a highly cognitive skill that involves interaction between text and readers, careful attention, memory, perception and comprehension, understanding of words and sentences, as well as complex integration of prior knowledge, language proficiency, and metacognitive strategies.

Chair (2002) pointed out that reading is the process of constructing meaning involving written language by using appropriate and effective comprehension strategies, interpreting textual information based on previous knowledge and experience.

For the modern view of reading, Anderson (1999) believes that reading is an interactive process that involves the reader and the construction of meaning in the

reading material. This meaning does not exist on printed pages; On the contrary, there is an interaction in reading that combines printed text with the reader's background knowledge and experience. Therefore, Hashemi *et al.* (2016) argue that reading is a cognitive and interactive task.

Snow (2016) pointed out that reading comprehension is a way to develop importance through cooperation and connection with writing language. Reading consists of three parts: 1) the reader conducting the inquiry, 2) the content to be appreciated, and 3) the activity of understanding as a part.

As one of the most authoritative international assessment systems (PIRLS, PISA, and NAEP), PIRLS defines reading ability as the ability to understand and use written language forms that are socially required and/or personally valued. Readers can construct meaning from various forms of text. They read for learning, to participate in the reader community in school and daily life, and also to enjoy (Mullis & Martin, 2019).

From this, it can be seen that the researchers of this article can find that reading is an active process, it is not passive, it requires readers to have an active brain. It is also an interactive process between text and readers, background knowledge and the meaning of reading materials. The researchers of this article chose Richards and Renandya's (2002) understanding: "Reading is a process of meaning construction, a highly cognitive skill that involves interaction between text and readers, careful attention, memory, perception and comprehension processes, understanding of words and sentences, as well as complex integration of prior knowledge, language proficiency, and metacognitive strategies."

Chinese culture English Reading Ability

According to the definition of reading ability above, this research defy the Chinese culture English reading ability as the ability to construct the meaning of reading materials of Chinese culture English, and It is a highly cognitive skill that involves interaction between Chinese cultural English texts and readers, careful attention, memory, perception, and comprehension processes, understanding words and sentences, as well as complex integration of prior knowledge, language proficiency, and metacognitive strategies.

Since the Chinese culture English reading ability is a very important ability for the college students, there are many researches have done in this field.

He (2018) had done a research on the Chinese culture English reading course in the universities and the teaching material for this reading course, he points out that besides the classroom designing and instruction proposed by the teachers, the students need to make an extensive reading after class, and it is also important for the students to gather the reading materials about Chinese culture in English.

Wei (2010) did a research on the Chinese culture English reading ability through making an insight of the textbook of an English reading course of Chinese culture, and he suggested to stand at a “third place” to select the Chinese culture English reading materials.

Chen (2022) had done a experiment by implementing the flipped classroom instruction to improve students’ Chinese culture English reading ability. Through the research, Chen found that students’ lack of the grasp for the Chinese culture English expression and related knowledge turned out to be a great obstacle for students to read the Chinese culture English materials smoothly.

And as for the testing tools for the ability above, the testing paper designed by the researcher will be used. The students’ Chinese culture English reading ability can be examined by the pre-test and post-test papers testing the following dimensions of PIRLS (Mullis & Martin, 2019), which is one of the most authoritative international assessment systems:

1. Focus on and Retrieve Explicitly Stated Information
 - 1.1 Looking for specific information and ideas
 - 1.2 Searching for definitions of words and phrases
 - 1.3 Identifying the setting of the story (time or place)
2. Make Straightforward Inferences
 - 2.1 Make inferences about ideas or information not explicitly stated
 - 2.2 Giving the reason for a character’s action
3. Interpret and Integrate Ideas and Information
 - 3.1 Discerning the theme of a text or paragraph
 - 3.2 Interpret and integrate text information
 - 3.3 Comparing and contrasting information presented within text.
4. Evaluate and Critique Content and Textual Elements
 - 4.1 Evaluating and critiquing the title or sub-title of the text
 - 4.2 Evaluating and critiquing the author’s perspectives

4.3 Evaluating and critiquing the content of the text

4.4 Evaluating and critiquing the writing of the text

Related Research

Besides the investigations of the task-based instruction mentioned above, there are many other related researches worth mentioning. Some of the research is about other abilities besides reading, some of the research is making a combination or comparison of task-based instruction with other instructions. All of the research showed a highlight of the task-based instruction from all aspects, which proved the value of this instruction. The related researches are as follows:

Shabania and Ghasemib (2014) investigated the effect of task-based instruction and Content-Based instruction on reading comprehension of the Iranian intermediate ESP learners. The result shows that TBI has been more effective than CBI in teaching reading comprehension to Iranian ESP learners.

Duong and Truong (2022) conducted a study attempting to explore the impact of TBI on ESP reading comprehension from the perspectives of overall results of reading comprehension tests, understanding vocabulary meanings, and strategies for identifying primary and detailed ideas. The preliminary research results indicate that TBLT has a positive impact on students' ESP reading comprehension scores.

Mahnam and Amin (2017) investigated the impact of task-based language teaching on the development of ESP reading comprehension skills among Iranian English learners. The results shows that the task-based instruction can improve learners' ESP reading ability obviously.

Ernawati (2019) did a study in an national program, combining tasks-based instruction and Mobile Assisted Language Learning (MALL) in the reading class. The results indicate that this type of reading activity can promote the language development of second language learners, increase their reading motivation, and help them develop reading habits.

Pratiwi *et al.* (2023) analyzed classroom practice of reading and writing courses in a mixed environment, which integrates Task Based Learning (TBL) and Information and Communication Technology (ICT). The research results indicate that students' English reading and writing abilities have significantly improved.

Adiantika and Purnomo (2018) did a study to examine the implementation of task-based instruction in EFL in Indonesia to improve students' English speaking ability. And they found that task-based instruction can improve students' speaking skills obviously.

Lee (2016) studied the availability of self-directed learning in a fully online learning environment, including the implementation of task-based teaching using Web 2.0 technology. The results indicate that in fully online language learning, this instruction combination helps to improve learning autonomy and social interaction levels.

Al-Hirsch (2021) studied the impact of Task Based Instruction (TBI) programs on English oral fluency among Al Bayt University students, the result shows that TBI can improve students' English speaking skill of fluency significantly.

Zhu (2016) studied the effects of Grammar Translation Method (GTM) and Task Based Language Teaching (TBLT) on reading comprehension among Chinese university students. The results indicate that TBLT is more effective than GTM in teaching reading comprehension to Chinese university students.

The results show that 1) TBI is beneficial in improving the students' reading abilities in the ESP course; 2) TBI is beneficial to improve students' language abilities not only for reading but also other skills like speaking and so on; 3) TBI can be combined with other instructions appropriately to obtain a satisfying result; 4) in the comparison of TBI and other instructions, TBI has shown a significant advantage over some other instructions.

Chapter 3

Research Methodology

This research used Mixed Method of Research. This research is divided into 3 phases.

Phase 1 was conducted to answer research **objective 1**: To examine the factors affecting Chinese culture English reading ability of undergraduate students.

Phase 2 was conducted to answer research **objective 2**: To develop Task-based Instructional model to improve Chinese culture English reading ability of undergraduate students.

Phase 3 was conducted to answer research **objective 3**: To study the results of Task-based Instructional Model to improve Chinese culture English reading ability of undergraduate students.

The details are as follows.

Phase 1 was conducted to answer research objective 1: To examine the factors affecting Chinese culture English reading ability of undergraduate students.

Population

Group 1: 150 formal students majoring in Teaching Chinese to Speakers of Other Languages who already completed Chinese Culture English Course, semester 1 academic year 2022 as follows:

- 1) 50 students from Southwest Forestry University
- 2) 50 students from Yunnan Normal University
- 3) 50 students from Kunming University of Science and Technology

Research instrument

The questionnaire for students

Designing instrument 1 (The questionnaires for students)

1. Study Chinese Culture English course and factors affecting Chinese culture English reading ability.
2. Design a questionnaire on factors to improve Chinese culture English reading ability of undergraduate students at 3 universities. There are 3 Parts: Part 1 is about

Common data of the respondent in overall (N=150), Part 2 Internal factors with 15 items, external factors with 15 items and Part 3 suggestion.

3. Present the draft of questionnaire to the advisors for checking correctness and completion.

4. Assess the validity of questionnaire on factors to improve Chinese culture English reading ability of undergraduate students by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011).

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = The contents are not related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

1. Design Likert 5-point rating scale questionnaire on the following score rating criteria.

Score rating criteria

5 means means the highest

4 means high

3 means moderate

2 means few

1 means the fewest

The factors affecting Chinese culture English reading ability obtained from the students are interpreted using MEAN interpretation criteria proposed by Phongsri (2011).

4.51-5.00 means the highest

3.51-4.50 means high

2.51-3.50 means moderate

1.51-2.50 means few

1.00-1.50 means the fewest

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned students using the developed questionnaire.

Data Analysis

Descriptive Statistics i.e., Frequency, MEAN (μ), Standard Deviation (σ)

Group 2: 3 lecturers who teach Chinese Culture English Course at 3 Universities in Yunnan Province obtained by purposive sampling. The criteria of the option for the lecturers is that they must have been a Chinese Culture English Course teacher for more than 2 years.

1 lecturer from the Faculty of Southwest Forestry University

1 Lecturer from the Faculty of Yunnan Normal University

1 Lecturer from the Faculty of Kunming University of Science and Technology

Research instrument

The interview for the lecturers

1. Designing instrument 2 (The interview for the lecturers) Study literature on Chinese culture English teaching, Task-based Instructional model and factors affecting the cultivation of Chinese culture English reading ability.

2. Design 10 questions of open-ended interview on factors affecting Chinese culture English teaching ability to 3 Universities in Yunnan Province. There are 3 Parts: Part 1 is about Common data of the respondent in overall (N=3), Part 2 both Internal factors and external factors and Part 3 suggestion.

3. Present the draft of open-ended interview to the advisors for checking correctness and completion.

4. Assess the validity of open-end interview on factors affecting Chinese culture English reading ability for the students by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011).

+1= Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

Data Collection

1. Ask for permission for data collection.

2. Collect data from the assigned lecturers using the developed interview.

Data Analysis

Content analysis

Output Phase 1

Obtain important information that is used as a basis for examine the internal and external factors to improve Chinese culture English reading ability for undergraduate students from the former students and lecturers. And take the result to develop Task-based Instructional Model.

The result of the factors affecting Chinese culture English teaching ability by table 3.1

Table 3.1 Summary how to conduct research from Phase 1

Topics	Details
Research process	Analyzed both internal and external factors
Research objective 1	To examine the factors affecting Chinese culture English reaching ability
Research Method	Study the factors affecting undergraduate students' Chinese culture English teaching ability both internal and external factors.
Resources / Target Group	<ol style="list-style-type: none"> Former 150 undergraduate students of Chinese culture English course, semester 1 academic year 2022 in 3 Universities in Yunnan Province . The 3 lecturers who are teaching Chinese culture English Course from 3 Universities in Yunnan Province.
Instrument	<ol style="list-style-type: none"> Questionnaires 30 items Interview by 10 questions
Data analysis	Descriptive Statistics i.e., Frequency, mean (μ) standard deviation (σ) for questionnaires Content analysis for interview
Output	The result of the factors to improve Chinese culture English reading ability

Phase 2 was conducted to answer research objective 2: To develop Task-based Instructional Model to improve Chinese culture English reading ability of undergraduate students

Designing instrument (the questionnaire for IOC)

1. Study related concepts, principles, process about developing instructional model, including results in terms of factors affecting Chinese culture English reading ability from research objective 1.

2. Design the development of Task-based Instructional Model to improve Chinese culture English reading ability of undergraduate students to be the handout which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, is in 4 aspects standards: 1) Utility Standards, 2) Feasibility Standards, 3) Propriety Standards and 4) Accuracy Standards.

3. Assess the validity of the questionnaire of the appropriateness of the instructional model by 3 experts (List name in Appendix A) through Item-Objective Congruence (IOC) according to the criteria as shown below: (Phongsri, 2011)

+1 = If your are sure the contents measure its objectives

0 = If your are not sure that the measurement contents related its objectives

-1 = If it is certain that the contents is measured and does not related the objectives

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

Research instrument

Designing instrument about the questionnaire on confirming the model

1. Design a questionnaire on confirming the appropriateness of the model in terms of accuracy standards, propriety standards, feasibility standards, and utility standards.

2. Present the draft of open-ended interview to the advisors for checking correctness and completion.

3. Assess the validity of the questionnaire on confirming the appropriateness of the instructional model by 3 experts through frequency and percentage.

Data Collection

1. Ask for permission of data collection
2. Collect appropriateness of the instructional model in terms of accuracy standards, propriety standards, feasibility standards, and utility standards from the 3 experts including, three Thai experts and two Chinese experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011)

Data Analysis

Descriptive analysis i.e. frequency and percentage.

The acceptable items must not be less than 100%.

Output Phase 2

Obtain important information that Task-based Instructional Model to improve Chinese culture English reading ability of undergraduate students from 3 experts. And take Task-based instructional model to experiment.

The appropriateness of the Task-based Instructional model is confirmed by experts for further implementation .The acceptable items 100% By table 3.2.

Table 3.2 Summary how to conduct research from Phase 2

Topics	Details
Research process	Development of task-based instructional model to improve Chinese culture English reading ability of undergraduate students.
Research objective 2	To develop Task-based Instructional Model to improve Chinese culture English reading ability of undergraduate students.
Research Method	Study the component of task-based instructional model to improve Chinese culture English reading ability of undergraduate students.
Resources / Target Group	5 experts confirming development study the component for development of task-based instructional model.
Instrument	The questionnaire
Data analysis	Frequency and percentage
Output	Task-based Instructional Model to improve Chinese culture English reading ability of undergraduate students the appropriateness of which is confirmed by experts for further implementation. The acceptable items 100%.

Phase 3 was conducted to answer research objective 3: To study the results of Task-based Instructional Model to improve Chinese culture English reading ability of undergraduate students.

Population

The total of 65 students from 2 classes of students with different levels of proficiency – beginner, intermediate, and advanced, who enroll in Chinese Culture English Course at Southwest Forestry University in semester 1 academic year 2023. Those sections involve the following.

Class A: 32 students

Class B: 33 students

The Sample Group

The 32 students who enroll in Chinese Culture English Course from class A are obtained by cluster random sampling.

Research Design

Table 3.3 One-Group Post-Test Design

Group	T1	X	T2
Sample group	Pretest	Task-based Instructional Model	Posttest

T1 = Pre test for Chinese culture English reading ability

X = Task-based Instructional Model

T2 = Post test for Chinese culture English reading ability

Research instruments

1. Lesson plans using Task-based Instructional Model
2. Pre-Post Testing

Designing instrument 1 (lesson plan)

1. Study and design lesson plan with the following components: contents, objectives, methods of teaching, materials and evaluation.
2. Design lesson plans by format given.
3. Present the lesson plan to the advisors for checking correctness, completion and improvement.

4. Create the students' Chinese culture English reading ability from 1) Focus on and Retrieve Explicitly Stated Information 2) Make Straightforward Inferences 3) Interpret and Integrate Ideas and Information and 4) Evaluate and Critique Content and Textual Element by the researcher.

5. Assess the validity of the designed lesson plans by 3 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2011)

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

6. Conduct a try-out of the developed lessons plans with another group of samples for further improvements and implementation with the sample group.

Designing instrument 2 (Pretest and Post-test)

1. Study the theory of constructing objective test and design 4-multiple choices pretest and posttest to assess the students' reading comprehension within 4 aspects i.e.: 1) Focus on and Retrieve Explicitly Stated Information, 2) Make Straightforward Inferences, 3) Interpret and Integrate Ideas and Information, 4) Evaluate and Critique Content and Textual Elements. The test includes 20 questions for each aspect (total 100 points for each aspect) and the total scores are 400 according to the criteria below (For details see Appendix C).

Correct answer for each question - 5 points

Incorrect answer for each question - 0 point

Design pretest and post-test the students' Chinese culture English reading ability from: 1) Focus on and Retrieve Explicitly Stated Information; 2) Make Straightforward Inferences; 3) Interpret and Integrate Ideas and Information and 4) Evaluate and Critique Content and Textual Element by the researcher.

Present the developed pretest and post-test to the advisors for checking correctness, completion and improvement.

Assess the validity of the designed pretest and post-test (Appendix C) by 3 experts (List name in Appendix A) through Item-Objective Congruence (IOC) according to the criteria as shown below (Phongsri, 2011).

+1 = Sure that the descriptors are related to the issue of assessment

0 = Not sure that the descriptors are related to the issue of assessment

-1 = Sure that the descriptors are not related to the issue of assessment

The acceptable items must have the IOC values not less than 0.6. The IOC calculated from the validation measures 1.00.

2. Conduct a try-out of the developed pretest and post-test with another group of samples for analyzing difficulty value (p), discrimination power (r), and reliability (KR-20). The calculated p value measures 0.66, 0.91 for r value, and 0.71 for reliability.

The criteria of difficulty value (p) (Phongsri, 2011)

0.81 – 1.00 – Very easy (To delete)

0.60 – 0.80 – Near easy (Good)

0.40 – 0.59 – Difficult (Good)

0.20 – 0.39 –Near difficult (Good)

0 – 0.10 – Very difficult (To delete)

The criteria of, discrimination power (r) (Phongsri, 2011)

0.60 – 1.00 – Very good

0.40 – 0.59 – Good

0.20 – 0.39 – Can used

0.10 – 0.19 – Can not used any (To delete)

1.00 – 0.09 – Can not used (To delete)

Data Collection

1. Ask for permission of data collection.
2. Collect students' learning outcomes by using pretest before the experiment.
3. Carry out the experiment.
4. Collect students' learning outcomes by using post-test after the experiment.

Data Analysis

Descriptive statistics – MEAN and standard deviation

Inferential statistics – Paired t-test for dependent samples

Relative Developmental Scores proposed by Kanjanawasee (2009) as shown below.

$$\text{Relative Developmental Scores} = \frac{\text{Posttest Scores} - \text{Pretest Scores}}{\text{Total Scores} - \text{Pretest Scores}} \times 100$$

The calculated scores from the formula above will be interpreted according to the criteria below.

Table 3.4 Criteria of interpreting learning outcomes by relative developmental scores

Relative Developmental Scores	Developmental Level
76 - 100	Very High
51 - 75	High
26 - 50	Moderate
0 - 25	Low

Output Phase 3 (Pretest-Posttest)

Results of implementing task-based instructional model – students' Chinese culture English reading ability.

Summary of Phase 3 is shown by Table 3.5.

Table 3.5 Summary how to conduct research from Phase 3

Topics	Details
Research process	Analyze the prepost test
Research objective	To study the results of Chinese culture English reading ability
Conduct research	Designing instrument 1 (Lesson plan) Designing instrument 2 (Pre and post test)
Sample group	32 students who enroll in Chinese Culture English course from class A
Instrument	1. Lesson plan 2. Pretest and posttest
Data analysis	The collected data of pretest and posttest are analyzed by the means of Paired Samples T-test .
Output	After implement students' Chinese culture English reading ability are higher than before the experiment.

Chapter 4

Results of Analysis

In the study of “Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability for Undergraduate Students”, the researcher studied the documents concerning the following.

Part 1: Analysis results serving objective 1. To examine the factors affecting Chinese culture English reading ability of undergraduate students.

Part 2: Analysis results serving objective 2. To develop the task-based instructional model to improve Chinese culture English reading ability of undergraduate students.

Part 3: Analysis results serving objective 3. To examine the result of the task-based instructional model improving the Chinese culture English reading ability of undergraduate students.

Data Analysis Results

Part 1: Analysis results serving objective 1. To examine the factors affecting Chinese culture English reading ability of undergraduate students.

This section presents analysis results serving objective 1 using table and description in terms of MEAN, standard deviation, interpretation (Level of Attitude), and ranking of all factors in overview. After that, items of all factors are presented likewise.

The Students Questionnaire analysis results

The amount students of University

50 students from Southwest Forestry University.

50 students from Yunnan Normal University.

50 students from Kunming University of Science and Technology.

Here is the statistical analysis:

Table 4.1 Common data of the respondent in overall (N-150)

Data	Frequency	Percentage
Gender		
A. Male	44	29.30
B. Female	106	70.70
Age		
A. Below 17 yrs.	0	0.00
B. 17-20 yrs.	62	41.30
C. 21-23 yrs.	87	58.00
D. Over 23 yrs.	1	0.70
Total	150	100

From Table 4.1, the common data of the respondent in overall shows that the female respondents, representing 70.70 % of the total participants, consist most of the respondent. The male respondents make up 29.30% of the total. The age distribution is relatively concentrated on two categories, the 21-23 years category with a percentage of 58.00% is most common, the 17-20 years category with a percentage of 41.30% makes up most of the rest part.

Table 4.2 Interviewee - University Structure (N-150)

Major	Frequency	Percentage
A. Southwest Forestry University	50	33.33
B. Yunnan Normal University	50	33.33
C. Kunming University of Science and Technology	50	33.33
Total	150	100

The objects of this survey are from three universities of Yunnan Province, they are Southwest Forestry University, Yunnan Normal University, Kunming University of Science and Technology. All of the objects are students majoring in Teaching Chinese to Speakers of Other Languages. There are 50 students in each university, accounting for 33.33%.

Table 4.3 The result of questionnaire from students in overview

Factors	μ	σ	Interpre- tation	Ranking within All Factors
Internal Factor				
1.Students feel Chinese Culture English Course is an important course.	4.21	.509	High	8
2.Students believe that the proper instructions the lecturers applied during the teaching process can help improve students' Chinese culture English reading ability.	3.99	.798	High	14
3.Students believe that the evaluation towards the learning result of the students in the Chinese culture course should combine the summative evaluation with the processive evaluation.	4.20	.492	High	9
4.Students believe that proper teaching materials and learning resources can help improve the Chinese culture English reading ability.	4.22	.644	High	7
5.Students feel that the students' self-learning activity after class is very important to enhance the learning effect.	4.05	.830	High	13
6.Students feel that a suitable size of class (not more than 50 students) can help students participate in the activities in the learning process.	4.15	.642	High	11
7.Students feel that the Chinese Culture English Course is very significant for their career development in the future.	4.18	.614	High	10
8.Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.	4.83	.414	Highest	1

Table 4.3 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
9.Students believes that students can improve the Chinese culture English reading ability through the learning of the Chinese Culture English Course	4.13	.735	High	12
10.Students believe that students can improve the Chinese culture English reading ability through the cooperative activities with other students in groups or pairs.	4.59	.647	Highest	4
11.Students believe that lecturers should assign some homework to strengthen what students' have learnt.	3.79	.774	High	15
12.Students believe that students' high frequency of participation during the class learning process can improve learning effect.	4.64	.571	Highest	3
13.Students feels that the problem-solving ability is very helpful in improving the learning effect.	4.52	.621	Highest	5
14.Students believes that a high motivation of the students can help improve their Chinese culture English learning ability.	4.67	.562	Highest	2
15.Students feels that the learning in the Chinese culture English course should focus more on the meaning (e.g. pragmatics and semantics) rather than the form (e.g. grammar) of the English language.	4.36	.668	High	6
Total Average	4.30	.635	High	

Table 4.3 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
External Factor				
1.The lecturers can stimulate students' interest for the Chinese culture English course through the effective application of the modern teaching techniques such as mobile phones, computers, APP platforms etc..	4.09	.754	High	13
2.Compared to the traditional teacher-centered instruction, the student-centered instruction is better in improving the students' Chinese culture English reading ability.	4.68	.509	Highest	3
3.Through the guidance of the lectures to let students realize the importance of the Chinese culture English course, the motivation of the students can be aroused.	4.08	.755	High	14
4.The task-based activities designed by the lecturers in the class can help the students improve their Chinese culture English reading ability.	4.63	.561	Highest	4
5.The cooperative activities in groups or pairs can help stimulate the students' motivation.	4.75	.558	Highest	1
6.The instruction chosen by the lecturers according to the teaching objective and the need of the students can improve students' learning effect in the Chinese culture English course.	4.23	.677	High	11

Table 4.3 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
7.The cooperative and interactive activities designed by the lecturers in the teaching process can help the students improve their Chinese culture English reading ability.	4.69	.533	Highest	2
8.Lecturers choosing suitable teaching materials and online resources can help students improve their learning effect.	4.34	.577	High	8
9.A fixed learning location reduces students' learning interest.	3.87	.780	High	15
10.A spacious, clean and bright classroom is beneficial for the teaching and learning process.	4.29	.630	High	10
11.A textbook with practical, interactive and inspiring content can attract students' attention.	4.31	.615	High	9
12.A vast language input can help improve students' Chinese culture English reading ability during the learning process.	4.58	.605	Highest	5
13.Good attitude of the lecturers helps improve students' motivation during the learning.	4.47	.539	High	6
14.Campus with accessible high-speed network for lecturers and students to apply anytime and anywhere is an important guarantee and support for the teaching and learning process.	4.19	.831	High	12

Table 4.3 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
15. Nice teaching environment of the classroom with well-installed equipment and settings can facilitate the teaching and learning process.	4.43	.572	High	7
Total Average	4.38	.633	High	

Table 4.3 indicates that internal factors affecting the Chinese culture reading ability are found to be at a high level overall ($\mu=4.30$). Considering each item individually, it was found that **No.8** “Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.” **have the highest mean** ($\mu=4.83$), followed by **No.14** “Students believes that a high motivation of the students can help improve their Chinese culture English learning ability.” ($\mu=4.67$), and the lowest mean is **No.11** “Students believe that lecturers should assign some homework to strengthen what students’ have learnt.” ($\mu=3.79$).

For external factors affecting Chinese culture English ability, the overall level is found to be at a high level overall ($\mu=4.38$). Considering each item individually, it was found that **No.5** “The cooperative activities in groups or pairs can help stimulate the students’ motivation.” **has the highest mean** ($\mu=4.75$), followed by **No.7** “The cooperative and interactive activities designed by the lecturers in the teaching process can help the students improve their Chinese culture English reading ability.” ($\mu=4.69$), and the lowest mean is **No.9** “A fixed learning location reduces students’ learning interest.” ($\mu=3.87$).

Table 4.4 Common data of the respondent from Southwest Forestry University.
(N-50)

Gender	Frequency	Percentage
A.Male	14	28.00
B. Female	36	72.00
Total	50	100
Age		
A. Below 17 yrs.	0	0.00
B. 17-20 yrs.	22	44.00
C. 21-23 yrs.	28	56.00
D. over 23 yrs.	0	0.00
Total	50	100

From table 4.4 the common data of the respondent from Southwest Forestry University, the most gender is female, 72% .The most age is 21-23 yrs., 56%, another category of 17-29 yrs, 44%, makes up the rest.

Table 4.5 The result of questionnaire from students of Southwest Forestry University.(N-50)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
Internal Factor				
1.Students feel Chinese Culture English Course is an important course.	4.18	.482	High	9
2.Students believe that the proper instructions the lecturers applied during the teaching process can help improve students' Chinese culture English reading ability.	4.06	.818	High	12
3.Students believe that the evaluation towards the learning result of the students in the Chinese culture course should combine	4.24	.476	High	8

Table 4.5 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
the summative evaluation with the processive evaluation.				
4.Students believe that proper teaching materials and learning resources can help improve the Chinese culture English reading ability.	4.26	.664	High	7
5.Students feel that the students' self-learning activity after class is very important to enhance the learning effect.	4.04	.880	High	13
6.Students feel that a suitable size of class (not more than 50 students) can help students participate in the activities in the learning process.	3.98	.769	High	14
7.Students feel that the Chinese Culture English Course is very significant for their career development in the future.	4.14	.670	High	10
8.Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.	4.86	.351	Highest	1
14.Students believes that a high motivation of the students can help improve their Chinese culture English learning ability.	4.74	.527	Highest	2
15.Students feels that the learning in the Chinese culture English course should focus more on the meaning (e.g. pragmatics and semantics) rather than the form (e.g.. grammar) of the English language	4.38	.635	High	6
Total Average	4.30	.652	High	

Table 4.5 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
External Factor				
1.The lecturers can stimulate students' interest for the Chinese culture English course through the effective application of the modern teaching techniques such as mobile phones, computers, APP platforms etc..	4.06	.767	High	13
2.Compared to the traditional teacher-centered instruction, the student-centered instruction is better in improving the students' Chinese culture English reading ability.	4.58	.575	Highest	5
3.Through the guidance of the lectures to let students realize the importance of the Chinese culture English course, the motivation of the students can be aroused.	4.08	.778	High	12
4.The task-based activities designed by the lecturers in the class can help the students improve their Chinese culture English reading ability.	4.68	.551	Highest	2
5.The cooperative activities in groups or pairs can help stimulate the students' motivation.	4.80	.404	Highest	1
6.The instruction chosen by the lecturers according to the teaching objective and the need of the students can improve students' learning effect in the Chinese culture English course.	4.22	.679	High	9
7.The cooperative and interactive activities designed by the lecturers in the teaching	4.64	.563	Highest	3

Table 4.5 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
process can help the students improve their Chinese culture English reading ability.				
8.Lecturers choosing suitable teaching materials and online resources can help students improve their learning effect.	4.38	.530	High	7
9.A fixed learning location reduces students' learning interest.	3.88	.799	High	14
10.A spacious, clean and bright classroom is beneficial for the teaching and learning process.	4.20	.639	High	10
11.A textbook with practical, interactive and inspiring content can attract students' attention.	4.10	.678	High	11
12.A vast language input can help improve students' Chinese culture English reading ability during the learning process.	4.60	.606	Highest	4
13.Good attitude of the lecturers helps improve students' motivation during the learning.	4.58	.538	Highest	5
14.Campus with accessible high-speed network for lecturers and students to apply anytime and anywhere is an important guarantee and support for the teaching and learning process.	4.32	.713	High	8
15.Nice teaching environment of the classroom with well-installed equipment and settings can facilitate the teaching and learning process.	4.48	.544	High	6
Total Average	4.37	.624	High	

Table 4.5 indicates that internal factors affecting the Chinese culture English reading ability are found to be at a high level overall ($\mu=4.30$). Considering each item individually, it was found that **No.8** “Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.” **has the highest mean** ($\mu=4.86$), followed by **No.14** “Students believes that a high motivation of the students can help improve their Chinese culture English learning ability.” ($\mu=4.74$), and the lowest mean is **No.11** “Students believe that lecturers should assign some homework to strengthen what students’ have learnt.” ($\mu=3.90$).

For external factors affecting the Chinese culture English reading ability, the overall level is found to be at a high level overall ($\mu=4.37$). Considering each item individually, it was found that **No.5** “The cooperative activities in groups or pairs can help stimulate the students' motivation.” **has the highest mean** ($\mu=4.80$), followed by **No.4** “The task-based activities designed by the lecturers in the class can help the students improve their Chinese culture English reading ability.” ($\mu=4.68$), and the lowest mean is **No.9** “A fixed learning location reduces students' learning interest.” ($\mu=3.88$).

Table 4.6 Common data of the respondent from Yunnan Normal University. (N-50)

Data	Frequency	Percentage
Gender		
A.Male	19	38.00
B.Female	31	62.00
Total	50	100
Age		
A. Below 17 yrs.	0	0.00
B. 17-20 yrs.	19	38.00
C. 21-23 yrs.	31	62.00
D. over 23 yrs.	0	0.00
Total	50	100

From table 4.6 the common data of the respondent of Yunnan Normal University, the most gender is female, 62%. The most age is 21-23 yrs., 62%.

Table 4.7 The result of questionnaire from students Yunnan Normal University.(N- 50)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
Internal Factor				
1.Students feel Chinese Culture English Course is an important course.	4.36	.525	High	7
2.Students believe that the proper instructions the lecturers applied during the teaching process can help improve students' Chinese culture English reading ability.	3.86	.857	High	14
3.Students believe that the evaluation towards the learning result of the students in the Chinese culture course should combine the summative evaluation with the processive evaluation.	4.18	.560	High	10
4.Students believe that proper teaching materials and learning resources can help improve the Chinese culture English reading ability.	4.14	.756	High	11
5.Students feel that the students' self-learning activity after class is very important to enhance the learning effect.	4.12	.773	High	12
6.Students feel that a suitable size of class (not more than 50 students) can help students participate in the activities in the learning process.	4.26	.487	High	9
7.Students feel that the Chinese Culture English Course is very significant for their career development in the future.	4.28	.640	High	8

Table 4.7 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
8.Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.	4.80	.452	Highest	2
9.Students believe that students can improve the Chinese culture English reading ability through the learning of the Chinese Culture English Course.	4.10	.735	High	13
10.Students believe that students can improve the Chinese culture English reading ability through the cooperative activities with other students in groups or pairs.	4.58	.702	Highest	5
11.Students believe that lecturers should assign some homework to strengthen what students' have learnt.	3.84	.766	High	15
12.Students believe that students' high frequency of participation during the class learning process can improve learning effect.	4.68	.551	Highest	3
13.Students feels that the problem-solving ability is very helpful in improving the learning effect.	4.60	.535	Highest	4
14.Students believes that a high motivation of the students can help improve their Chinese culture English learning ability.	4.82	.388	Highest	1
15.Students feels that the learning in the Chinese culture English course should focus more on the meaning (e.g. pragmatics and semantics) rather than the form (e.g. grammar) of the English language.	4.48	.646	High	6
Total Average	4.34	.625	High	

Table 4.7 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
External Factor				
1.The lecturers can stimulate students' interest for the Chinese culture English course through the effective application of the modern teaching techniques such as mobile phones, computers, APP platforms etc.	4.22	.737	High	11
2.Compared to the traditional teacher-centered instruction, the student-centered instruction is better in improving the students' Chinese culture English reading ability.	4.74	.443	Highest	2
3.Through the guidance of the lectures to let students realize the importance of the Chinese culture English course, the motivation of the students can be aroused.	4.06	.767	High	13
4.The task-based activities designed by the lecturers in the class can help the students improve their Chinese culture English reading ability.	4.52	.614	Highest	4
5.The cooperative activities in groups or pairs can help stimulate the students' motivation.	4.64	.722	Highest	3
6.The instruction chosen by the lecturers according to the teaching objective and the need of the students can improve students' learning effect in the Chinese culture English course.	4.14	.783	High	12
7.The cooperative and interactive activities designed by the lecturers in the teaching process can help the students improve their	4.76	.517	Highest	1

Table 4.7 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
Chinese culture English reading ability.				
8.Lecturers choosing suitable teaching materials and online resources can help students improve their learning effect.	4.24	.657	High	10
9.A fixed learning location reduces students' learning interest.	3.82	.774	High	15
10.A spacious, clean and bright classroom is beneficial for the teaching and learning process.	4.26	.664	High	9
11.A textbook with practical, interactive and inspiring content can attract students' attention.	4.44	.541	High	6
12.A vast language input can help improve students' Chinese culture English reading ability during the learning process.	4.50	.678	High	5
13.Good attitude of the lecturers helps improve students' motivation during the learning.	4.38	.530	High	7
14.Campus with accessible high-speed network for lecturers and students to apply anytime and anywhere is an important guarantee and support for the teaching and learning process.	4.04	.947	High	14
15.Nice teaching environment of the classroom with well-installed equipment and settings can facilitate the teaching and learning process.	4.36	.663	High	8
Total Average	4.34	.669	High	

Table 4.7 indicates that internal factors affecting the Chinese culture English reading ability are found to be at a high level overall ($\mu=4.34$). Considering each item individually, it was found that **No.14** “Students believes that a high motivation of the students can help improve their Chinese culture English learning ability.” **has the highest mean** ($\mu=4.82$), followed by **No.8** “Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.” ($\mu=4.80$), and the lowest mean is **No.11** “Students believe that lecturers should assign some homework to strengthen what students’ have learnt.” ($\mu=3.84$).

For external factors affecting the Chinese culture English reading ability, the overall level is found to be at a high level overall ($\mu=4.34$). Considering each item individually, it was found that **No.7** “The cooperative and interactive activities designed by the lecturers in the teaching process can help the students improve their Chinese culture English reading ability.” **has the highest mean** ($\mu=4.76$), followed by **No.2** “Compared to the traditional teacher-centered instruction, the student-centered instruction is better in improving the students' Chinese culture English reading ability.” ($\mu=4.74$), and the lowest mean is **No.9** “A fixed learning location reduces students' learning interest.” ($\mu=3.82$).

Table 4.8 Common data of the respondent from Kunming University of Science and Technology. (N-50)

Data	Frequency	Percentage
Gender		
A.Male	11	22.00
B.Female	39	78.00
Total	50	100
Age		
A. Below 17 yrs.	0	0.00
B. 17-20 yrs.	21	42.00
C. 21-23 yrs.	28	56.00
D. over 23 yrs.	1	2.00
Total	50	100

From table 4.8 the common data of the respondent of Kunming University of Science and Technology, the most gender is female, 78%. The most age is 21-23 yrs., 56%.

Table 4.9 The result of questionnaire from students of Kunming University of Science and Technology. (N- 50)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
Internal Factor				
1.Students feel Chinese Culture English Course is an important course.	4.08	.488	High	9
2.Students believe that the proper instructions the lecturers applied during the teaching process can help improve students' Chinese culture English reading ability.	4.06	.712	High	10
3.Students believe that the evaluation towards the learning result of the students in the Chinese culture course should combine the summative evaluation with the processive evaluation.	4.18	.438	High	6
4.Students believe that proper teaching materials and learning resources can help improve the Chinese culture English reading ability.	4.26	.487	High	4
5.Students feel that the students' self-learning activity after class is very important to enhance the learning effect.	3.98	.845	High	11
6.Students feel that a suitable size of class (not more than 50 students) can help students participate in the activities in the learning process.	4.22	.616	High	5

Table 4.9 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
7.Students feel that the Chinese Culture English Course is very significant for their. career development in the future	4.12	.521	High	8
8.Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.	4.82	.438	Highest	1
9.Students believe that students can improve the Chinese culture English reading ability through the learning of the Chinese Culture English Course.	4.16	.681	High	7
10.Students believe that students can improve the Chinese culture English reading ability through the cooperative activities with other students in groups or pairs.	4.62	.567	Highest	2
11.Students believe that lecturers should assign some homework to strengthen what students' have learnt.	3.62	.753	High	12
12.Students believe that students' high frequency of participation during the class learning process can improve learning effect.	4.62	.602	Highest	2
13.Students feels that the problem-solving ability is very helpful in improving the learning effect.	4.50	.647	High	3
14.Students believes that a high motivation of the students can help improve their Chinese culture English learning ability.	4.46	.676	High	4
15.Students feels that the learning in the Chinese culture English course should focus more on the meaning (e.g. pragmatics and	4.22	.708	High	5

Table 4.9 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
semantics) rather than the form (e.g. grammar) of the English language.				
Total Average	4.26	.612	High	
External Factor				
1.The lecturers can stimulate students' interest for the Chinese culture English course through the effective application of the modern teaching techniques such as mobile phones, computers, APP platforms etc..	4.00	.756	High	13
3.Through the guidance of the lectures to let students realize the importance of the Chinese culture English course, the motivation of the students can be aroused.	4.10	.735	High	12
4.The task-based activities designed by the lecturers in the class can help the students improve their Chinese culture English reading ability.	4.70	.505	Highest	3
5.The cooperative activities in groups or pairs can help stimulate the students' motivation.	4.80	.495	Highest	1
6.The instruction chosen by the lecturers according to the teaching objective and the need of the students can improve students' learning effect in the Chinese culture English course.	4.32	.551	High	10
7.The cooperative and interactive activities designed by the lecturers in the teaching process can help the students improve their Chinese culture English reading ability.	4.66	.519	Highest	4

Table 4.9 (Continued)

Factors	μ	σ	Interpre- tation	Ranking within All Factors
8.Lecturers choosing suitable teaching materials and online resources can help students improve their learning effect.	4.40	.535	High	9
9.A fixed learning location reduces students' learning interest.	3.92	.778	High	14
10.A spacious, clean and bright classroom is beneficial for the teaching and learning process.	4.42	.575	High	8
11.A textbook with practical, interactive and inspiring content can attract students' attention.	4.40	.571	High	9
12.A vast language input can help improve students' Chinese culture English reading ability during the learning process.	4.64	.525	Highest	5
13.Good attitude of the lecturers helps improve students' motivation during the learning.	4.44	.541	High	7
14.Campus with accessible high-speed network for lecturers and students to apply anytime and anywhere is an important guarantee and support for the teaching and learning process.	4.20	.808	High	11
15.Nice teaching environment of the classroom with well-installed equipment and settings can facilitate the teaching and learning process.	4.46	.503	High	6
Total Average	4.41	.593		

Table 4.9 indicates that internal factors affecting the Chinese culture English reading ability are found to be at a high level overall ($\mu=4.26$). Considering each item individually, it was found that **No.8** “Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.” **has the highest mean** ($\mu=4.82$), followed by **No.10** “Students believe that students can improve the Chinese culture English reading ability through the cooperative activities with other students in groups or pairs.” ($\mu=4.62$) and **No.12** “Students believe that students’ high frequency of participation during the class learning process can improve learning effect.” ($\mu=4.62$), and the lowest mean is **No.11** “Students believe that lecturers should assign some homework to strengthen what students’ have learnt.” ($\mu=3.62$).

For external factors affecting the learning ability of the Chinese culture English reading ability, the overall level is found to be at a high level overall ($\mu=4.41$). Considering each item individually, it was found that **No.5** “The cooperative activities in groups or pairs can help stimulate the students’ motivation.” **has the highest mean** ($\mu=4.80$), followed by **No.2** “Compared to the traditional teacher-centered instruction, the student-centered instruction is better in improving the students’ Chinese culture English reading ability.” ($\mu=4.72$), and the lowest mean is **No.9** “A fixed learning location reduces students’ learning interest.” ($\mu=3.92$).

Summary about the internal and external factors from students as follows:

Internal Factors: Motivation of students, Cooperation of students and Problem-solving ability of students.

External Factors: Student-centered teaching method, Teaching activities around task and Teaching materials with a vast input.

The Lecturers Interview analysis results

The amount of lecturers from three universities of Yunnan Province.

1 lecturer from Southwest Forestry University.

1 lecturer from Yunnan Normal University.

1 lecturer from Kunming University of Science and Technology.

Table 4.10 Common data of the respondent from three universities of Yunnan Province

Data	Frequency	Percentage
Gender		
A. Male	0	00.0
B. Female	3	100.0
Total	3	100
Professional Title		
A. Professor	0	00.0
B. Associate Professor	0	00.0
C. Assistant Professor	0	00.0
D. Lecturer	3	100.0
Total	3	100
Experience of teaching		
A. Below 3 yrs.	0	00.0
B. 3-6 yrs.	0	00.0
C. 7- 9 yrs.	1	33.3
D. over 9 yrs.	2	66.7
Total	3	100
Age		
A. Below 25 yrs.	0	00.0
B. 25-35 yrs.	1	33.3
C. 36-50 yrs.	2	66.7
D. Over 50 yrs.	0	00.0
Total	3	100

From table 4.10, the common data of the lecturers shows that all of the common gender is female, making up 100% of the sample.

After interviews with three lecturers, the factors that affect the Chinese culture English reading ability of college students are summarized as follows:

Internal factors

Motivation of the students: Three lecturers all emphasize on students' motivation during their learning, since it can help enhance students' Chinese culture English reading ability, and also it can improve their final learning effect for the Chinese culture English course. Two lecturers believe that with a high motivation, students will take the initiative in learning the knowledge not only in a team but also by themselves. In addition, one lecturer believes that the biggest reason for the students who perform poorly in their learning is because of the lack of learning motivation.

The cooperation of the students: All of the three lecturers believe that the students' cooperation of the students in the class are very important. The three lecturers mentioned that: 1) Students' cooperation can improve students learning effect of the Chinese culture English course and help students enhance their Chinese culture English reading ability, since through the cooperation and negotiation with their peers, students can learn more from other students' perspective and make clear of their own clue of learning; 2) The cooperation of students like pair work or group work with their peers can help students develop their communicative skill which is a very important one for the 21st century students; 3) Cooperative activities can stimulate students to participate in the learning process spontaneously and arouse their motivation in learning the course.

Problem-solving ability of the students: Three lecturers all believe that students' problem-solving ability is very important in the learning process and also can help with the improvement of the students' Chinese culture English reading ability. Two lecturers believe problem-solving ability for the students should be cultivated during the whole process of teaching and learning. One lecturer believes that problem-solving ability is not only helpful in the students' learning process but also important for their future career development.

External factors

Instructions: All of the three lecturers believe that instruction the teacher adopt during their teaching is a key factor to affect students learning effect. 1) All of the three teachers suggest **a student-centred instruction** with the assistance of the lecturer is recommended, since it can stimulate the motivation of the students and also push the learning process forward on the basis of the real need and situation of

the students. 2) One lecturer believes the instruction with **cooperative activities** should be adopted in the classroom, since it is helpful for cultivating students' motivation and sense of responsibility in learning. 3) All of the three lecturers recommend a Classroom with activities around tasks, two of the lecturer mentioned that task-based instruction is very suitable for the Chinese culture English course, since it can help students participate spontaneously in their learning and improve their English ability in the process of finishing the tasks.

Teaching materials with a vast input: Three lecturers all believe in the increase of the language input in the teaching materials and resources, the lecturers all suggest that with the vast input of listening and reading, student can build their own language structures and make a richer and freer output of speaking and writing, so the vast English language input is a prerequisite of the output in English language learning, and such a concept should be buried into the design of the teaching materials and resources.

Evaluation: One lecturers believe that the way of evaluation for a course is an important guidance of the teaching for it can give the feedback from the students to the lecturers, and also it can simulate the motivation of the students during their learning. All lecturers believe that the evaluation should combine the processive one with the summative one. Two lecturers mentions that the processive evaluation to assess the performance of the students working in a group can stimulate their learning motivation and improve their learning effect. One lecturer believes that the evaluation from their peers can enhance the level of student' participation and motivation in the learning process.

According to the analysis on the interview of the lecturers above, it is found that for **the internal factors**, the most affecting ones are: 1) Motivation of the students; 2) Cooperation of students; 3) Problem-solving ability of students. For **the external factors**, the most affecting factors are: 1) Student-centered teaching method; 2) Classroom activities around task; 3) Teaching materials with a vast input.

Part 2: Analysis serving objective 2 To develop Task-based Instructional model to improve Chinese culture English reading ability of undergraduate students.

In order to achieve objective 2, data collection was analyzed from four aspects: accuracy standards, propriety standards, feasibility standards, and utility standards to confirm the appropriateness of the five components of the teaching mode, and expressed in terms of expert frequency and percentage, as shown in the table and explanation below.

Table 4.11 Frequency and percentage of confirmability of accuracy standards, propriety standards, feasibility standards, and utility standards of the instructional model in 5 components of instructional model by specialists

No	Components of Task-based Instructional Model	Opinion of the Specialists															
		Utility				Feasibility				Propriety				Accuracy			
		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Principle and Rationale	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0
2	Objectives	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0
3	Contents	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0
4	Methods of Teaching & Materials	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0
5	Evaluation	3	100	3	0	3	100	3	0	3	100	3	0	3	100	3	0

From table 4.11 the confirmability of each component of the instructional model by 3 specialists can be elaborated as follows.

Principle and Rationale

The utility of principle and rationale of the instructional model is confirmed to be appropriate by 3 specialists 100% of all specialists; accuracy standards 3 specialists 100%; propriety standards 3 specialists 100%; feasibility standards 3 specialists 100%; and utility standards 3 specialists 100%.

Objectives

The objectives of principle and rationale of the instructional model is confirmed to be appropriate by 3 specialists 100% of all specialists; accuracy

standards 3 specialists 100%; propriety standards 3 specialists 100%; feasibility standards 3 specialists 100%; and utility standards 3 specialists 100%.

Contents

The contents of principle and rationale of the instructional model is confirmed to be appropriate by 3 specialists 100% of all specialists; accuracy standards 3 specialists 100%; propriety standards 3 specialists 100%; feasibility standards 3 specialists 100%; and utility standards 3 specialists 100%.

Methods of Teaching & Materials

The methods of teaching & materials of principle and rationale of the Task-based Instructional Model is confirmed to be appropriate by 3 specialists 100% of all specialists; accuracy standards 3 specialists 100%; propriety standards 3 specialists 100%; feasibility standards 3 specialists 100%; and utility standards 3 specialists 100%.

Evaluation

The evaluation of teaching & materials of principle and rationale of the instructional model is confirmed to be appropriate by 3 specialists 100% of all specialists; accuracy standards 3 specialists 100%; propriety standards 3 specialists 100%; feasibility standards 3 specialists 100%; and utility standards 3 specialists 100%.

Part 3: Analysis results serving objective 3 : To study the results of Task-based Instructional Model to improve Chinese culture English reading ability of undergraduate students.

Objective 3 analysis results are presented in 2 ways in this section: 1) Comparing students' Chinese culture English reading ability between before and after the experiment using *t*-test for one-sample group which provide significant difference between prior and after learning outcome; 2) Reporting individual relative developmental score (gained score) according to developmental rate as illustrated in chapter 3 with table and figure.

Analysis Results of Total 4 Dimensions

Table 4.12 Overall comparison of undergraduate students' Chinese culture English reading ability of total 4 dimensions before and after learning through Task-based Instructional Model

Total Score of Total 4 Dimensions	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	251.72	29.53	-39.73	31	.000
Posttest	32	364.53	19.97			

* $p < 0.05$

From table 4.12, total pretest score of total 4 dimensions is different from total posttest score of total 4 dimensions by -112.81 (Pretest \bar{X} = 251.72, Posttest \bar{X} = 364.53), with total score 400. The results from t -test shows the t -value of -39.73 which is higher than t -distribution (31) and p value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students' Chinese culture English reading ability of total 4 dimensions after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.13 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of total 4 dimensions

Development Level of total 4 Dimensions	Frequency	Percentage
Very high level of development	19	59.37
High level of development	13	40.63
Moderate development	0	0.00
Low development	0	0.00

Details in Appendix Table 4.13

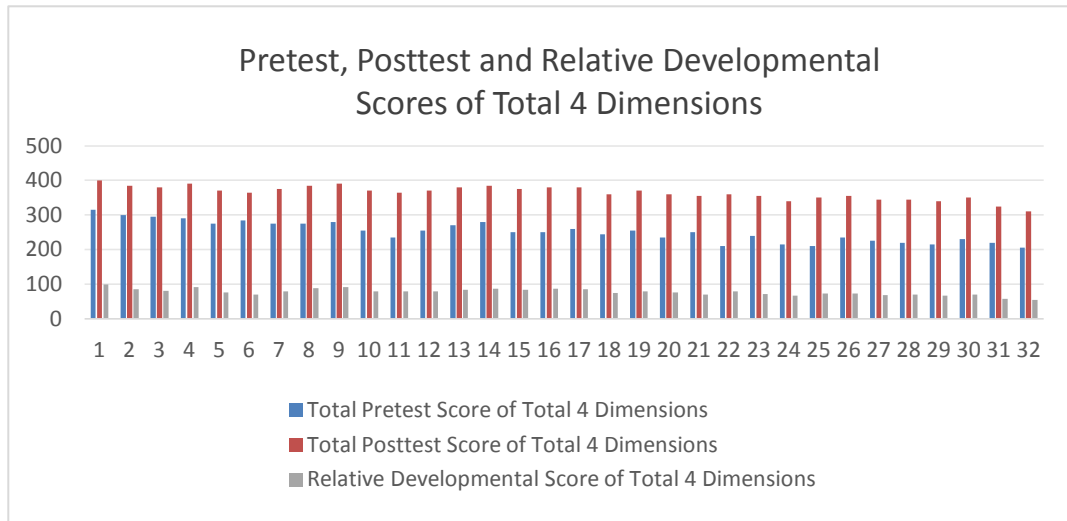


Figure 4.1 Overall pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of total 4 dimensions

According to Table 4.13 and Figure 4.1, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of total 4 dimensions are found at Very High level (DS=77.49). There are 19 students or 59.38% of all students at "Very High" developmental level of Chinese culture English reading ability of total 4 dimension; 13 students or 40.63% at "High" developmental level; No student or 0.00% at "Moderate" and "Low" developmental level.

Analysis Results of Dimension 1

Table 4.14 comparison of undergraduate students' Chinese culture English reading ability of Dimension 1 (Focus on and Retrieve Explicitly Stated Information) before and after learning through Task-based Instructional Model

Average Score of Dimension 1	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	64.22	8.72	-28.19	31	.000
Posttest	32	92.34	6.22			

* $p < 0.05$

From table 4.14, average pretest score of Dimension 1 (Focus on and Retrieve Explicitly Stated Information) is different from average posttest score of Dimension 1 by -28.12 (Pretest \bar{X} =64.22, Posttest \bar{X} =92.34), with total score 100. The results from *t*-test shows the *t*-value of -28.19 which is higher than *t*-distribution (31) and *p* value = .000 (**p*<0.05). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Dimension 1 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.15 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Dimension 1 (Focus on and Retrieve Explicitly Stated Information)

Development Level of Dimension 1	Frequency	Percentage
Very high level of development	19	59.38
High level of development	12	37.50
Moderate development	1	3.12
Low development	0	0.00

Details in Appendix Table 4.15

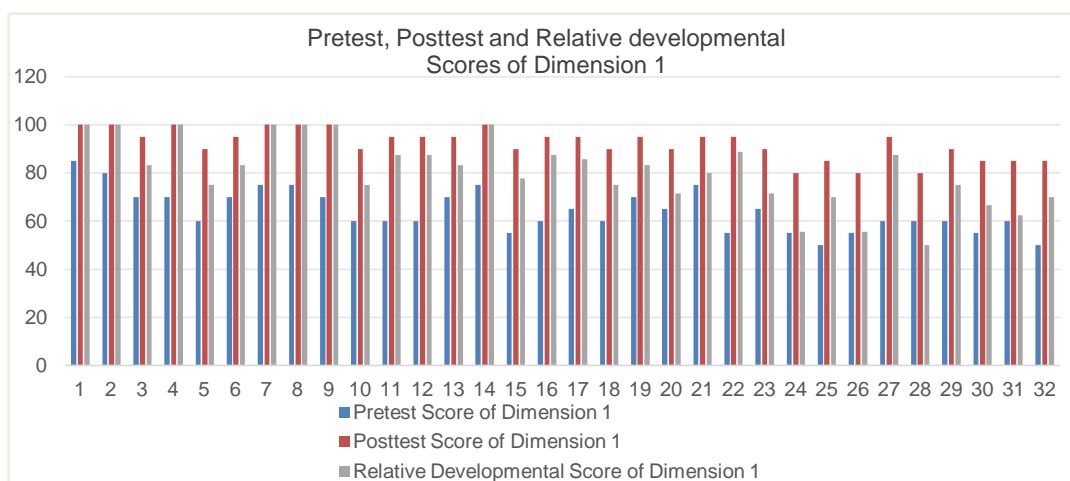


Figure 4.2 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Dimension 1 (Focus on and Retrieve Explicitly Stated Information)

According to Table 4.15 and Figure 4.2, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Dimension 1 (Focus on and Retrieve Explicitly Stated Information) are found at **Very High** level (DS=81). There are 19 students or 59.38% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Dimension 1; 12 students or 37.50% at "**High**" developmental level; 1 student or 3.13% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

Analysis Results of Section 1 of Dimension 1

Table 4.16 comparison of undergraduate students' Chinese culture English reading ability of Section1 of Dimension 1 (Looking for specific information and ideas) before and after learning through Task-based Instructional Model

Average Score of Section 1 of Dimension 1	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	31.72	6.79	-17.01	31	.000
Posttest	32	44.38	5.20			

* $p < 0.05$

From table 4.16, average pretest score of Section 1 of Dimension 1 (Looking for specific information and ideas) is different from average posttest score of Section 1 of Dimension 1 by -12.66 (Pretest \bar{X} =31.72, Posttest \bar{X} =44.38), with total score 50. The results from t -test shows the t -value of -17.01 which is higher than t -distribution (31) and p value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 1 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.17 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section1 of Dimension 1 (Looking for specific information and ideas)

Development Level of Section 1 of Dimension 1	Frequency	Percentage
Very high level of development	9	28.13
High level of development	18	56.25
Moderate development	4	12.50
Low development	1	3.12

Details in Appendix Table 4.17

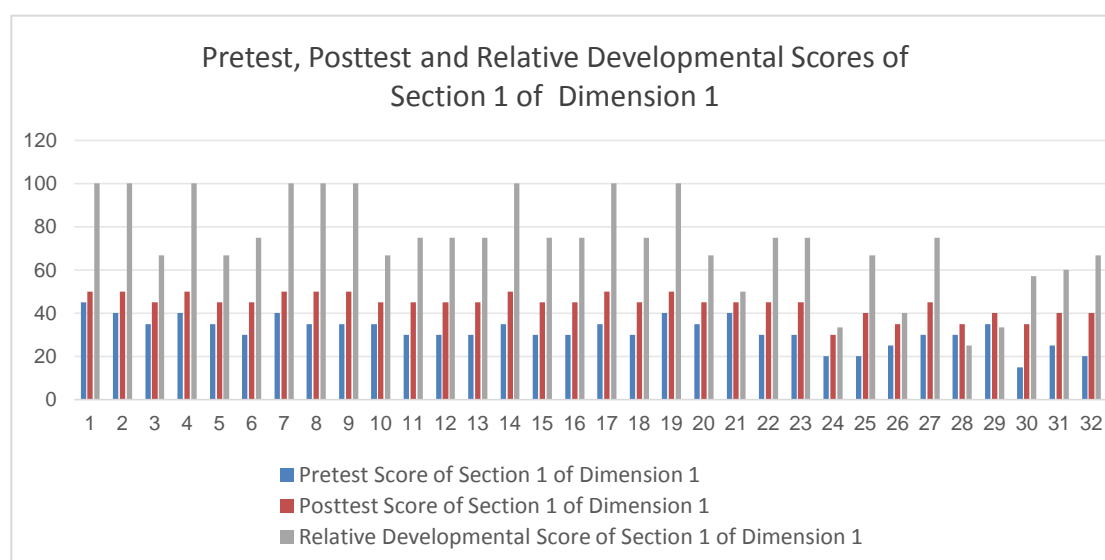


Figure 4.3 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section1 of Dimension 1 (Looking for specific information and ideas)

According to Table 4.17 and Figure 4.3, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 1 (Looking for specific information and ideas) are found at **High** level (DS=73). There are 9 students or 28.13% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section1 of

Dimension 1; 18 students or 56.30% at “**High**” developmental level; 4 students or 12.50% at “**Moderate**” developmental level; 1 student or 3.13% students at “**Low**” developmental level.

Analysis Results of Section 2 of Dimension 1

Table 4.18 comparison of undergraduate students’ Chinese culture English reading ability of Section 2 of Dimension 1 (Searching for definitions of words and phrases) before and after learning through Task-based Instructional Model

Average Score of Section 2 of Dimension 1	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	10.47	3.45	-18.69	31	.000
Posttest	32	18.59	2.28			

* $p < 0.05$

From table 4.18, average pretest score of Section 2 of Dimension 1 (Searching for definitions of words and phrases) is different from average posttest score of Section 2 of Dimension 1 by -8.12 (Pretest $\bar{X} = 10.47$, Posttest $\bar{X} = 18.59$), with total score 20. The results from t -test shows the t -value of -18.69 which is higher than t -distribution (31) and p value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students’ Chinese culture English reading ability of Section 2 of Dimension 1 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.19 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 1 (Searching for definitions of words and phrases)

Development Level of Section 2 of Dimension 1	Frequency	Percentage
Very high level of development	23	71.87
High level of development	7	21.88
Moderate development	2	6.25
Low development	0	0.00

Details in Appendix Table 4.19

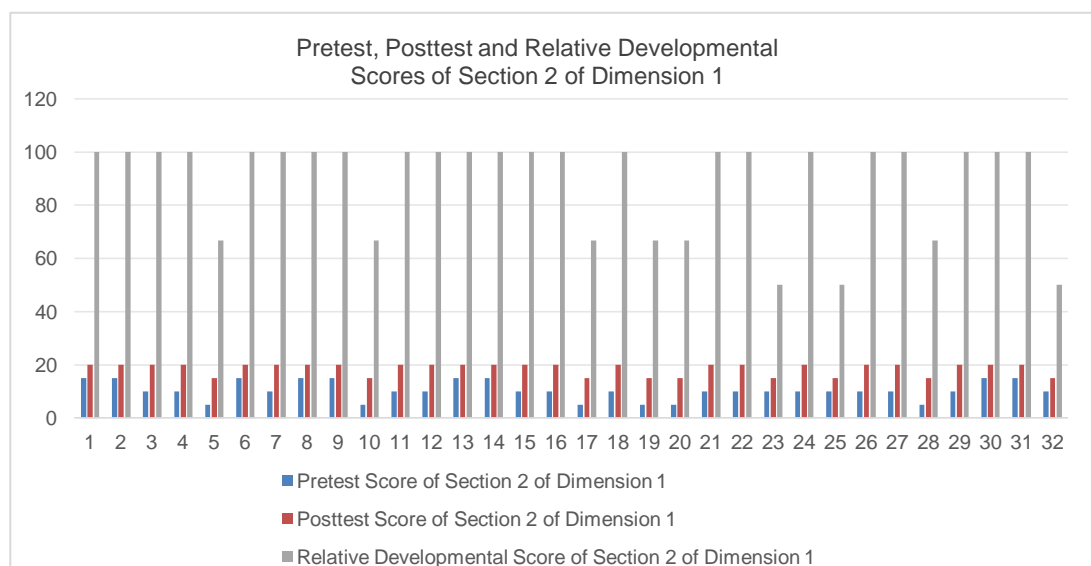


Figure 4.4 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 2 of Dimension 1 (Searching for definitions of words and phrases)

According to Table 4.19 and Figure 4.4, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 1 (Searching for definitions of words and phrases) are found at **Very High** level (DS=89). There are 23 students or 71.88% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section 2 of Dimension 1; 7 students or 21.88% at "**High**" developmental level; 2 students or

6.25% at “Moderate” developmental level; No student or 0.00% at “Low” developmental level.

Analysis Results of Section 3 of Dimension 1

Table 4.20 Comparison of undergraduate students’ Chinese culture English reading ability of Section 3 of Dimension 1 (Identifying the setting of the story) before and after learning through Task-based Instructional Model

Average Score of Section 3 of Dimension 1	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	22.03	3.33	-13.37	31	.000
Posttest	32	29.38	1.68			

* $p < 0.05$

From table 4.20, average pretest score of Section 3 of Dimension 1 (Identifying the setting of the story) is different from average posttest score of Section 3 of Dimension 1 by -7.35 (Pretest $\bar{X} = 22.03$, Posttest $\bar{X} = 29.38$), with total score 30. The results from t -test shows the t -value of -13.37 which is higher than t -distribution (31) and p value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students’ Chinese culture English reading ability of Section 3 of Dimension 1 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.21 Relative developmental score of individual undergraduate students’ Chinese culture English reading ability of Section 3 of Dimension 1 (Identifying the setting of the story)

Development Level of Section 3 of Dimension 1	Frequency	Percentage
Very high level of development	28	87.50
High level of development	1	3.13
Moderate development	3	9.37
Low development	0	0.00

Details in Appendix Table 4.21

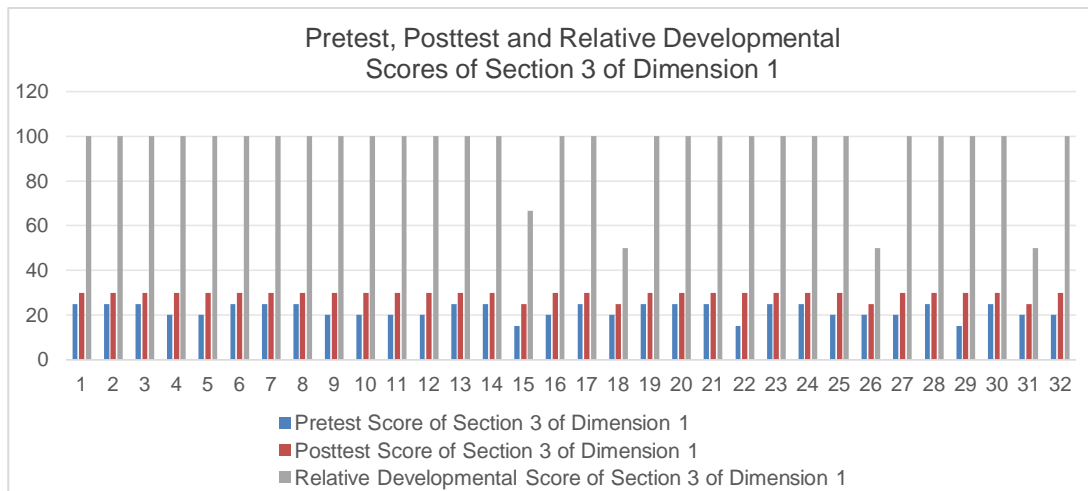


Figure 4.5 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 3 of Dimension 1 (Identifying the setting of the story)

According to Table 4.21 and Figure 4.5, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 1 (Identifying the setting of the story) are found at **Very High** level (DS=94). There are 28 students or 87.50% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section 3 of Dimension 1; 1 student or 3.13% at "**High**" developmental level; 3 students or 9.38% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

Analysis Results of Dimension 2

Table 4.22 comparison of undergraduate students' Chinese culture English reading ability of Dimension 2 (Make Straightforward Inferences) before and after learning through Task-based Instructional Model

Average Score of Dimension 2	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	60.16	9.63	-23.75	31	.000
Posttest	32	88.59	6.25			

* $p < 0.05$

From table 4.22, average pretest score of Dimension 2 (Make Straightforward Inferences) is different from average posttest score of Dimension 2 by -28.43 (Pretest \bar{X} =60.16, Posttest \bar{X} =88.59), with total score 100. The results from *t*-test shows the *t*-value of -23.75 which is higher than *t*-distribution (31) and *p* value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Dimension 2 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.23 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Dimension 2 (Make Straightforward Inferences)

Development Level of Dimension 2	Frequency	Percentage
Very high level of development	12	37.50
High level of development	19	59.38
Moderate development	1	3.12
Low development	0	0.00

Details in Appendix Table 4.23

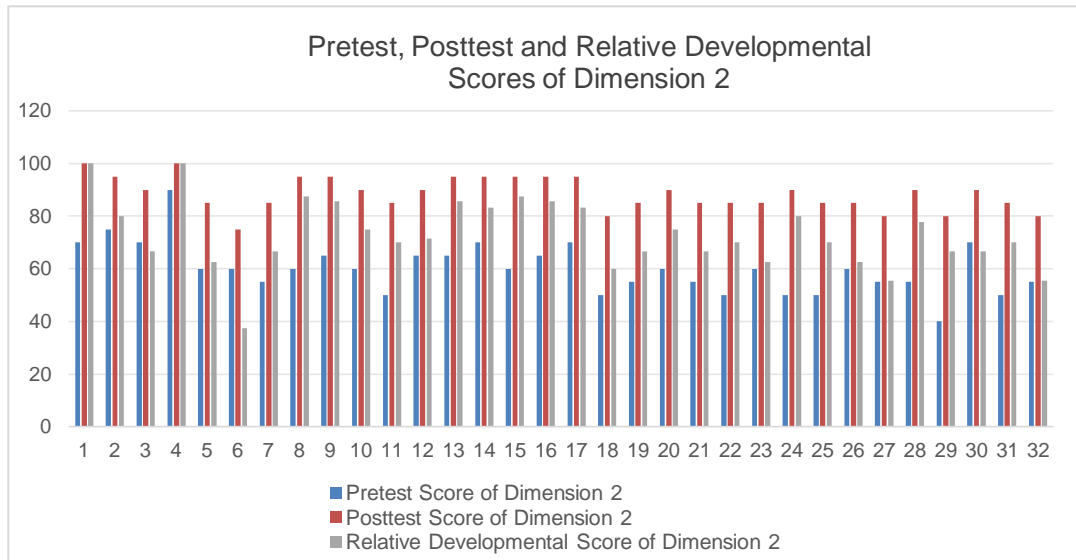


Figure 4.6 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Dimension 2 (Make Straightforward Inferences)

According to Table 4.23 and Figure 4.6, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Dimension 2 (Make Straightforward Inferences) are found at **High** level (DS=73). There are 12 students or 37.50% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Dimension 2; 19 students or 59.38% at "**High**" developmental level; 1 student or 3.13% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

Analysis Results of Section 1 of Dimension 2

Table 4.24 comparison of undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 2 (Make inferences about ideas or information not explicitly stated) before and after learning through Task-based Instructional Model

Average Score of Section 1 of Dimension 2	n	\bar{X}	S.D.	<i>t</i>	df	Sig.
Pretest	32	34.22	8.81	-15.61	31	.000
Posttest	32	52.34	4.58			

* $p < 0.05$

From table 4.24, average pretest score of Section 1 of Dimension 2 (Make inferences about ideas or information not explicitly stated) is different from average posttest score of Section 1 of Dimension 2 by -18.12 (Pretest \bar{X} =34.22, Posttest \bar{X} =52.34), with total score 60. The results from *t*-test shows the *t*-value of -15.61 which is higher than *t*-distribution (31) and *p* value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 2 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.25 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 2 (Make inferences about ideas or information not explicitly stated)

Development Level of Section 1 of Dimension 2	Frequency	Percentage
Very high level of development	9	28.13
High level of development	20	62.50
Moderate development	3	9.38
Low development	0	0.00

Details in Appendix Table 4.25

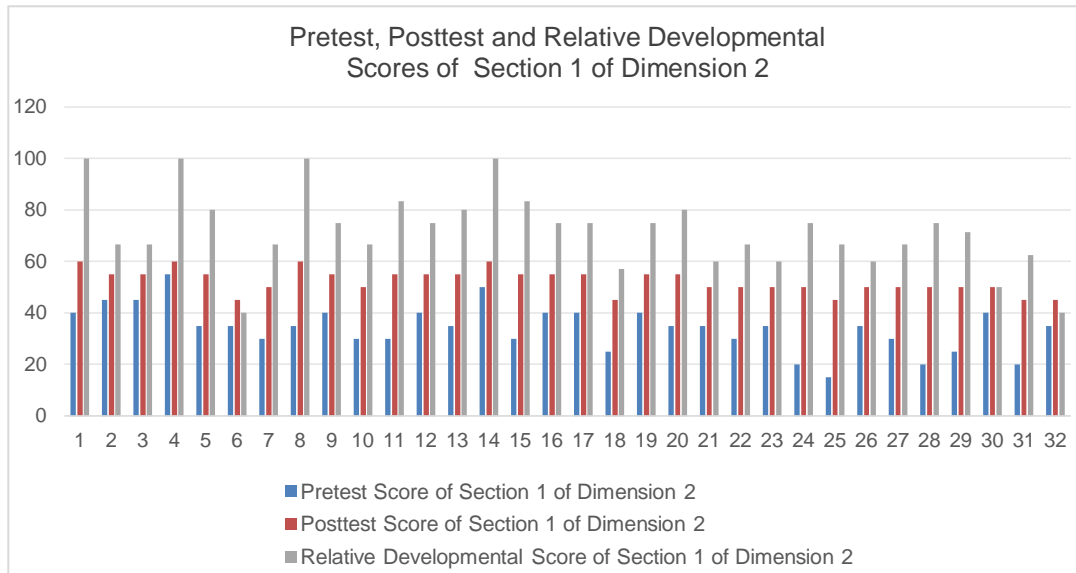


Figure 4.7 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 1 of Dimension 2 (Make inferences about ideas or information not explicitly stated)

According to Table 4.25 and Figure 4.7, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 2 (Make inferences about ideas or information not explicitly stated) are found at **High** level (DS=72). There are 9 students or 28.13% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section 1 of Dimension 2; 20 students or 62.50% at "**High**" developmental level; 3 students or 9.38% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

Analysis Results of Section 2 of Dimension 2

Table 4.26 Comparison of undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 2 (Giving the reason for a character's action) before and after learning through Task-based Instructional Model

Average Score of Section 2 of Dimension 2	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	25.94	5.15	-17.44	31	.000
Posttest	32	36.25	3.81			

* $p < 0.05$

From table 4.26, average pretest score of Section 2 of Dimension 2 (Giving the reason for a character's action) is different from average posttest score of Section 2 of Dimension 2 by -10.31 (Pretest \bar{X} = 25.94, Posttest \bar{X} = 36.25), with total score 40. The results from t -test shows the t -value of -17.44 which is higher than t -distribution (31) and p value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 2 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.27 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 2 (Giving the reason for a character's action)

Development Level of Section 2 of Dimension 2	Frequency	Percentage
Very high level of development	14	43.75
High level of development	14	43.75
Moderate development	4	12.50
Low development	0	0.00

Details in Appendix Table 4.27

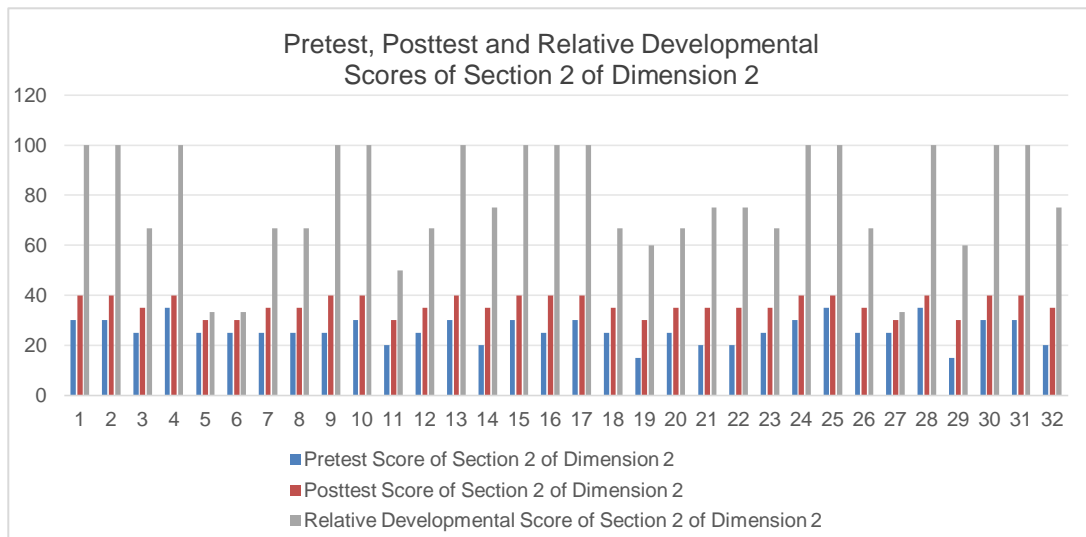


Figure 4.8 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 2 of Dimension 2 (Giving the reason for a character's action)

According to Table 4.27 and Figure 4.8, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 2 (Giving the reason for a character's action) are found at **Very High** level (DS=78). There are 14 students or 43.75% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section 2 of Dimension 2; 14 students or 43.75% at "**High**" developmental level; 4 students or 12.50% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

Analysis Results of Dimension 3

Table 4.28 Comparison of undergraduate students' Chinese culture English reading ability of Dimension 3 (Interpret and integrate ideas and information) before and after learning through Task-based Instructional Model

Average Score of Dimension 3	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	63.28	9.64	-21.32	31	.000
Posttest	32	90.78	6.24			

* $p < 0.05$

From table 4.28, average pretest score of Dimension 3 (Interpret and integrate ideas and information) is different from average posttest score of Dimension 3 by -27.50 (Pretest \bar{x} =63.28, Posttest \bar{x} =90.78), with total score 100. The results from *t*-test shows the *t*-value of -21.32 which is higher than *t*-distribution (31) and *p* value = .000 (**p*<0.05). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Dimension 3 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.29 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Dimension 3 (Interpret and integrate ideas and information)

Development Level of Dimension 3	Frequency	Percentage
Very high level of development	18	56.25
High level of development	12	37.50
Moderate development	2	6.25
Low development	0	0.00

Details in Appendix Table 4.29

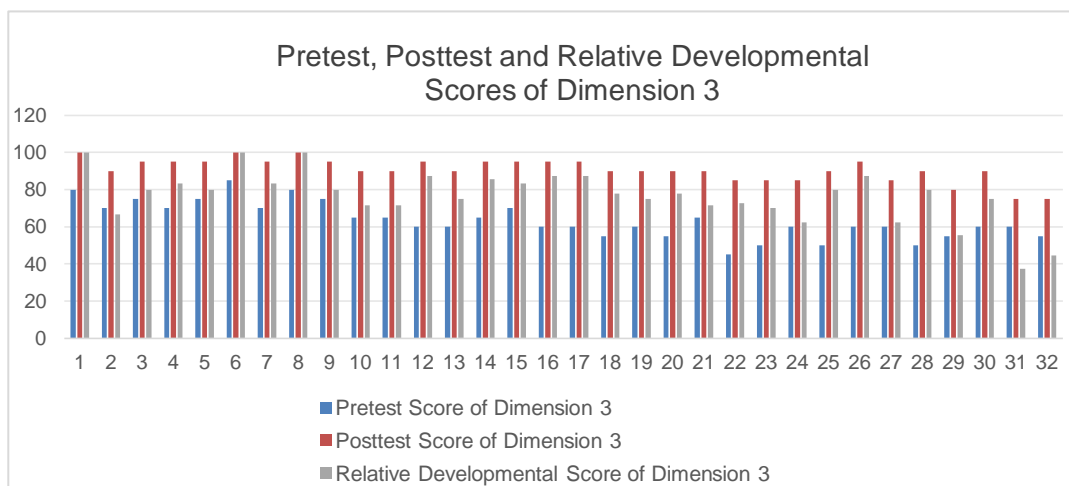


Figure 4.9 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Dimension 3 (Interpret and integrate ideas and information)

According to Table 4.29 and Figure 4.9, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Dimension 3 (Interpret and integrate ideas and information) are found at **Very High** level (DS=77). There are 18 students or 56.25% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Dimension 3; 12 students or 37.50% at "**High**" developmental level; 2 students or 6.25% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

Analysis Results of Section 1 of Dimension 3

Table 4.30 Comparison of undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 3 (Discerning the theme of a text or paragraph) before and after learning through Task-based Instructional Model

Average Score of Section 1 of Dimension 3	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	35.63	5.64	-15.24	31	.000
Posttest	32	46.10	3.75			

* $p < 0.05$

From table 4.30, average pretest score of Section 1 of Dimension 3 (Discerning the theme of a text or paragraph) is different from average posttest score of Section 1 of Dimension 3 by -10.47 (Pretest \bar{X} =35.63, Posttest \bar{X} =46.10), with total score 50. The results from *t*-test shows the *t*-value of -15.24 which is higher than *t*-distribution (31) and *p* value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 3 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.31 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 3 (Discerning the theme of a text or paragraph)

Development Level of Section 1 of Dimension 3	Frequency	Percentage
Very high level of development	12	37.50
High level of development	15	46.87
Moderate development	5	15.63
Low development	0	0.00

Details in Appendix Table 4.31

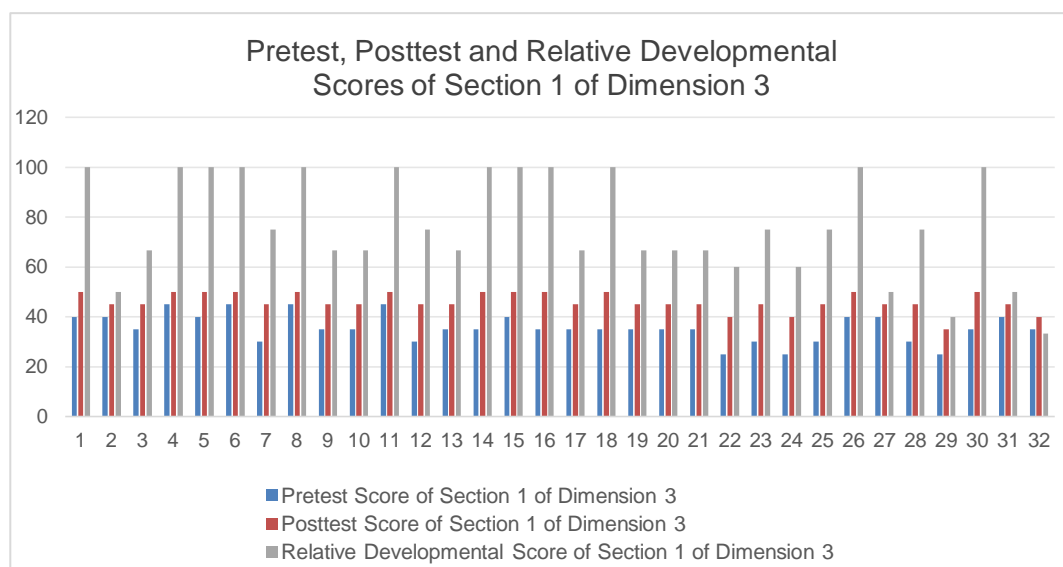


Figure 4.10 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 1 of Dimension 3 (Discerning the theme of a text or paragraph)

According to Table 4.31 and Figure 4.10, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 3 (Discerning the theme of a text or paragraph) are found at **Very High** level (DS=77). There are 12 students or 37.50% of all students at "Very High"

developmental level of Chinese culture English reading ability of Section 1 of Dimension 3; 15 students or 46.89% at “**High**” developmental level; 5 students or 15.63% at “**Moderate**” developmental level; No student or 0.00% at “**Low**” developmental level.

Analysis Results of Section 2 of Dimension 3

Table 4.32 Comparison of undergraduate students’ Chinese culture English reading ability of Section 2 of Dimension 3 (Interpret and integrate text information) before and after learning through Task-based Instructional Model

Average Score of Section 2 of Dimension 3	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	8.59	2.28	-17.73	31	.000
Posttest	32	14.38	1.68			

* $p < 0.05$

From table 4.32, average pretest score of Section 2 of Dimension 3 (Interpret and integrate text information) is different from average posttest score of Section 2 of Dimension 3 by -5.79 (Pretest \bar{X} =8.59, Posttest \bar{X} =14.38), with total score 15. The results from *t*-test shows the *t*-value of -17.73 which is higher than *t*-distribution (31) and *p* value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students’ Chinese culture English reading ability of Section 2 of Dimension 3 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.33 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 3 (Interpret and integrate text information)

Development Level of Section 2 of Dimension 3	Frequency	Percentage
Very high level of development	28	87.50
High level of development	0	0.00
Moderate development	4	12.50
Low development	0	0.00

Details in Appendix Table 4.33

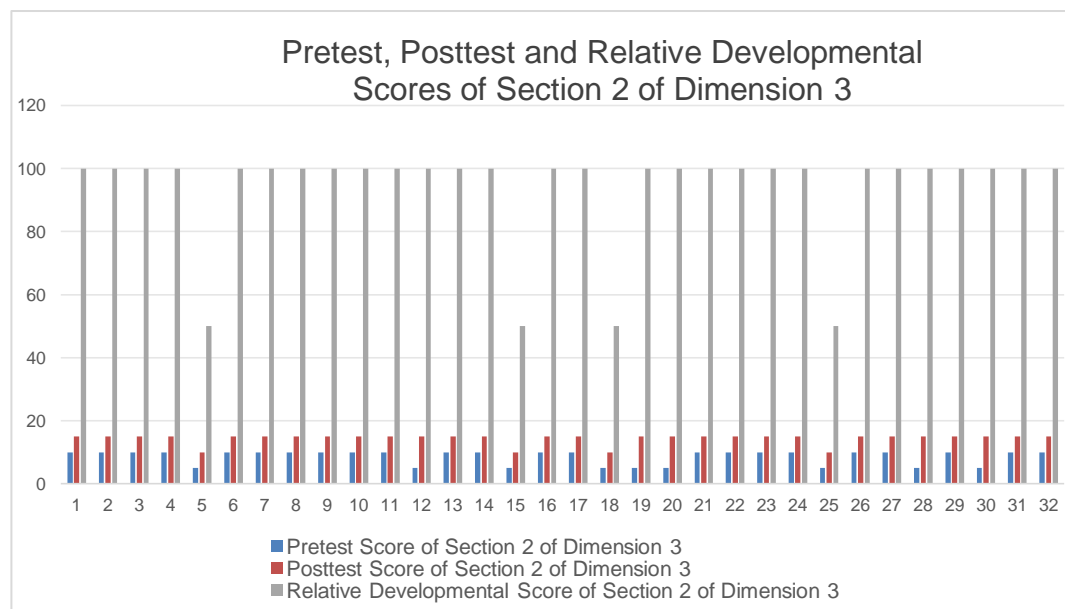


Figure 4.11 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 2 of Dimension 3 (Interpret and integrate text information)

According to Table 4.33 and Figure 4.11, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 3 (Interpret and integrate text information) are found at **Very High** level (DS=94). There are 28 students or 87.50% of all students at "Very High"

developmental level of Chinese culture English reading ability of Section 2 of Dimension 3; No student or 0.00% at “**High**” developmental level; 4 students or 12.50% at “**Moderate**” developmental level; No student or 0.00% at “**Low**” developmental level.

Analysis Results of Section 3 of Dimension 3

Table 4.34 Comparison of undergraduate students’ Chinese culture English reading ability of Section 3 of Dimension 3 (Comparing and contrasting information presented within text) before and after learning through Task-based Instructional Model

Average Score of Section 3 of Dimension 3	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	19.06	7.12	12.53	31	.000
Posttest	32	30.31	4.74			

* $p < 0.05$

From table 4.34, average pretest score of Section 3 of Dimension 3 (Comparing and contrasting information presented within text) is different from average posttest score of Section 3 of Dimension 3 by -11.25 (Pretest $\bar{X} = 19.06$, Posttest $\bar{X} = 30.31$), with total score 35. The results from t -test shows the t -value of -12.53 which is higher than t -distribution (31) and p value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students’ Chinese culture English reading ability of Section 3 of Dimension 3 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.35 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 3 (Comparing and contrasting information presented within text)

Development Level of Section 3 of Dimension 3	Frequency	Percentage
Very high level of development	13	40.63
High level of development	16	50.00
Moderate development	2	6.25
Low development	1	3.12

Details in Appendix Table 4.35

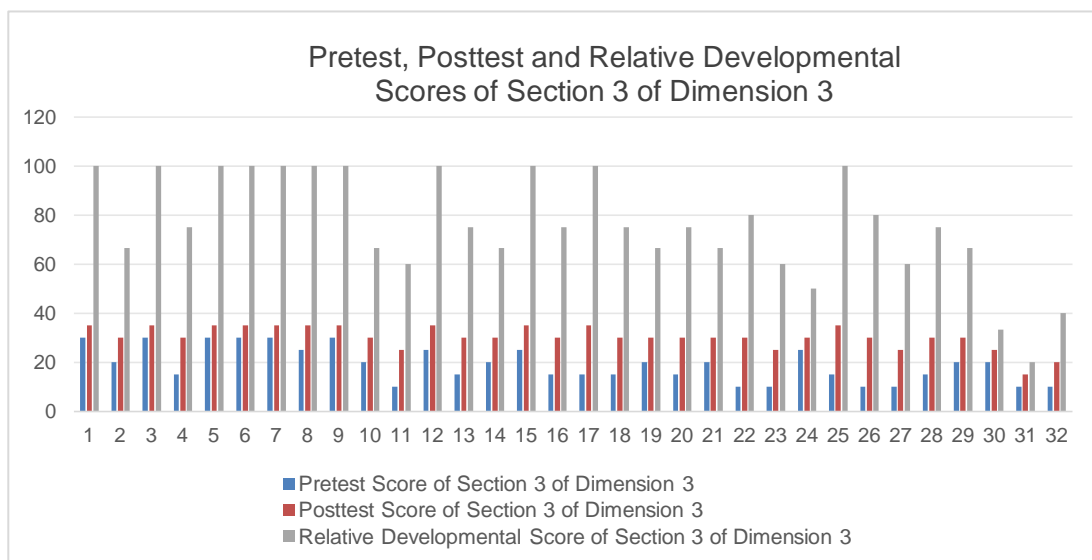


Figure 4.12 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 3 of Dimension 3 (Comparing and contrasting information presented within text)

According to Table 4.35 and Figure 4.12, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 3 (Comparing and contrasting information presented within text) are found at **Very High** level (DS=76). There are 13 students or 40.63% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section 3 of Dimension 3; 16 students or 50.00% at "**High**" developmental level; 2

students or 6.25% at “Moderate” developmental level; 1 student or 3.13% at “Low” developmental level.

Analysis Results of Dimension 4

Table 4.36 Comparison of undergraduate students’ Chinese culture English reading ability of Dimension 4 (Evaluate and critique content and textual elements) before and after learning through Task-based Instructional Model

Average Score of Dimension 4	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	64.06	10.27			
Posttest	32	92.66	7.29	-29.83	31	.000

* $p < 0.05$

From table 4.36, average pretest score of Dimension 4 (Evaluate and critique content and textual elements) is different from average posttest score of Dimension 4 by -28.60 (Pretest $\bar{X}=64.06$, Posttest $\bar{X}=92.66$), with total score 100. The results from t -test shows the t -value of -29.83 which is higher than t -distribution (31) and p value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students’ Chinese culture English reading ability of Dimension 4 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.37 Relative developmental score of individual undergraduate students’ Chinese culture English reading ability of Dimension 4 (Evaluate and critique content and textual elements)

Development Level of Dimension 4	Frequency	Percentage
Very high level of development	21	65.63
High level of development	10	31.25
Moderate development	1	3.12

Details in Appendix Table 4.37

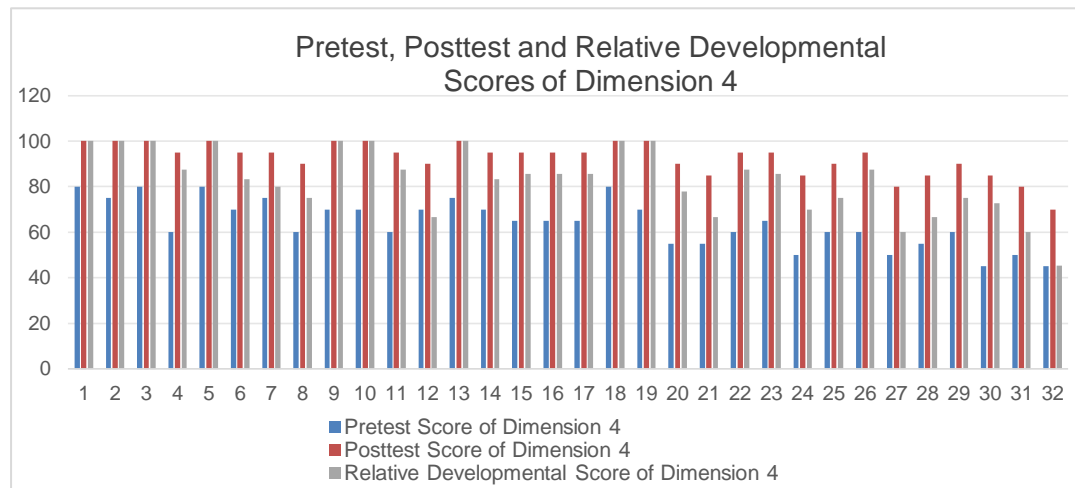


Figure 4.13 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Dimension 4 (Evaluate and critique content and textual elements)

According to Table 4.37 and Figure 4.13, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Dimension 4 (Evaluate and critique content and textual elements) are found at **Very High** level (DS=83). There are 21 students or 65.63% of all students at “**Very High**” developmental level of Chinese culture English reading ability of Dimension 4; 10 students or 31.25% at “**High**” developmental level; 1 student or 3.13% at “**Moderate**” developmental level; No student or 0.00% at “**Low**” developmental level.

Analysis Results of Section 1 of Dimension 4

Table 4.38 Comparison of undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 4 (Evaluating and critiquing the title or sub-title of the text) before and after learning through Task-based Instructional Model

Average Score of Section 1 of Dimension 4	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	6.72	3.50	-15.94	31	.000
Posttest	32	13.75	2.54			

* $p < 0.05$

From table 4.38, average pretest score of Section 1 of Dimension 4 (Evaluating and critiquing the title or sub-title of the text) is different from average posttest score of Section 1 of Dimension 4 by -7.03 (Pretest \bar{X} =6.72, Posttest \bar{X} =13.75), with total score 15. The results from *t*-test shows the *t*-value of -15.94 which is higher than *t*-distribution (31) and *p* value = .000 (**p*<0.05). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 4 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.39 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 4 (Evaluating and critiquing the title or sub-title of the text)

Development Level of Section 1 of Dimension 4	Frequency	Percentage
Very high level of development	25	78.13
High level of development	3	9.37
Moderate development	4	12.50
Low development	0	0.00

Details in Appendix Table 4.39

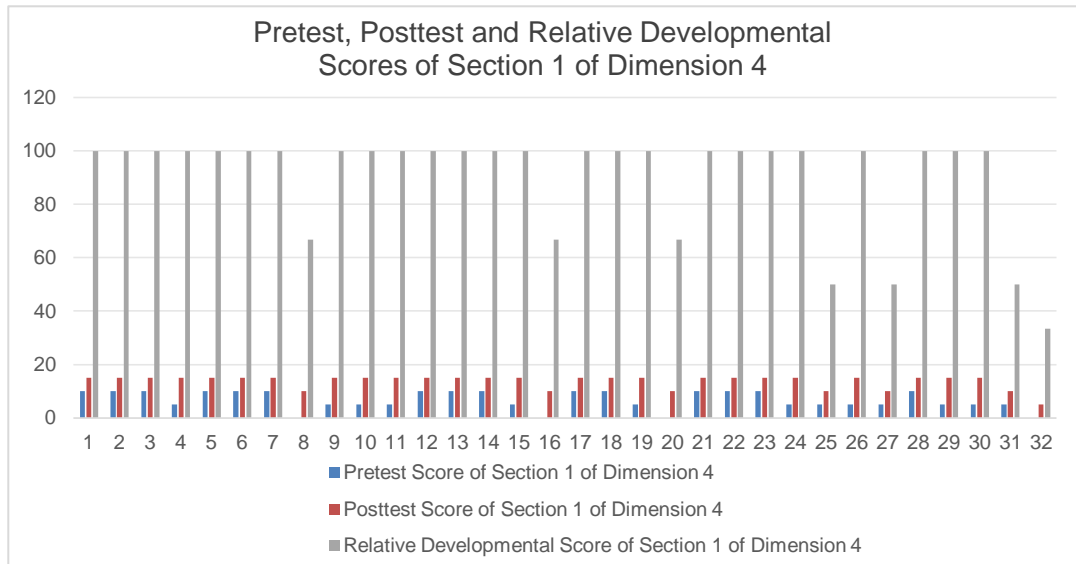


Figure 4.14 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 1 of Dimension 4 (Evaluating and critiquing the title or sub-title of the text)

According to Table 4.39 and Figure 4.14, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 4 (Evaluating and critiquing the title or sub-title of the text) are found at **Very High** level (DS=90). There are 25 students or 78.13% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section 1 of Dimension 4; 3 students or 9.38% at "**High**" developmental level; 4 students or 12.50% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

Analysis Results of Section 2 of Dimension 4

Table 4.40 Comparison of undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 4 (Evaluating and critiquing the author's perspectives) before and after learning through Task-based Instructional Model

Average Score of Section 2 of Dimension 4	n	\bar{X}	S.D.	t	df	Sig.
Pretest	32	4.38	1.68	-33.00	31	.000
Posttest	32	9.53	1.48			

* $p < 0.05$

From table 4.40, average pretest score of Section 2 of Dimension 4 (Evaluating and critiquing the author's perspectives) is different from average posttest score of Section 2 of Dimension 4 by -5.15 (Pretest \bar{X} =4.38, Posttest \bar{X} =9.53), with total score 10. The results from *t*-test shows the *t*-value of -33.00 which is higher than *t*-distribution (31) and *p* value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 4 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.41 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 4 (Evaluating and critiquing the author's perspectives)

Development Level of Section 2 of Dimension 4	Frequency	Percentage
Very high level of development	29	90.63
High level of development	0	0.00
Moderate development	3	9.37
Low development	0	0.00

Details in Appendix Table 4.41

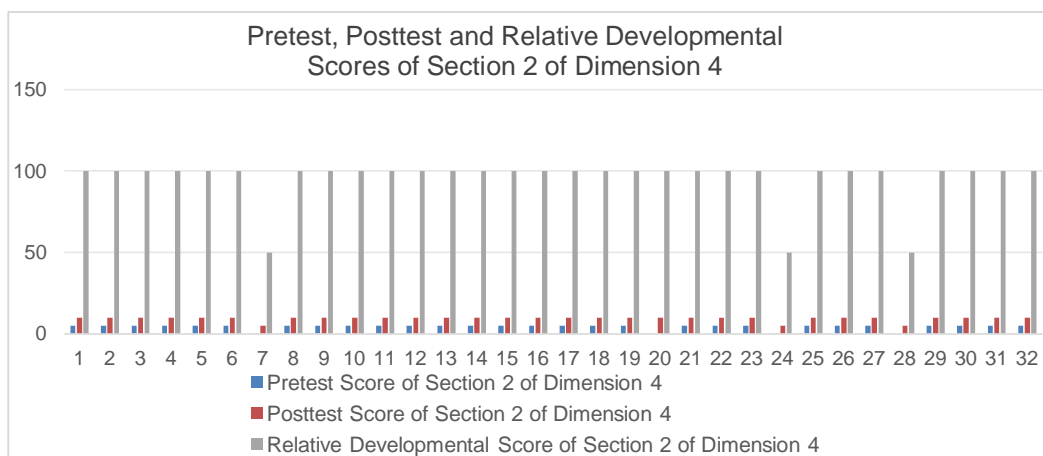


Figure 4.15 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 2 of Dimension 4 (Evaluating and critiquing the author's perspectives)

According to Table 4.41 and Figure 4.15, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 4 (Evaluating and critiquing the author's perspectives) are found at **Very High** level (DS=95). There are 29 students or 90.63% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section 2 of Dimension 4; No student or 0.00% at "**High**" developmental level; 3 students or 9.38% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

Analysis Results of Section 3 of Dimension 4

Table 4.42 Comparison of undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 4 (Evaluating and critiquing the content of the text) before and after learning through Task-based Instructional Model

Average Score of Section 3 of Dimension 4	n	\bar{X}	S.D.	<i>t</i>	df	Sig.
Pretest	32	12.50	3.36	-16.07	31	.000
Posttest	32	18.75	2.54			

* $p < 0.05$

From table 4.42, average pretest score of Section 3 of Dimension 4 (Evaluating and critiquing the content of the text) is different from average posttest score of Section 3 of Dimension 4 by -6.25 (Pretest \bar{X} =12.50, Posttest \bar{X} =18.75), with total score 20. The results from *t*-test shows the *t*-value of -16.07 which is higher than *t*-distribution (31) and *p* value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 4 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.43 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 4 (Evaluating and critiquing the content of the text)

Development Level of Section 3 of Dimension 4	Frequency	Percentage
Very high level of development	25	78.13
High level of development	2	6.25
Moderate development	5	15.62
Low development	0	0.00

Details in Appendix Table 4.43

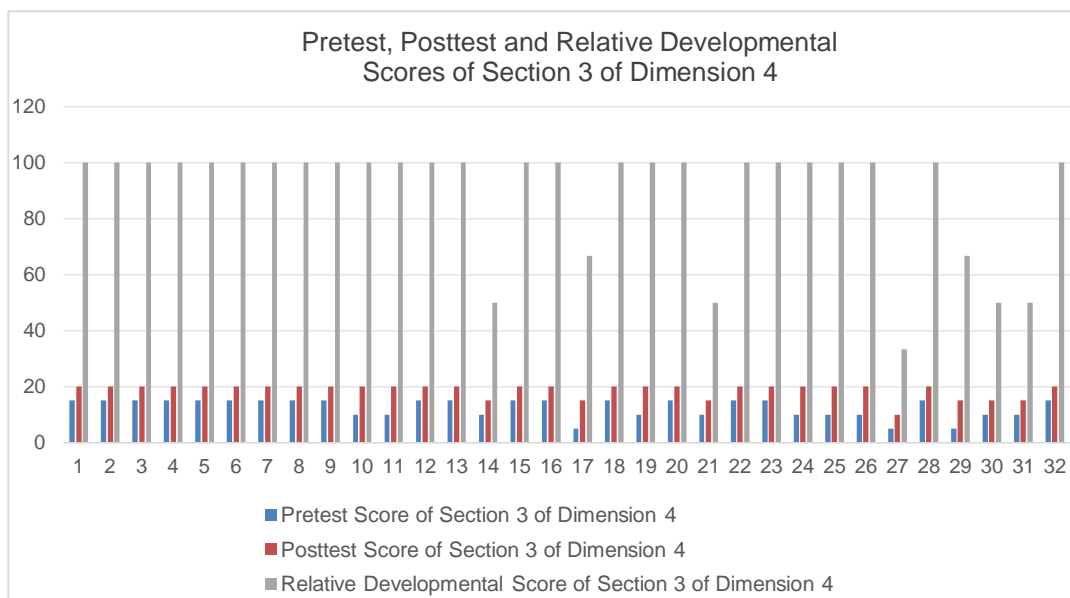


Figure 4.16 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 3 of Dimension 4 (Evaluating and critiquing the content of the text)

According to Table 4.43 and Figure 4.16, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 4 (Evaluating and critiquing the content of the text) are found at **Very High** level (DS=90). There are 25 students or 78.13% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section 3 of Dimension 4; 2 students or 6.25% at "**High**" developmental level; 5 students or 15.63% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

Analysis Results of Section 4 of Dimension 4

Table 4.44 Comparison of undergraduate students' Chinese culture English reading ability of Section 4 of Dimension 4 (Evaluating and critiquing the writing of the text) before and after learning through Task-based Instructional Model

Average Score of Section 4 of Dimension 4	n	\bar{X}	S.D.	<i>t</i>	df	Sig.
Pretest	32	40.47	7.66	-13.35	31	.000
Posttest	32	50.63	4.71			

* $p < 0.05$

From table 4.44, average pretest score of Section 4 of Dimension 4 (Evaluating and critiquing the writing of the text) is different from average posttest score of Section 4 of Dimension 4 by -10.16 (Pretest \bar{X} =40.47, Posttest \bar{X} =50.63), with total score 55. The results from *t*-test shows the *t*-value of -13.35 which is higher than *t*-distribution (31) and *p* value = .000 (* $p < 0.05$). So, it can be concluded that undergraduate students' Chinese culture English reading ability of Section 4 of Dimension 4 after the experiment was higher than that before the experiment at significance level 0.000.

Table 4.45 Relative developmental score of individual undergraduate students' Chinese culture English reading ability of Section 4 of Dimension 4 (Evaluating and critiquing the writing of the text)

Development Level of Section 4 of Dimension 4	Frequency	Percentage
Very high level of development	14	43.75
High level of development	14	43.75
Moderate development	4	12.50
Low development	0	0.00

Details in Appendix Table 4.45

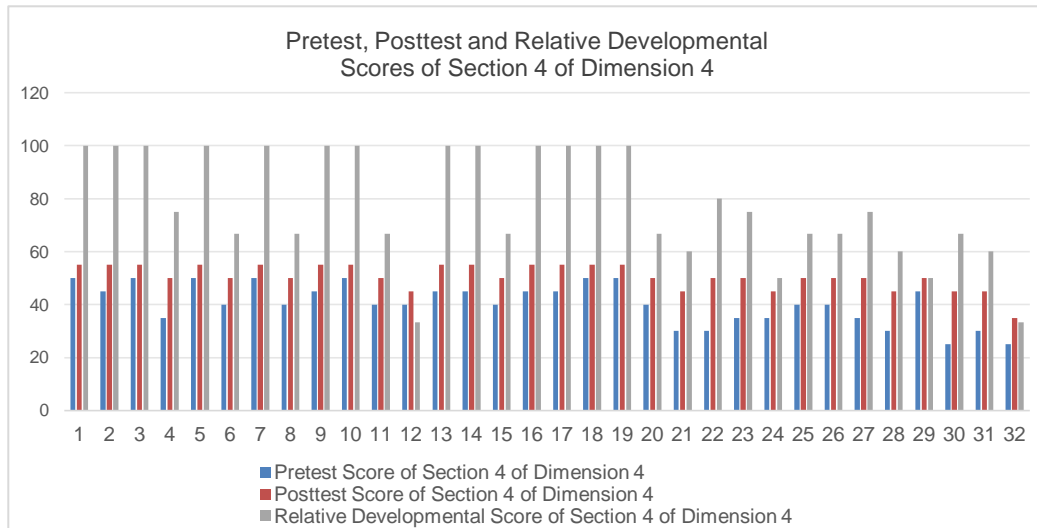


Figure 4.17 Pretest scores, posttest scores and relative developmental scores of individual students' Chinese culture English reading ability of Section 4 of Dimension 4 (Evaluating and critiquing the writing of the text)

According to Table 4.45 and Figure 4.17, the relative developmental scores of individual undergraduate students' Chinese culture English reading ability of Section 4 of Dimension 4 (Evaluating and critiquing the writing of the text) are found at **Very High** level (DS=78). There are 14 students or 43.75% of all students at "**Very High**" developmental level of Chinese culture English reading ability of Section 3 of Dimension 4; 14 students or 43.75% at "**High**" developmental level; 4 students or 12.50% at "**Moderate**" developmental level; No student or 0.00% at "**Low**" developmental level.

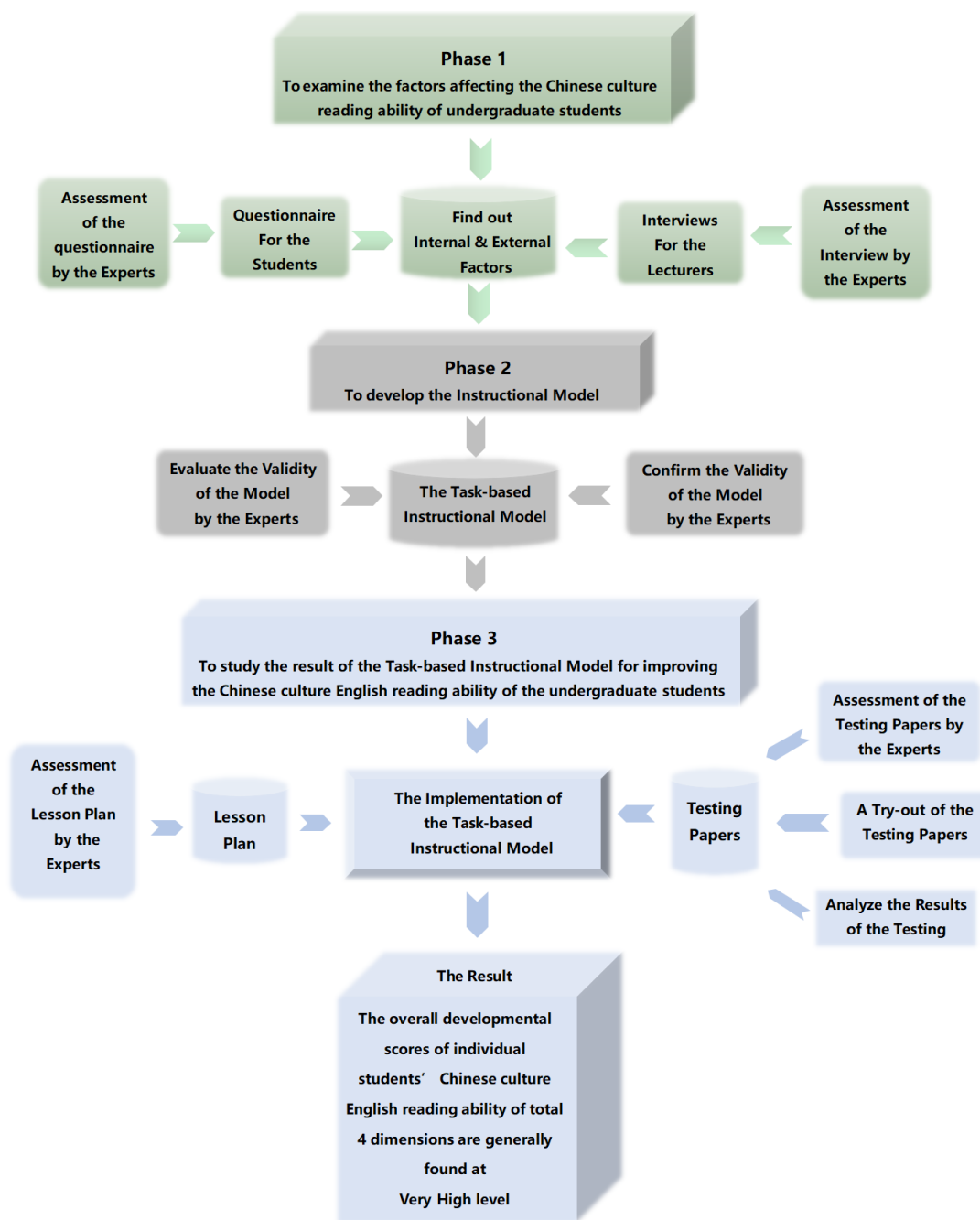


Figure 4.18 Three Phases of This Research

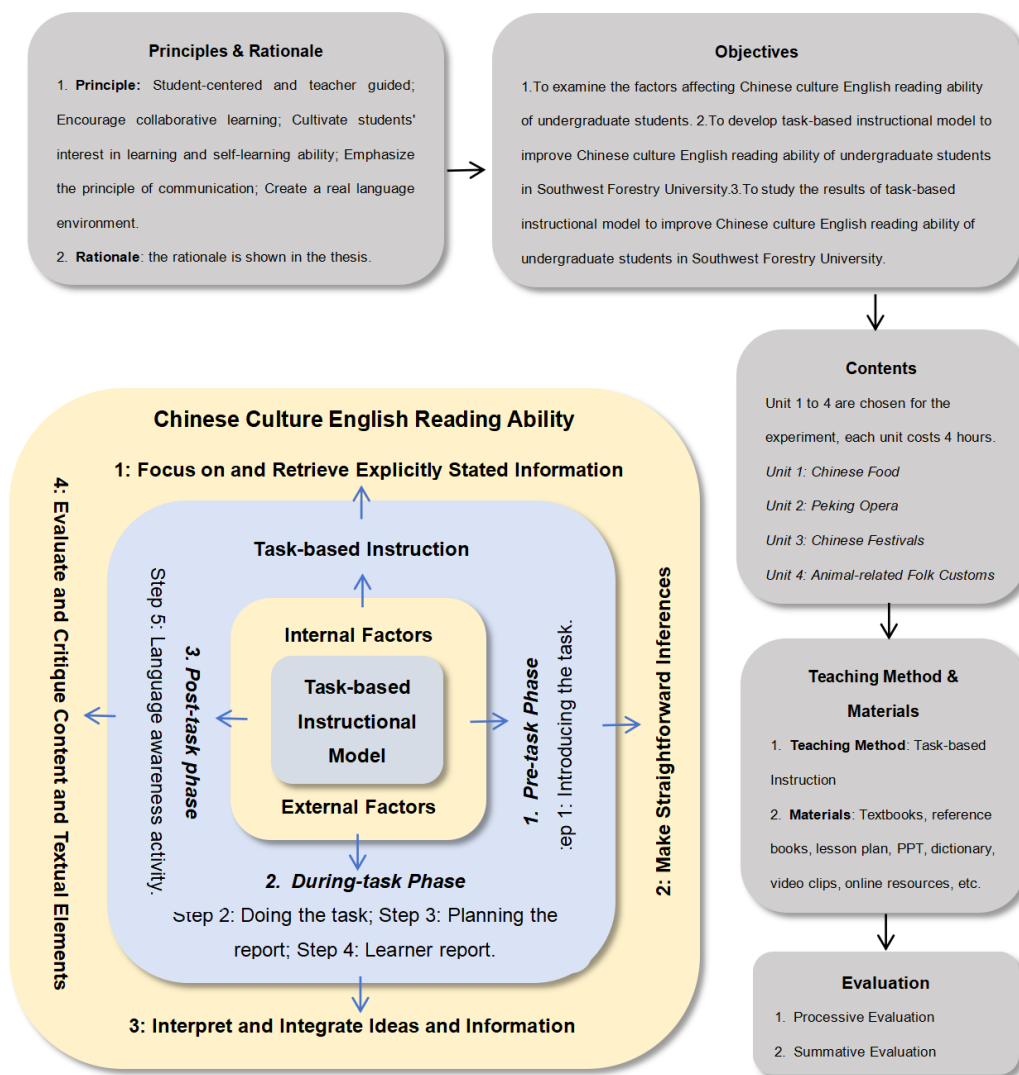


Figure 4.19 Development of the Task-based Instructional Model

Chapter 5

Conclusion Discussions and Recommendations

After analyzing and presenting data analysis results in chapter 4 as serving for research objectives of the present study “Development of task-based instructional model to improve Chinese culture English reading ability of undergraduate students”, it can be concluded and discussed as follows. Further, some approaches are recommended on basis of the findings.

Research Objectives

1. To examine the factors affecting Chinese culture English reading ability of undergraduate students.
2. To develop task-based instructional model for Chinese culture English reading ability of undergraduate students.
3. To study the result of task-based instructional model for Chinese culture English reading ability of undergraduate students.

Conclusion

1. There were 2 Factors: 1) Internal Factors and 2) External Factors from the students and the lecturers were affecting Chinese culture English reading ability of undergraduate students as follows: 1) Internal Factors consisted of motivation, cooperation and problem-solving ability and 2) External Factors consisted of student-centered teaching method, teaching activities around task and teaching materials with a vast input.

2. Task-based instructional model to improve students' Chinese culture English reading ability includes 5 components 1) Principle and Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & Materials and 5) Evaluation. The model is 100% conformed to utility standards, feasibility standards, propriety standards, and accuracy standards as assessed by 3 specialists.

3. The results found that the given treatment influences students' Chinese culture English reading ability at significance level 0.000, the overall developmental scores of individual students' Chinese culture English reading ability of total 4 dimensions are generally found at Very High level, and there are 59.38% of all

students at “Very High” developmental level; 40.63% at “High” developmental level; 0.00% at “Moderate” and “Low” developmental level. The results are consistent with research hypothesis that after implementing task-based instructional model, students’ Chinese culture English reading ability will be higher than before the experiment.

Discussion

1. For factors affecting Chinese culture English reading ability of undergraduate students in Yunnan Province are divided into Internal factors and External Factors as follows.

1.1 Internal factors:

Motivation: One of the highly influential inner factor goes to the motivation of the learners, this is also in line with task-based instruction. Just as many scholars mentioned, one of the feature of task-based instruction is that it can arouse students’ motivation in learning effectively and obviously (Sanchez, 2004; Branden, 2016b; Nunan, 2005; Ellis, 2009).

Cooperation: The Students’ cooperation has turned out to be another highly influential inner factors, this just coincide with the features of the task-based instruction. Many scholars have pointed out that the task-based instruction focuses on the communication between learners and can create lot of opportunities for the language learners to participate in the group activities and finish the tasks through cooperating with the group members (Nunan, 1991b; Richards & Rodgers, 2002; Ellis, 2003, 2009; Bhandari, 2020).

Problem-solving ability: As one of the highly influential inner factors, problem-solving ability of students is also in line with task-based instruction. Many scholars agreed on this: Bouffard *et al.* (2020) point out the tasks in task-based instruction should require students to apply their problem-solving ability, therefore, it can be said that teaching is best defined as a problem-solving activity in task-based instruction. Furthermore many scholars also suggested many problem-solving types of tasks in task-based instruction (Richard, 2006; Willis, 1996; Pica *et al.*, 1993)

1.2 External Factors:

Student-centered teaching method: The student-centered teaching method has been proved to be a highly influential external factor. And the features

of the task-based instruction can meet this requirement perfectly. Many scholars points out that task-based instruction is a learner-centered instruction (Sayed, 2014; Bhandari, 2020), Nunan (2004) also mentioned that The role of students in task-based instruction is the one to take responsibilities, students should take more responsibilities than waiting to be ‘spoon fed’.

Teaching activities around task: As another highly influential external factors, the factor teaching activities around task copes with the task-based instruction very well, since one of the principle of task-based instruction is that the teaching activities should be organized around “task”, just as Long (2015) points out that in task-based instruction, all should be organized around ‘Task’, and because of the important feature of task-based instruction, ‘Task’ turned out to be crucial in the implementation of the task-based instruction.

Teaching materials with a vast input: A teaching material with a vast input is also one of the highly influential external factors. This fully aligns with the one of the advantages of task-based instruction. Just as Ellis (2009) points out that task-based instruction provides the learners with a vast input of target language.

In summary, the most influential factors affecting Chinese culture English reading ability fit the features and advantages of task-based instruction perfectly, so through the implementation of the task-based instruction, the undergraduate students’ Chinese culture English reading ability are supposed to be improved hopefully.

2. For the 5 components of the task-based instructional model to improve students' Chinese culture English reading ability was confirmed 100%. In the detailed analysis, it's noteworthy that:

2.1 The Principle and Rationale of the instructional model was unanimously confirmed by all the specialists in terms of its utility standards, feasibility standard, propriety standard, and accuracy standard. This suggests that the underlying theory and reasoning of the task-based instructional model are robust and conducive to improve undergraduate students' Chinese culture English reading ability. The principle and rationale of the task-based instructional model has been made clear by many scholars and for the point of the experts here, it is in line with the principles of the task-based instructional model mentioned by the scholars very well (Nunan, 2004; Lochana & Deb, 2006; Ellis, 2009).

2.2 The Objectives of the instructional model were agreed upon by all specialists. This unanimity indicates that the goals set by the model are clear, relevant, and aimed at improving students' Chinese culture English reading ability. This is demonstrated in the details of the objectives mentioned in the definition of the task-based instructional model (Richards, 2000; Ellis & Shintani (2014)).

2.3 The Contents component also received a 100% confirm ability score from all the specialists, underlining that the learning material and topics are suitable and well-designed for the model's aim. Just as Nunan (1991b) mentioned, the teaching materials should be real materials, the contents of this research used lots of real materials. Also, Just as Ellis (2009) points out that task-based instruction should provides the learners with a vast input of target language, the contents of this research is with a vast input of target language.

2.4 The Methods of Teaching & Materials were confirmed to be useful, feasible, proper, and accurate by all specialists. This unanimous agreement confirms that the teaching methods and resources employed are effective for the task-based instructional model and in line with the aim of improving students' Chinese culture English reading ability. As Willis (1996) has mentioned, the design of task-based instruction can be flexible. And there can be various options of types of tasks according to the actual situation. But Ellis (2018) points out the methods of task-based teaching have in common 3 principle phases as the pre-task phase, the during task phase and the post-task phase. The teaching methods of this research obey these routine loyally.

2.5 The Evaluation component was unanimously confirmed by all specialists, underlining the effectiveness and appropriateness of the evaluation and feedback mechanisms to assess and improve the Chinese culture English reading ability of students. In the 4th step of the task-based instructional model in this research, the evaluation activity had been processed very well, according to the scholars, it is also the of evaluation, in this phase, some or all of the groups present their reports to the class, other students can comment and add extra points, teacher chairs, comments on the content of their reports (Willis, 1996; Ellis, 2018; Norris, 2011).

In conclusion, the unanimous confirmation by the specialists in terms of utility, feasibility, propriety, and accuracy attests to the robustness of the task-based

instructional model. It strongly suggests that this model, with its components, is well-positioned to improve undergraduate students' Chinese culture English reading ability when implemented correctly.

3. For the results of the overall developmental scores of individual students' Chinese culture English reading ability of total 4 dimensions are generally found at Very High level by these reasons:

3.1 Based on the motivation of the students during the process of learning, students can improve their Chinese culture English reading ability in a high degree. The task-based instruction can arouse students' motivation obviously, and with a high motivation, students would like to participate in the task-based activities and cooperate with their classmates willingly, thus can obtain a very nice learning effect. Task-based instructional model can increase students' learning motivation concern with Ganta (2015) defended that the activities in task-based instruction motivate students to spontaneously interact with peers in the target language and helps them eliminate hesitation and fear.

3.2 Based on roles of the teacher, teachers are not the center of the class any more, but also monitor and control the whole class. Thus a way of teaching can give students more space to discover and practice, also they feel safe during the learning process, because their is guide all the time. Such a role of teachers in the task-based instruction which is student-centered is very helpful for students to improve their learning effect concern with Noddings (2008) defended that In a student-centered classroom, the teacher is "an assistant by the side" rather than "a saints on the stage"; teachers are helping students discover meaning, rather than lecturing or controlling the students.

3.3 Based on the clear process of teaching, students can have a very clear learning objective under the guidance of the teacher. The task-based instructional model is very clear about it's teaching steps. The researcher in this research during the whole process of learning consisted on implementing the teaching steps one by one in line with the requirement of the task-based instruction. Such a clear teaching process can help students to improve their learning effect concern with Ellis (2018) defended that the teaching process of task-based instruction has in common 3 principle phases as the pre-task phase, the during task phase and the post-task phase, the teaching should obey this process to obtain a

good learning effect.

In summary, according to the result of the implementation of task-based instructional model, the undergraduate students' Chinese culture English reading ability can be improved reasonably and definitely. Since for the task-based instructional model implemented in this research, it can arouse students' motivation in learning, give the teachers a nice role and also provide a clear teaching steps, by implementing the task-based instruction, the students can get a better learning effect definitely.

Recommendations

The conclusion and discussion above bring about two inspirations, one is about the application of this research, another is about the outlook on the further study.

Applicability of the results

1. To the students

Through the experimental process and the detailed analysis of the experimental results, this study proved that the task-based instruction can play a significant role in improving undergraduate students' English reading ability. This result can provide a reference for the coming researches on this field practically. Another inspiration from this study is that students' motivation and cooperation is very important and the proper implementation of the task-based instruction can improve students' motivation and cooperation.

2. To the lecturers

Through empirical research, this study proved a nice feasibility and applicability of task-based instructional model implementing in Chinese cultural English Course, so such a development of this instructional model can provide the lecturers with an insight into their teaching both theoretically and practically. From the inspiration of this research, the lecturers can improve their teaching skills and enhance new techniques in teaching, for instance, the 5 steps developed in this study, the characteristics of Task-based Instruction, the types of 'Task', etc, all these discoveries are useful for lecturers to improve their teaching ability.

3. To the institute

From the result of this research, the institute can get more experience and advice in managing the university and help the teachers and students to teach and learn in a better organism. For instance, a better environment of the campus is helpful to improve the students' learning effect as shown in the external factors affecting students' English reading ability. Also, more workshop and association organized by the institute of education in the university is recommended, because this can inspire the lecturers learn from each other' research.

Further Research

To improve the Chinese culture English reading ability, a proper instructional is very important, so the future research should focus on improving the instructional model and the methodology way and so on.

1. Further testing of different models

This study had only focused on the teaching effect of task-based instructional model. The future study can consider to conduct some other researches on different instructions to improve students' English reading ability. Beside, it can be a combination of two different instructions. So the result of the new instruction may be better or worse, this kind of further research is meaningful, it can provide the students and teachers with more choices.

2. Further expand the scale of teaching

Due to the limited conditions, the scale of this study may be not big enough, because all of the investigation is confined to one province in China, if conditions permit, the further research in the future is recommended to do on a larger scale, so that there will be more valuable findings. For example, the population and the sample of the research can be bigger, the location can be changed from one province to more provinces and so on.

3. Further testing of instruments

In this research, the researching instruments focused on interviews, questionnaires, lesson plans, and testing papers. In the future research, more kind of researching instruments is recommended to be used, for example, the research in the future can try to use the focus groups in the implementation of the teaching experiment and so on. With the use of more various and modern researching instruments, the research will be more valuable.

In short, this study had provided a meaningful insight into the field of curriculum and instruction theoretically and practically, and of course, there will be an expectation for the further development of the related researches in the future.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

- List of experts to validate research instruments
- List of experts to evaluate the format instructional model

List of experts to validate research instruments

	The Experts	Place
1	Assistant Professor Dr. Sarayuth Sethakajorn	Administration Program Bansomdejchaopraya Rajabhat University
2	Assistant Professor Dr. Wei Ping	Chinese Culture Program Yunnan University
3	Professor Dr. Mo Yanping	English Education Program Southwest Forestry University

List of experts to evaluate the format instruction model

	The Experts	Place
1	Assistant Professor Dr. Wanida Ploysangwal	English Program University of the Thai Chamber of Commerce
2	Dr. Panas Jansritong	Administration Program Kirk University
3	Assistant Professor Dr. Wang Shuhua	International Chinese Education Program Yuxi Normal University

Appendix B

Official Letter

- Instructional model evaluation request
- Research tool validation request
- Permission of experimental implementation
- Data collection request

Ref. No. MHESI 0643.14/ ๒๐๒๓



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 August 2023

Subject Request for evaluation of instructional model

Dear Dr. Panas Jansritong

Attachment Questionnaire on the influence of Task-based Instruction on undergraduate students' Chinese culture English reading ability

Regarding the thesis entitled "Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students" of Wang Beiyan, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103105, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/ ๑๐๕



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 August 2023

Subject Request for evaluation of instructional model

Dear Assistant Professor Dr. Wang Shuhua

Attachment Questionnaire on the influence of Task-based Instruction on undergraduate students' Chinese culture English reading ability

Regarding the thesis entitled "Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students" of Wang Beiyan, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103105, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. MHESI 0643.14/ ๑๐๖



Graduate School
 Bansomdejchaopraya Rajabhat University
 1061 Itsarapap 15 Itsarapap Rd.
 Thonburi Bangkok 10600

19 August 2023

Subject Request for evaluation of instructional model

Dear Assistant Professor Dr. Wanida Ploysangwal

Attachment Questionnaire on the influence of Task-based Instruction on undergraduate students' Chinese culture English reading ability

Regarding the thesis entitled "Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students" of Wang Beiyuan, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103105, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
 Dean of Graduate School
 Bansomejchaopraya Rajabhat University

Tel. (662) 4737000
 Fax. (662) 4737000

Ref. No. MHESI 0643.14/ ๑๑๓



Graduate School
 Bansomejchaopraya Rajabhat University
 1061 Itsarapap 15 Itsarapap Rd.
 Thonburi Bangkok 10600

19 August 2023

Subject Request for research tool validation**Dear** Assistant Professor Dr. Sarayuth Sethakajorn**Attachment** Validation sheets

Regarding the thesis entitled “Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students” of Mrs. Wang Beiyang, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103105, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn Sawangcharoen'.

(Asst. Prof. Dr. Kanakorn Sawangcharoen)
 Dean of Graduate School
 Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. +66 0204737000

Ref. No. MHESI 0643.14/ ๒๐๒๓



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 August 2023

Subject Request for research tool validation

Dear Assistant Professor Dr. Wei Ping

Attachment Validation sheets

Regarding the thesis entitled “Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students” of Mrs. Wang Beiyan, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103105, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Asst. Prof. Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. +66 0204737000

Ref. No. MHESI 0643.14/๑๐๘



Graduate School
 Bansomdejchaopraya Rajabhat University
 1061 Itsarapap 15 Itsarapap Rd.
 Thonburi Bangkok 10600

19 August 2023

Subject Request for research tool validation**Dear** Professor Dr. Mo Yanping**Attachment** Validation sheets

Regarding the thesis entitled “Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students” of Mrs. Wang Beiyuan, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103105, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn Sawangcharoen'.

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
 Dean of Graduate School
 Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. +66 0204737000



Ref. No. MHESI 0643.14/ 1005

Graduate School
Bansomejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 August 2023

Subject Request for data collection

Dear President of Kunming University of Science and Technology,

Attachment: 1. 50 copies of questionnaire

2. Interview papers

Regarding the thesis entitled “*Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students*” of Mrs. Wang Beiyan, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103105, Thailand under the supervision of

Major Advisor : Assistant Professor Dr. Wapee Kong-In

Co-advisor : Associate Professor Dr. Areewan Iamsa-ard

Co-advisor : Associate Professor Dr.Suriya Phankosol

the researcher needs to collect data using questionnaire and interview in terms of factors affecting Chinese culture English reading ability from 50 students and 1 lecturer of Kunming University of Science and Technology. Hence, I’m formally requesting your assistance in the data collection of this interview.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. 66 0204737000

Ref. No. MHESI 0643.14/ 1๐๐7



Graduate School
Bansomejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 August 2023

Subject Request for data collection

Dear President of Southwest Forestry University,

Attachment 1. 50 copies of questionnaire

2. Interview papers

Regarding the thesis entitled “*Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students*” of Mrs. Wang Beiyang, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6473103105, Thailand under the supervision of

Major Advisor : Assistant Professor Dr. Wapee Kong-In

Co-advisor : Associate Professor Dr. Areewan Iamsa-ard

Co-advisor : Associate Professor Dr. Suriya Phankosol

the researcher needs to collect data using questionnaire and interview in terms of factors affecting Chinese culture English reading ability from 50 students and 1 lecturer of Southwest Forestry University. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email address 1072033622@qq.com Or mailing address, Department of Foreign Language, Southwest Forestry University, Kunming, Yunnan, China, 650224.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst. Prof. Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. 66 0204737000

Ref. No. MHESI 0643.14/ ๒๐๒๓



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 August 2023

Subject Request for data collection

Dear President of Yunnan Normal University,

Attachment: 1. 50 copies of questionnaire

2. Interview papers

Regarding the thesis entitled “*Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students*” of Mrs. Wang Beiyan, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103105, Thailand under the supervision of

Major Advisor : Assistant Professor Dr. Wapee Kong-In

Co-advisor : Associate Professor Dr. Areewan Iamsa-ard

Co-advisor : Associate Professor Dr. Suriya Phankosol

the researcher needs to collect data using questionnaire and interview in terms of factors affecting Chinese culture English reading ability from 50 students and 1 lecturer of Yunnan Normal University. Hence, I'm formally requesting your assistance in the data collection of this interview.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst. Prof. Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
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Ref. No. MHESI 0643.14/ ๐๑๒



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

1st August 2023

Subject Request for permission to implement experiment

Dear President of Southwest Forestry University

Regarding the thesis entitled “ Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students” of Mrs. Wang Beiyan, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103105 Thailand under the supervision of

Major Advisor : Assistant Professor Dr. Wapee Kong-In

Co-advisor : Associate Professor Dr. Areewan Iamsa-ard

Co-advisor : Associate Professor Dr.Suriya Phankosol

the researcher needs to implement an experiment in compliance with approved methodology and collect data in terms of the improvement of Chinese Culture English Reading ability through Task-based Instruction from 32 students in class A and 33 students in class B of Chinese culture English course in Southwest Forestry University. Hence, I'm formally requesting permission to implement the experiment and access the aforementioned data.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. +66 0204737000

Appendix C

Research Instrument

- Questionnaire For students (Objective 1)
- Interview for Lecturers (Objective 1)
- Questionnaire for experts (Objective 2)
- Lesson Plan
- Testing Paper

Questionnaire For students (Objective 1)

Directions:

These questionnaires are the instruments for collecting data in 1st phase of the research entitled “Development of Task-based Instructional Model to improve Chinese Culture English Reading Ability of Undergraduate Students”, conducted by Wang Beiyang, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of

1. Assistant Professor Dr.Wapee Kong-In
2. Associate Professor Dr.Areewan Iamsa-ard
3. Associate Professor Dr.Suriya Phankosol

This questionnaire is divided into 3 sections i.e.

Section 1 Common data of the respondent

Section 2 Information on factors affect Chinese culture English reading ability of Undergraduate students.

The questionnaire type is the Closed-ended questions that can only be answered by selecting from provided number to summated rating scale, 5 scales.

The important issues of the items consist of two groups of the factors:

Internal factors (respondents) and External factors (teachers, circumstances, etc.)

Section 3 Further suggestions

Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questionnaires are the instruments for collecting data in 1st phase of the research entitled “Development of Task-based Instructional Model to improve Chinese Culture English Reading Ability of Undergraduate Students” conducted by Wang Beiyang, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of Assistant Professor Dr. Wapee Kong-In as majoring advisor, Associate Professor Dr. Areewan Iamsa-ard and Assistant Professor Dr.Suriya Phankosol as co-advisor.

Answer the questionnaire:

Section 1 Common data of the respondent

Directions: Please put into the according to your own personal data.

1. Gender:

- A. Male B. Female

2. University:

- A. Southwest Forestry University
B. Yunnan Normal University
C. Kunming University of Science and Technology

3. Age:

- A. below 17 yrs. B. 17-20 yrs. C. 21-23 yrs. D. over 23 yrs.

Section 2 Questionnaire on factors affect Chinese culture English reading ability of Undergraduate students.

Directions: Please rate the following factors affecting Chinese culture English reading ability by putting into the attitude level column based on the criteria given below.

Each question can select only one answer.

- 5 means you STRONGLY AGREE with the item.
4 means you QUITE AGREE with the item.
3 means you remain NEUTRAL.
2 means you QUITE DISAGREE with the item
1 means you STRONGLY DISAGREE with the item

Questions	Answers				
	5	4	3	2	1
Internal factors (respondents)					
1. Students feel Chinese Culture English Course is an important course.					
2. Students believe that the proper instructions the lecturers applied during the teaching process can help improve students' Chinese culture English reading ability.					
3. Students believe that the evaluation towards the learning result of the students in the Chinese culture course should combine the summative evaluation with the processive evaluation.					
4. Students believe that proper teaching materials and learning resources can help improve the Chinese culture English reading ability.					
5. Students feel that the students' self-learning activity after class is very important to enhance the learning effect.					
6. Students feel that a suitable size of class (not more than 50 students) can help students participate in the activities in the learning process.					
7. Students feel that the Chinese Culture English Course is very significant for their career development in the future.					
8. Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.					
9. Students believe that students can improve the Chinese culture English reading ability through the learning of the Chinese Culture English Course.					
10. Students believe that students can improve the Chinese culture English reading ability through the cooperative activities with other students in groups or pairs.					
11. Students believe that lecturers should assign some homework to strengthen what students' have learnt.					
12. Students believe that students' high frequency of participation during the class learning process can improve learning effect.					
13. Students feels that the problem-solving ability is very helpful in improving the learning effect.					

Questions	Answers				
	5	4	3	2	1
14. Students believes that a high motivation of the students can help improve their Chinese culture English learning ability.					
15. Students feels that the learning in the Chinese culture English course should focus more on the meaning (e.g. pragmatics and semantics) rather than the form (e.g. grammar) of English language.					
External factors (lecturers, instructional model, environment)					
1. The lecturers can stimulate students' interest for the Chinese culture English course through the effective application of the modern teaching techniques such as mobile phones, computers, APP platforms etc..					
2. Compared to the traditional teacher-centered instruction, the student-centered instruction is better in improving the students' Chinese culture English reading ability.					
3. Through the guidance of the lectures to let students realize the importance of the Chinese culture English course, the motivation of the students can be aroused.					
4. The task-based activities designed by the lecturers in the class can help the students improve their Chinese culture English reading ability.					
5. The cooperative activities in groups or pairs can help stimulate the students' motivation.					
6. The instruction chosen by the lecturers according to the teaching objective and the need of the students can improve students' learning effect in the Chinese culture English course.					
7. The cooperative and interactive activities designed by the lecturers in the teaching process can help the students improve their Chinese culture English reading ability.					
8. Lecturers choosing suitable teaching materials and online resources can help students improve their learning effect.					
9. A fixed learning location reduces students' learning interest.					
10. A spacious, clean and bright classroom is beneficial for the teaching and learning process.					
11. A textbook with practical, interactive and inspiring content can attract students' attention.					
12. A vast language input can help improve students' Chinese culture English reading ability during the learning process.					

Questions	Answers				
	5	4	3	2	1
13. Good attitude of the lecturers helps improve students' motivation during the learning.					
14. Campus with accessible high-speed network for lecturers and students to apply anytime and anywhere is an important guarantee and support for the teaching and learning process.					
15. Nice teaching environment of the classroom with well-installed equipment and settings can facilitate the teaching and learning process.					

Section 3 Suggestions _____

Thank you for your kind cooperation for completing the questionnaire!

Researcher

Mrs. Wang Beiyan

Interview for Lecturers (Objective 1)

Directions:

This interview is a part of research entitled “Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students”.

Research Objectives: 1.To examine the factors affecting Chinese culture English reading ability of undergraduate students.

It is conducted by Wang Beiyan, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of

1. Assistant Professor Dr.Wapee Kong-In
2. Associate Professor Dr.Areewan Iamsa-ard
3. Associate Professor Dr.Suriya Phankosol

The following open questions are the instrument for collecting data in 1st phase of the research, concerning about factors to affect Chinese culture English reading ability.

Please write down your own opinion for each questions. Data obtained from this interview are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questions are the instrument for collecting data in 1st phase of the research.

Section 1 Interview on common data of the lecturer

1. Gender

- A. Male B. Female

2. The University you come from

- A. Southwest Forestry University
 B. Yunnan Normal University
 C. Kunming University of Science and Technology

3. Professional Title

- A. Professor B. Associate Professor C. Assistant Professor D. Lecturer

4. Experience of teaching

- A. below 3 yrs. B. 3-6 yrs. C. 7- 9 yrs. D. over 9 yrs.

5. Age

- A. below 25 yrs. B. 25-35yrs. C. 36-50 yrs. D. over 50 yrs.

Section 2 Interview on factors affecting Chinese culture English reading ability of undergraduate students.

Directions: The type of question is open-ended questions, you can answer according to your actual situation. Your answers will only be used in this research and will not be disclosed individually.

1. Why do you accept or select to teach this subject?
2. What are the typical problems you have encountered with in your teaching process of this course? How did you deal with it?
3. What assessment methods do you use to measure students' learning result? Why do you choose these assessment methods?
4. What are the effective methods to improve students' participation and motivation in your opinion?
5. How do you think about your textbooks and teaching materials you use now? What improvements would you make and why?
6. What instructions are you adopting now in teaching the Chinese culture English course?
7. What improvements will you make about your teaching instructions in the future?
8. What students' ability of Chinese culture English is the weakest one and need to be improved most according to your opinion?
9. What has the university done to support the learning and teaching process for the lecturers and students?
10. In the teaching and learning process, what other supports do you want to get from the university?

Section 3 Suggestions

Thank you for your kind cooperation for completing the questions.

Researcher
Mrs. Wang Beiyuan

Lesson Plan

Summary of the connection of contents, Task-based Instructional Model, Chinese Culture English Reading Ability and Activities by the following table.

Unit	Method	Task-based instructional model 5 Step					Chinese culture English reading Abilities				Activities
		S.1	S.2	S.3	S.4	S.5	A.1	A.2	A.3	A.4	
Unit1: Chinese Food (4 hrs.)	Task-based instructional model	T & L	T & L	T & L	T & L	T & L	√				1. Listing task 2. Personal experience sharing task 3. Jigsaw task
Unit2: Peking Opera (4 hrs.)	Task-based instructional model	T & L	T & L	T & L	T & L	T & L		√			1. Matching task 2. Comparing task
Unit3: Chinese Festivals (4 hrs.)	Task-based instructional model	T & L	T & L	T & L	T & L	T & L			√		1. Personal experience sharing task 2. Listing task 3. Comparing task 4. Role-play task
Unit4: Animal-related Folk Customs (4 hrs.)	Task-based instructional model	T & L	T & L	T & L	T & L	T & L				√	1. Personal knowledge sharing task 2. Comparing task 3. Listing task 4. Role-play task

Note: T is for Teacher; L is for Learner; S is for Steps of the instructional model; A is for ability in line with the 4 dimensions of reading ability

Lesson Plan 1 (4 hours)

Unit 1 Chinese Food

1. Learning Objective:

- 1) Students can Focus on and Retrieve Explicitly Stated Information during their reading.
- 2) Students can have a sense of cooperation.

2. Contents:

- 1) The useful expressions of Chinese food and the 8 cuisine of China.
- 2) The Chinese culture about Chinese food in English, including the history of Chinese food, the development and characteristics of Chinese food, etc..

3. Instruction: Task-based Instructional Model

Teaching Steps:

Teaching based on Task-based instructional model refers to a developed teaching model that is taught in 5 steps in the classroom:

Pre-task phase (0.5 hour)

Step 1 : Introducing the task (0.5 hour). Teachers introduce the topic and task with warming-up activities as brainstorming and so on. Teachers can highlight useful words and expressions to help students and prepare them for the task.

At this stage, the lecturer mainly focus on introducing the topic of this unit, Chinese Food, to the students.

First, the lecturer lead in a warming-up activity by making the students discuss 2 questions in groups: 1) *How many cuisines are there in China? Can you name some?* 2) *Share your experience in tasting the delicious cuisines of China or of your hometown.* After the discussion, some students representing each group come to the stage to express their answers of the questions.

Second, the lecturer shows a short video-clip about Chinese food and cuisine to the class, in this clip, students are exposed to the content of Chinese food and Cuisine through the audio-visual input as a warm-up.

Third, the lecturer prepare students for the task by highlighting useful words and expressions related to the theme of Chinese food and cuisine.

At last, the lecturer assign the task to the student.

During task phase (3 hours)

Step 2: Doing the task (1 hour). Students work in pairs or groups to do with their tasks, they can express their ideas freely in the target language without paying attention to the form of language. Teacher monitors the class and provide guidance when necessary. Various types of tasks can be applied in this stage.

The task type in this stage is the *Jigsaw*. The students are divided into groups with 4 members. Every student is assigned with 2 types of cuisines different from others, through their reading, each group member looks for the information about 'originated region', 'taste', 'ingredients', 'cooking techniques' and 'typical dishes' of the 2 types of Chinese cuisines; After

reading, each group member introduce the kind of cuisines to the rest of the group; Then the whole group work together to combine different information of the 8 Chinese cuisines together.

Step 3: Planning the report (1 hour). Students prepare to report to the whole class about how they did the task and and what the outcome was. Teacher goes round to advise students on language, suggesting phrases and helping students to polish and correct their language.

At this step, the outcome of the Jigsaw task should be shown in table, so each group should discuss and do the table and then prepare to present their outcome to the whole class.

Step 4: Learner report (1 hour). All of the groups present their reports to the class, other students can comment and add extra points. Teacher chairs, comments on the content of their reports. This stage focuses on reflecting and summarizing the outcome of the task, so it is also a step of evaluation.

Post-task phase (0.5 hour)

Step 5: Language awareness activity (0.5 hour). This step emphasizes on language form and use. Teachers should inform students of certain features of language and help the students to master and internalize the language forms through language-related activities.

Lecturer help the students to internalize the key language forms and usages which includes the difficult sentences and useful expressions of Chinese food. Also, some practice are given to the students to enhance a better understanding of the content and objectives of this unit.

4. Learning Materials:

- 1) Textbook
- 2) PPT
- 3) Dictionary
- 4) Video clips

5. Learning Resources

- 1) Related reference learning books
- 2) Internet resources
- 3) The Library
- 4) The MOOC

6. Evaluation

- 1) Attention of the class
- 2) The assessment of the Task Outcomes for each group
- 3) Pre & Post Test 1

The resources of the Video clips:

1. Students can scan the QR code with Wechat to watch the clips

- 1)  An Introduction to the Chinese Food
- 2)  Balance of 'Yin and Yang' in the Chinese Food
- 3)  The eight cuisines of Chinese food

2. Students can learn more from the following online resources

- 1) <https://b23.tv/P723gTb>
- 2) <https://b23.tv/BbidYnz>
- 3) <https://b23.tv/xQOVX2K>

Pictures of PPT of Unit 1

Chinese Culture English

Unit 1 Chinese Food

Warming-up Activities 1:

Discuss about the following two questions:

1. What are the characteristics of food in different parts of China? Can you name some?
2. How many cuisines are there in China? What do you know about typical dishes of Hunan Cuisine and Shandong Cuisine?

Warming-up Activities 2 :

Watch the video of "Eight Cuisines" and decide what the following dishes are and which cuisine they belong to.

1. Fish Head Braised with Chopped Chili
2. Tanghulu (Sour Candy)
3. Honeying Fish in Sticky Sauce
4. Gong Bao Chicken
5. Yu Xian (Yang)
6. Braised Pork in Brown Sauce
7. Sichuan Cuisine
8. Hunan Cuisine
9. Shandong Cuisine
10. Anhui Cuisine
11. Jiangsu Cuisine
12. Beijing Cuisine
13. Fujian Cuisine
14. Guangdong Cuisine

Watch the video, and match the dishes with the cuisine and pictures they belong to:

1

2

3

Warming-up Activities 3:

Useful expressions

cuisine	steamed	pot-roasting
taste	Tofu	salty
Dim sum	braise	ingredients
frying	sour	Bean Curd
steaming	soup	Chili Sauce
stewing	boiling	greasy
baking	spicy	fragrance
stir-fried	flavour	vinegar

Jigsaw

Complete the 5 features of the eight Chinese cuisines in your group according to the text through a Jigsaw task:

Features of the Eight Cuisines

1. Originated region
2. Taste
3. Ingredients
4. Cooking techniques
5. Typical dishes

Plan your report:

Summarize your findings in the following table

The Features of the eight cuisine of Chinese food

Features of the Cuisine	Guizhou Cuisine	Sichuan Cuisine	Anhui Cuisine	Shandong Cuisine	Fujian Cuisine	Jiangsu Cuisine	Hunan Cuisine	Zhejiang Cuisine
Originated Region								
Taste								
Ingredients								
Cooking Techniques								
Typical Dishes								

4

5

6

Report The Outcome of Your Group



Useful Expressions

Hand-served Lamb	手把羊肉	cane sugar	蔗糖
Lamb Simmered in Yellow Sauce	黄焖羊肉	dried tangerine peel	陈皮
Lamb Tendons	羊筋菜	Chinese prickly ash	花椒
The International Chinese Food Day	国际中餐日	MSG (monosodium glutamate)	味精
fine extract	精华	staple food	主食
medicinal diet	药膳	fishy odor	鱼腥味
the yin-yang balance	阴阳平衡	cold dish	凉菜
five tastes in harmony	五味调和	awaken the tastiness	提味
hyperlipemia	高血脂		

Mini-Pedia: The translation tips for Chinese dishes

Starting with the major ingredients of the dish
eg. 牛肉豆腐 Beef with Bean Curd

Starting with the ways of cooking of the dish

- 1) ways of cooking + major ingredients
eg. 烤乳猪 Roast Suckling Pig
- 2) ways of cooking + major ingredients + seasonings
eg. 仔姜烧鸡条 Braised Chicken Fillet with Tender Ginger
- 3) ways of cooking + major ingredients + sauce
eg. 红烧牛肉 Braised Beef with Brown Sauce
红烧四喜肉 Braised Brisket in Brown Sauce

7

8

9

Mini-Pedia: The translation tips for Chinese dishes

Starting with shapes or tastes of the dish

1) shape / taste + major ingredients + seasonings


eg. 脆皮兔丁 Diced Rabbit with Dried Tangerine Peel
茄汁鱼片 Sliced Fish with Tomato Sauce
芝麻酥鸡 Crisp Chicken with Sesame
黄酒脆皮虾仁 Crisp Shrimps with Rice Wine

2) taste + ways of cooking + major ingredients

eg. 水煮鲢鱼 Tender Stewed Fish

Starting with names of persons or places related to the dish

eg. 麻婆豆腐 Mapo Bean Curd
东坡肘子 Dongpo Stewed Pork Joint



The Further Practice




Further Practice

1. The cuisines of China are distinctive from one another due to the following factors EXCEPT _____.

A. Cooking techniques
B. Basic methods of preservation
C. Climate
D. The color of the dishes

2. Peppercorn and sky-facing pepper, peanuts, sesame paste and ginger are prominent ingredients of _____ cuisine.

A. Sichuan
B. Shandong
C. Cantonese
D. Hunan



10

11

12

Further Practice (Continued)

3. The typical dish of Shandong cuisine is _____.

A. Beggar's Chicken
B. Crystal Meat
C. Dazhou Chicken
D. Yum Cha

4. Typical courses of Jiangsu cuisine include the following EXCEPT _____.

A. Jintng Salted Dried Duck
B. Yangzhou Steamed Jerky Strips
C. Farewell My Concubine
D. Dongpo Pork



Further Practice (Continued)

5. Fujian cuisine is often served in soup, and frequently uses cooking techniques including all the following EXCEPT _____.

A. Braising
B. Pickling
C. Stewing
D. Steaming

6. Zhejiang cuisine consists of all the following styles EXCEPT _____.

A. Wenzhou Style
B. Hangzhou Style
C. Shaoning Style
D. Shanghai Style



Further Practice (Continued)

7. Dim Sum, literally "touch your heart", is a Cantonese term for _____.

A. Big Hearty Dishes
B. Small Hearty Dishes
C. A Kind of Soup
D. A kind of Beverage

8. Which statement is correct about Anhui cuisine?

A. Anhui cuisine is similar to Zhejiang cuisine.
B. Anhui cuisine emphasizes on seafood.
C. Anhui cuisine is more often braised than fried.
D. Sweet and Sour Mandarin Fish is a typical local menu item of Anhui cuisine.



13

14

15


Further Practice (Continued)

9. The common cooking techniques of Hunan cuisine include the following EXCEPT _____.

A. Stewing
B. Frying
C. Boiling
D. Smoking

10. The flavors of Zhejiang cuisine include the following EXCEPT _____.

A. Fresh
B. Soft
C. Smooth
D. Greasy




Further Practice (Continued)

11. The flavors of Cantonese cuisine can be described as the following EXCEPT _____.


A. Light
B. Crispy
C. Fresh
D. Sweet

12. In the Cantonese cuisine, "Yum cha" literally means _____.

A. Drink Tea
B. Drink Coffee
C. Drink Juice
D. Drink soda water



Thanks For Your Attention



16

17

18

Text of Unit 1

Chinese Food and the Eight Cuisines

(1) China covers a large territory and has many nationalities; hence there is a wide variety of Chinese foods, each with quite different flavors. It is widely agreed that Chinese food can be divided into eight regional cuisines: Cantonese cuisine, Sichuan cuisine, Anhui cuisine, Shandong cuisine, Fujian cuisine, Jiangsu cuisine (Specifically Huaiyang cuisine), Hunan cuisine, and Zhejiang cuisine. These cuisines are distinctive from one another due to factors such as history, climate, geography, availability of resources (raw materials and ingredients), cooking techniques, local lifestyle, and basic methods of preservation such as salting, pickling and fermentation, etc.

(2) Cantonese cuisine, tasting light, crispy and fresh, is the Chinese cuisine perhaps most familiar to westerners. Cantonese cuisine, most cooking techniques are used, especially stir-frying and steaming, which helps to preserve the ingredient's natural flavors. Dim sum, literally "touch your heart", is a Cantonese term for small hearty dishes. These bite-sized portions are prepared using traditional cooking methods such as frying, steaming, stewing, and baking. It is designed so that one person may taste a variety of different dishes. Some of these may include rice rolls, lotus leaf rice, turnip cakes, buns, jiaozi, stir-fried green vegetables, congee porridge, soups, etc. The Cantonese style of dining, yum cha, combines the variety of dim sum dishes with the drinking of tea. Yum cha literally means "drink tea". Typical menu items of Cantonese cuisine are Chinese Steamed Eggs, Pidan Shourou Zhou which literally means "Congee with Lean Pork and Century Egg", Sweet and Sour Pork, etc.

(3) Sichuan cuisine, is a style of Chinese cuisine originating from the Sichuan province of southwestern China famed for bold flavors, particularly the pungency and spiciness resulting from liberal use of garlic and chili peppers, as well as the unique flavor of the Sichuan peppercorn and sky-facing pepper. Peanuts, sesame paste and ginger are also prominent ingredients in this style. Typical menu of Sichuan cuisine are: Hot pot, Smoked duck, Kung pao chicken, Mapo Tofu, etc.

(4) Anhui cuisine is derived from the native cooking style of the Huangshan mountains in China and is similar to Jiangsu cuisine, but with less emphasis on seafood and more on a wide variety of local herbs and vegetables. Anhui province is particularly endowed with fresh bamboo and mushroom crops. Anhui cuisine, focused on cooking temperature, is more often braised than fried. Ham is commonly used as a seasoning, and candied sugar is used for freshness. Typical local menu items are: Stewed Snapper, Huangshan Braised Pigeon, Luzhou Roast Duck, etc.

(5) Shandong cuisine is commonly known as Lu cuisine. With a long history, Shandong cuisine once formed an important part of the imperial cuisine and was widely promoted in North China. Shandong cuisine, pure and not greasy, is characterized by its emphasis on aroma, freshness, crispness, and tenderness. Shallots and garlic are frequently used as seasonings so Shandong dishes taste pungent. Shandong cuisine features a variety of cooking techniques and seafood ingredients. The typical dishes are: Braised Abalone, Braised Trepan, Sweet and Sour Carp, Dezhou chicken, etc.

(6) Fujian cuisine is influenced by Fujian coastal position and mountainous terrain. Woodland delicacies, such as edible mushrooms and bamboo shoots are also utilized. Slicing

techniques are valued in the cuisine and utilized to enhance the flavor, aroma, and texture of seafood and other foods. Fujian cuisine is often served in soup with cooking techniques including braising, stewing, steaming and boiling. It is renowned for its choice of seafood, beautiful color and magical tastes of sweet, sour and salt. The most distinct feature is their “pickled taste”. Notable dishes in Fujian cuisine are: Buddha Jumping Over the Wall, Braised Frog, Drunken Ribs, Red Yeast Chicken, and Yanpi, etc.

(7) Jiangsu cuisine consists of the styles of Yangzhou, Nanjing, Suzhou and Zhenjiang dishes. It is famous for its distinctive style and taste. It is especially popular in the lower reach of the Yangtze river. Typical courses of Jiangsu cuisine are: Jinling Salted Dried Duck, Crystal Meat, Clear Crab Shell Meatballs, Yangzhou Steamed Jerky Strips, Triple Combo Duck, Dried Duck, Farewell My Concubine, Sweet and Sour Mandarin Fish, etc.

(8) Hunan cuisine is well-known for its hot spicy flavor, fresh aroma and dark color. Common cooking techniques include stewing, frying, pot-roasting, braising, and smoking. Due to the high agricultural output of the region, there are many varied ingredients for Hunan dishes, such as fish, rice, and vegetables. The strong flavors that define the cuisine are chili, pepper and shallot. Typical courses of Hunan cuisine are: Changsha-style Stinky Tofu, “Dry-wok” chicken, Homemade Bean Curd, Steamed Fish Head in Chili Sauce, etc.

(9) Zhejiang cuisine derives from the native cooking styles of the Zhejiang region. The dishes are not greasy but a fresh, soft, tender, smooth flavor with a mellow fragrance. The cuisine consists of at least four styles, each of which originated from different cities in the province: Hangzhou style, characterized by rich variations and the use of bamboo shoots; Shaoxing style, specializing in poultry and freshwater fish; Ningbo style, specializing in seafood; Shanghai style, a combination of different Zhe styles, is also very famous for its dim sum. Typical dishes in Zhejiang cuisine are: Dongpo Pork, Beggar’s chicken, West Lake Fish in Vinegar, etc.

Practice of Unit 1

Learning Objective 1: Focus on and Retrieve Explicitly Stated Information

Choose the correct answers according to the content of the Unit 1 text.

1. The cuisines of China are distinctive from one another due to the following factors EXCEPT _____.

- A. Cooking techniques B. Basic methods of preservation
C. Climate D. The color of the dishes

Correct answer: D

2. Peppercorn and sky-facing pepper, peanuts, sesame paste and ginger are prominent ingredients of _____ cuisine.

- A. Sichuan B. Shandong C. Cantonese D. Hunan

Correct answer: A

3. The typical dish of Shandong cuisine is _____.

- A. Beggar’s Chicken B. Crystal Meat C. Dezhou Chicken D. Yum Cha

Correct answer: C

4. Typical courses of Jiangsu cuisine include the following EXCEPT _____.

- A. Jinling Salted Dried Duck
- B. Yangzhou Steamed Jerky Strips
- C. Farewell My Concubine
- D. Dongpo Pork

Correct answer: D

5. Fujian cuisine is often served in soup, and frequently uses cooking techniques including all the following EXCEPT _____.

- A. Braising
- B. Pickling
- C. Stewing
- D. Steaming

Correct answer: B

6. Zhejiang cuisine consists of all the following styles EXCEPT _____.

- A. Wenzhou Style
- B. Hangzhou Style
- C. Shaoxing Style
- D. Shanghai Style

Correct answer: A

7. Dim Sum, literally “touch your heart”, is a Cantonese term for _____.

- A. Big Hearty Dishes
- B. Small Hearty Dishes
- C. A Kind of Soup
- D. A kind of Beverage

Correct answer: B

8. Which statement is correct about Anhui cuisine?

- A. Anhui cuisine is similar to Zhejiang cuisine.
- B. Anhui cuisine emphasizes on seafood.
- C. Anhui cuisine is more often braised than fried.
- D. Sweet and Sour Mandarin Fish is a typical local menu item of Anhui cuisine.

Correct answer: C

9. The common cooking techniques of Hunan cuisine include the following EXCEPT _____.

- A. Stewing
- B. Frying
- C. Boiling
- D. Smoking

Correct answer: C

10. The flavors of Zhejiang cuisine include the following EXCEPT _____.

- A. Fresh
- B. Soft
- C. Smooth
- D. Greasy

Correct answer: D

11. The flavors of Cantonese cuisine can be described as the following EXCEPT _____.

- A. Light
- B. Crispy
- C. Fresh
- D. Sweet

Correct answer: D

12. In the Cantonese cuisine, “Yum cha” literally means _____.

- A. Drink Tea
- B. Drink Coffee
- C. Drink juice
- D. Drink soda water

Correct answer: D

Testing Paper

Details of the Testing Form:

Main 4 Dimensions of Reading Ability	Testing Paper	Items	Total Points	Sub-Dimensions	Items	Total Points
1. Focus on and Retrieve Explicitly Stated Information	1	1-20	100	1.1 Looking for specific information and ideas	1-10	50
				1.2 Searching for definitions of words and phrases	11-14	20
				1.3 Identifying the setting of the story (time or place)	15-20	30
2. Make Straightforward Inferences	2	1-20	100	2.1 Make inferences about ideas or information not explicitly stated	1-12	60
				2.2 Giving the reason for a character's action	13-20	40
3. Interpret and Integrate Ideas and Information	3	1-20	100	3.1 Discerning the theme of a text or paragraph	1-10	50
				3.2 Interpret and integrate text information	11-13	15
				3.3 Comparing and contrasting information presented within text.	14-20	35
4. Evaluate and Critique Content and Textual Elements	4	1-20	100	4.1 Evaluating and critiquing the title or sub-title of the text	1-3	15
				4.2 Evaluating and critiquing the author's perspectives	4-5	10
				4.3 Evaluating and critiquing the content of the text	6-9	20
				4.4 Evaluating and critiquing the writing of the text	10-20	55
Total	4	80	400	12	80	400

Note: Correct answer for each question - 5 points, incorrect answer for each question - 0 point.

Pre-Post Testing Paper 1

Test of Chinese Culture English Reading Ability

Objective 1: Focus on and Retrieve Explicitly Stated Information

Class: _____ Student Code: _____ Name: _____

Directions: Please read the following Chinese culture English text and answer the single choice questions.

Objective 1.1: Looking for specific information and ideas

1. The cuisines of China are distinctive from one another due to the following factors EXCEPT _____.

- A. Cooking techniques
- B. Basic methods of preservation
- C. Climate
- D. The color of the dishes

Correct answer: D

2. Peppercorn and sky-facing pepper, peanuts, sesame paste and ginger are prominent ingredients of _____ cuisine.

- A. Sichuan
- B. Shandong
- C. Cantonese
- D. Hunan

Correct answer: A

3. Typical courses of Jiangsu cuisine include the following EXCEPT _____.

- A. Jinling Salted Dried Duck
- B. Yangzhou Steamed Jerky Strips
- C. Farewell My Concubine
- D. Dongpo Pork

Correct answer: D

4. Fujian cuisine is often served in soup, and frequently uses cooking techniques including all the following EXCEPT _____.

- A. Braising
- B. Pickling
- C. Stewing
- D. Steaming

Correct answer: B

5. Zhejiang cuisine consists of all the following styles EXCEPT _____.

- A. Wenzhou Style
- B. Hangzhou Style
- C. Shaoxing Style
- D. Shanghai Style

Correct answer: A

6. The common cooking techniques of Hunan cuisine include the following EXCEPT _____.

- A. Stewing
- B. Frying
- C. Boiling
- D. Smoking

Correct answer: C

7. The flavors of Zhejiang cuisine include the following EXCEPT _____.

- A. Fresh
- B. Soft
- C. Smooth
- D. Greasy

Correct answer: D

8. The flavors of Cantonese cuisine can be described as the following EXCEPT _____.

- B. Light
- C. Crispy
- D. Fresh
- E. Sweet

Correct answer: D

9. Which statement is correct about Anhui cuisine?

- A. Anhui cuisine is similar to Zhejiang cuisine.
- B. Anhui cuisine emphasizes on seafood.
- C. Anhui cuisine is more often braised than fried.
- D. Sweet and Sour Mandarin Fish is a typical local menu item of Anhui cuisine.

Correct answer: C

10. Which cuisine is perhaps the most familiar Chinese cuisine to westerners?

- A. Shandong cuisine
- B. Cantonese cuisine
- C. Zhejiang cuisine
- D. Sichuan cuisine

Correct answer: B

Objective 1.2: Searching for definitions of words and phrases

11. The expression “Dim Sum” literally means _____.

- A. Touch your mouth.
- B. Touch your heart.
- C. Touch your hand.
- D. Touch your head.

Correct answer: B

12. Which is the correct definition for “Yum cha” ?

- B. Drink Tea
- C. Drink Coffee

- D. Drink juice
- E. Drink soda water

Correct answer: A

13. Which is the correct definition for “Pidan Shourou Zhou” ?

- A. Congree with Beef and Century Egg
- B. Congee with Lean Pork and Century Egg
- C. Congree with Beef and Salty Egg
- D. Congee with Lean Pork and and Salty Egg

Correct answer: B

14. “Shandong cuisine” is also called _____.

- A. Chuan cuisine
- B. Dian cuisine
- C. Zang cuisine
- D. Lu cuisine

Correct answer: D

Objective 1.3: Identifying the setting of the story (time or place)

15. The text is telling the story of which country?

- A. The Great Britain
- B. The United States
- C. China
- D. Japan

Correct answer: C

16. The story of paragraph 2 is mainly about which place?

- A. Anhui
- B. Sichuan
- C. Shandong
- D. Guangdong

Correct answer: D

17. The story of paragraph 3 is mainly about which place?

- A. Anhui
- B. Sichuan
- C. Shandong
- D. Guangdong

Correct answer: B

18. The story of paragraph 4 is mainly about which place?

- A. Anhui
- B. Sichuan
- C. Shandong
- D. Guangdong

Correct answer: A

19. The story of paragraph 7 is mainly about which place?

- A. Zhejiang
- B. Hunan
- C. Jiangsu
- D. Fujian

Correct answer: C

20. The story of paragraph 9 is mainly related to which place?

- A. Zhejiang
- B. Hunan
- C. Jiangsu
- D. Fujian

Correct answer: A

Text 1: Chinese Food and the Eight Cuisines

(1) China covers a large territory and has many nationalities; hence there is a wide variety of Chinese foods, each with quite different flavors. It is widely agreed that Chinese food can be divided into eight regional cuisines: Cantonese cuisine, Sichuan cuisine, Anhui cuisine, Shandong cuisine, Fujian cuisine, Jiangsu cuisine (Specifically Huaiyang cuisine), Hunan cuisine, and zhejiang cuisine. These cuisines are distinctive from one another due to factors such as history, climate, geography, availability of resources (raw materials and ingredients), cooking techniques, local lifestyle, and basic methods of preservation such as salting, pickling and fermentation, etc.

(2) Cantonese cuisine, tasting light, crispy and fresh, is the Chinese cuisine perhaps most familiar to westerners. Cantonese cuisine, most cooking techniques are used, especially stir-frying and steaming, which helps to preserve the ingredient's natural flavors. Dim sum, literally "touch your heart", is a Cantonese term for small hearty dishes. These bite-sized portions are prepared using traditional cooking methods such as frying, steaming, stewing, and baking. It is designed so that one person may taste a variety of different dishes. Some of these may include rice rolls, lotus leaf rice, turnip cakes, buns, jiaozi, stir-fried green vegetables, congee porridge, soups, etc. The Cantonese style of dining, yum cha, combines the variety of dim sum dishes with the drinking of tea. Yum cha literally means "drink tea". Typical menu items of Cantonese cuisine are Chinese Steamed Eggs, Pidan Shourou Zhou which literally means "Congee with Lean Pork and Century Egg", Sweet and Sour Pork, etc.

(3) Sichuan cuisine, is a style of Chinese cuisine originating from the Sichuan province of southwestern China famed for bold flavors, particularly the pungency and spiciness resulting from liberal use of garlic and chili peppers, as well as the unique flavor of the Sichuan peppercorn and sky-facing pepper. Peanuts, sesame paste and ginger are also prominent ingredients in this style. Typical menu of Sichuan cuisine are: Hot pot, Smoked duck, Kung pao chicken, Mapo Tofu, etc.

(4) Anhui cuisine is derived from the native cooking style of the Huangshan mountains in China and is similar to Jiangsu cuisine, but with less emphasis on seafood and more on a wide variety of local herbs and vegetables. Anhui province is particularly endowed with fresh bamboo and mushroom crops. Anhui cuisine, focused on cooking temperature, is more often braised than

fried. Ham is commonly used as a seasoning, and candied sugar is used for freshness. Typical local menu items are: Stewed Snapper, Huangshan Braised Pigeon, Luzhou Roast Duck, etc.

(5) Shandong cuisine is commonly known as Lu cuisine. With a long history, Shandong cuisine once formed an important part of the imperial cuisine and was widely promoted in North China. Shandong cuisine, pure and not greasy, is characterized by its emphasis on aroma, freshness, crispness, and tenderness. Shallots and garlic are frequently used as seasonings so Shandong dishes taste pungent. Shandong cuisine features a variety of cooking techniques and seafood ingredients. The typical dishes are: Braised Abalone, Braised Trepan, Sweet and Sour Carp, Dezhou chicken, etc.

(6) Fujian cuisine is influenced by Fujian coastal position and mountainous terrain. Woodland delicacies, such as edible mushrooms and bamboo shoots are also utilized. Slicing techniques are valued in the cuisine and utilized to enhance the flavor, aroma, and texture of seafood and other foods. Fujian cuisine is often served in soup with cooking techniques including braising, stewing, steaming and boiling. It is renowned for its choice of seafood, beautiful color and magical tastes of sweet, sour and salt. The most distinct feature is their “pickled taste”. Notable dishes in Fujian cuisine are: Buddha Jumping Over the Wall, Braised Frog, Drunken Ribs, Red Yeast Chicken, and Yanpi, etc.

(7) Jiangsu cuisine consists of the styles of Yangzhou, Nanjing, Suzhou and Zhenjiang dishes. It is famous for its distinctive style and taste. It is especially popular in the lower reach of the Yangtze river. Typical courses of Jiangsu cuisine are: Jinling Salted Dried Duck, Crystal Meat, Clear Crab Shell Meatballs, Yangzhou Steamed Jerky Strips, Triple Combo Duck, Dried Duck, Farewell My Concubine, Sweet and Sour Mandarin Fish, etc.

(8) Hunan cuisine is well-known for its hot spicy flavor, fresh aroma and dark color. Common cooking techniques include stewing, frying, pot-roasting, braising, and smoking. Due to the high agricultural output of the region, there are many varied ingredients for Hunan dishes, such as fish, rice, and vegetables. The strong flavors that define the cuisine are chili, pepper and shallot. Typical courses of Hunan cuisine are: Changsha-style Stinky Tofu, “Dry-wok” chicken, Homemade Bean Curd, Steamed Fish Head in Chili Sauce, etc.

(9) Zhejiang cuisine derives from the native cooking styles of the Zhejiang region. The dishes are not greasy but a fresh, soft, tender, smooth flavor with a mellow fragrance. The cuisine consists of at least four styles, each of which originated from different cities in the province: Hangzhou style, characterized by rich variations and the use of bamboo shoots; Shaoxing style, specializing in poultry and freshwater fish; Ningbo style, specializing in seafood; Shanghai style, a combination of different Zhe styles, is also very famous for its dim sum. Typical dishes in Zhejiang cuisine are: Dongpo Pork, Begger’s chicken, West Lake Fish in Vinegar, etc.

Pre-Post Testing Paper 2

Test of Chinese Culture English Reading Ability

Objective 2: Make Straightforward Inferences

Class: _____ Student Code: _____ Name: _____

Directions: Please read the following Chinese culture English text and answer the single choice questions.

Objective 2.1: Make inferences about ideas or information not explicitly stated

1. To learn Chinese culture, knowledge about Peking Opera is indispensable, because _____.

- A. Peking Opera is an important part of the Chinese art.
- B. Peking Opera is a symbol of China in the eyes of foreigners.
- C. Peking Opera is very complicated and skillful to learn.
- D. Peking Opera is very popular in China.

Correct answer: B

2. It can be inferred that, among the four basic aspects of the actors' performance of the Peking Opera, _____ is the most important one.

- A. Singing
- B. Speaking
- C. Acting
- D. Fighting

Correct answer: A

3. For the roles in most programs of Peking Opera, which statement below can be inferred about *Xiaosheng* and *Laosheng*?

- A. *Xiaosheng* is important whereas *Laosheng* is not important.
- B. *Laosheng* is important whereas *Xiaosheng* is not important.
- C. Both of *Xiaosheng* and *Laosheng* are important.
- D. Both of *Xiaosheng* and *Laosheng* are not important.

Correct answer: B

4. It can be inferred that the singing of *Xiaosheng* is _____.

- A. Difficult
- B. Easy
- C. Natural
- D. Tender

Correct answer: A

5. It can be inferred that *Dan* can represent the following traits EXCEPT _____.

- A. Various professions
- B. Various social status
- C. Various genders
- D. Various ages

Correct answer: C

6. What can be inferred about Mei Lanfang?

- A. He had totally changed the art of Peking Opera.
- B. He had made innovations to the stage settings of Peking Opera.
- C. He is very famous because he played the four roles of Peking Opera (Sheng, Dan, Jing, Chou) very well.
- D. He had made innovations to the art of Peking Opera in different aspects.

Correct answer: D

7. It can be inferred that the character of Judge Bao is _____.

- A. Forthright and impartial
- B. Upright and loyal
- C. Treachery and cunning
- D. Brave and determined

Correct answer: A

8. Which of the following performance of Peking Opera needs to be executed in a appealing way?

- A. Speaking and Singing
- B. Acting and Fighting
- C. Speaking and Fighting
- D. Speaking, Singing, Acting and Fighting

Correct answer: D

9. About *Wudan*, what can be inferred?

- A. *Wudan* should be very beautiful.
- B. *Wudan* should be very intelligent.
- C. *Wudan* should be very strong.
- D. *Wudan* should possess the acting skills.

Correct answer: D

10. Which inference is correct?

- A. Chen Yanqiu and Shang Xiaoyun are both male.
- B. Chen Yanqiu and Shang Xiaoyun are both female.
- C. Chen Yanqiu is male and Shang Xiaoyun is female.
- D. Chen Yanqiu is female and Shang Xiaoyun is male.

Correct answer: A

11. It can be inferred that the character of Guan Yu is _____.

- A. Forthright and impartial
- B. Upright and loyal
- C. Treachery and cunning
- D. Brave and determined

Correct answer: B

12. Why is *Xiaosheng*'s appearance is clean-shaven and handsome young man?

- A. Because that would be interesting for the audiences.
- B. Because that is a fix appearance in Peking Opera.
- C. Because that would be different from *Laosheng*.

D. Because that would be attractive for the females.

Correct answer: D

Objective 2.2: Giving the reason for a character's action

13. According to the description of the actors' acting in the Peking Opera named *Picking up the Jade Bracelet*, it can be inferred that the "eye movement" in the acting of the Peking Opera is used to _____.

- A. Show the acrobatic skills of the actors.
- B. Take place the of the singing and speaking.
- C. Amuse the audience.
- D. Express the emotions of the characters.

Correct answer: D

14. Why the characters of *Jing* may use force if they are angry?

- A. Because the character of *Jing* is gentle.
- B. Because the character of *Jing* is forceful.
- C. Because the character of *Jing* is evil.
- D. Because the character of *Jing* is strange.

Correct answer: B

15. Why *Chou* actors usually wear a patch of white around their eyes, and their noses is sometimes outlined in black?

- A. Because the character of *Chou* is amusing.
- B. Because the character of *Chou* is serious.
- C. Because the character of *Chou* is boring.
- D. Because the character of *Chou* is proud.

Correct answer: A

16. In paragraph 7 why it is said that the actors are given much room to perform on the stage?

- A. Because the actors should sing on the whole stage.
- B. Because the actors have to show skillful body movement on the stage.
- C. Because the actors need to interact with each other on the stage.
- D. Because the actors need to dance on the stage.

Correct answer: B

17. In paragraph 7, Sun Yujiao and the young scholar's eyes affixed on each other is because _____.

- A. They want to talk to each other.
- B. They want the matchmaker use her pipe.
- C. They want to express their love with each other.
- D. They want to amuse the audience.

Correct answer: C

18. In paragraph 7, why did the matchmaker used a pipe to pull the "virtual" line up and down?

- A. Because she wants to amuse the audience.
- B. Because she wants to break the pair of lovers.

- C. Because she wants to smoke.
- D. Because she wants to ask for money from the pair of lovers.

Correct answer: A

19. Highly acclaimed actors often act which division of the *Sheng* character?

- A. *Xiaosheng*
- B. *Laosheng*
- C. *Wusheng*
- D. None

Correct answer: B

20. What is the reason for the character of *Jing* to put on facial makeup?

- A. Because this can exaggerate the personality of the character *Jing* is acting.
- B. Because this can add more stage effect.
- C. Because this can attract the audiences.
- D. Because this is required in the tradition of Peking Opera.

Correct answer: A

Text 2: Peking Opera

(1) Many foreign friends first learn about Chinese culture through the numerous Chinese restaurants found all over the world , and soon discern that China is a country with delicious cuisine. The second impression of Chinese culture is often Peking Opera, many countries design posters using Peking Opera masks to signal a “Year of Chinese Culture”. To understand Chinese culture, therefore, some knowledge about Peking Opera is indeed indispensable.

Performance of Peking Opera : Sing, Speak, Act and Fight

(2) To Chinese people, going to the theater to enjoy Peking Opera or other artistic performances is known as “seeing plays”. What is a “play” in the Chinese context? In Peking Opera a “play” is not so much the story or plot but a world of images created onstage, a wonderful arena of harmony between sentiments and settings.

(3) The “play” of “world of images” created by Peking Opera naturally relies on the plot provided by the script, and more importantly on the performance of the actors. However, to form a “world of images” in Peking Opera, the plot of a story provides only the framework and background, while the charm is produced by the actors’ performances. Mei Lanfang (1894-1961), the greatest Peking Opera artists, once remarked that the feature of the art of Peking Opera is “actors being at the center”.

(4) The performance of a Peking Opera actor can be summarized into four basic aspects of singing, speaking, acting and fighting, the core of which is a combination of song and choreography.

(5) First of all, Peking opera is a singing art. Any famous Peking Opera boasts several wonderful arias that are well-known and popular with audiences. The charm of the melodies usually embodies the sublime realm of the art of Peking Opera. Unable to appreciate the magic of Peking Opera arias, one would fail to enjoy the profound beauty of the art itself.

(6) Speaking refers to character monologues and dialogues, which serve to propel the development of the story. Speaking, like singing, needs to be executed in an appealing way.

(7) Acting includes body movements and eye movements, solo dancing or group dancing, etc. Most of the dancing is choreographed movements from everyday life. Fighting is choreographed martial arts and acrobatics to depict fight or battle scenes. As the art of Peking Opera depends on movement to depict events, actors are given much room to perform on the stage. In the opera *Picking up the Jade Bracelet*, the young woman Sun Yujiao and the young scholar fall in love with each other, their eyes affixed on each other as if a thread that connected them. Then, as Matchmaker Liu uses her pipe to pull the “virtual” line up and down, the young couple's eyes accordingly move up and down. These actions produce great humour and add much significance to the performance. Acting and fighting serve the whole “play” or the “world of images”, but at the same time they are themselves a beautiful art in both form and skill. For example, in *King Chu Bids Farewell to His Concubine*, artist Mei Lanfang performed a sword dance in miraculously skillful way, which became very popular with audiences. This is a type of beauty in form. As for the beauty of skill, this usually includes some very difficult acrobatic movements, often referred to as “superb skills”.

(8) The uniqueness of performances in Peking Opera lies in the fact that the singing, speaking, acting and fighting, all focus on one or two actors in the play.

Roles of Peking Opera

(9) Peking Opera features character categorization, The characters of Peking Opera are classified according to gender, age, disposition, profession and social status. Nowadays there are four major roles in Peking Opera. They are *Sheng*, *Dan*, *Jing* and *Chou*.

(10) *Sheng* represents a grown-up male who is generally positive. It can be further divided into *Laosheng*, *Wusheng* and *Xiaosheng*. *Laosheng*, representing decisive and honest middle-aged or old men, usually specialized in singing or martial arts. It is the most common male character in Peking Opera. *Wusheng* represents young generals skilled in martial arts. Sometimes they hold long-handle weapons, wear armor, look dignified and have a moderate skill of singing and recitation. Sometimes they hold short-handle weapons, wear short clothes and their action is Swift. *Xiaosheng* represents clean-shaven and handsome young men, frequently portrayed in love stories. Usually they are scholars. As a feature of Peking Opera. *Laosheng* is given priority in many programs. In the history of Peking Opera, famous actors playing the role of *Xiaosheng* were very few in number. It is quite different from western dramas where the young hero is very important and is played by highly acclaimed actors. In performance, the striking feature of *Xiaosheng* is speaking and singing with the combination of real and false voices. Usually the false voice is very sharp, thin and high-pitched which makes *Xiaosheng* different from *Laosheng*. The false voice of *Xiaosheng* is also different from that of *Dan*. It should be strong but not rough. It should not be as gentle as a woman's voice.

(11) *Dan* includes *Huadan*, *Laodan*, *Qingyi* and *Wudang*. *Huadan* plays Young woman with a frank and open-minded personality. They are maidservants from humble families or young ladies in rich families. *Laodan* stands for elderly women. They usually use their natural voices which are rich, loud, high-pitched and melodious. *Qingyi* generally stands for young or middle-

aged women of strong character and refined disposition. Most of them are faithful wives, loving mothers and pure women from the feudal society. *Wudan* represents women skilled in martial arts, including generals, heroic outlaws, and fairies.

(12) In the history of Peking Opera, there are a lot of famous actors with great accomplishments. The famous “Four Great *Dan* Actors”, Mei Lanfang, Cheng yanqiu, Shang Xiaoyun and Xun Huisheng, have made great contributions to the performance of *Dan* role and the development of Peking Opera. Historically *Dan* used to be performed by male actors. The four famous *Dan* actors have created various images of ancient Chinese women and expressed their tenderness, elegance and subtlety. Mei Lanfang had a beautiful voice and stage appearance with elegant dancing and movements. He crafted a noble and natural image reaching the peak of female-role performance. He composed many new melodies and introduced the facial expressions, movements and techniques of dancing to the accompaniment of singing from *Kunqu* Opera to Peking Opera. He created various dances, such as the silk dance, sword dance, sleeve dance, and duster dance. He was the first to use *Erhu* to support *Jinghu* to accompany singing by the female role. He also made innovations to facial designs, hairstyles and costumes in Peking Opera. Mei Lanfang’s performances fully demonstrated Chinese classical beauty.

(13) *Jing* is the most exaggerated role in Peking Opera. Actors playing *Jing* usually put on facial makeup. Most of them have a rough and bold characters. They speak loudly and may shout at the strong provocation and may use force if they are angry. *Jing* can be divided into the singing-oriented type as *Wenjing* and the martial type as *Wujing*. They usually wear colorful paint on faces and are also known as *Hualian*.

(14) *Chou* as a foil to the leading character and usually is the first to go on the stage during a performance. “No *Chou*, no play” has long been a popular saying in China. The *Chou* actors usually wear a patch of white around their eyes, and their noses is sometimes outlined in black. *Chou* can represents a wide range of characters from high-ranking officials to servants and soldiers, from scholars to farmers and traders. They can be old or young, male or female. They can be deaf, blind or lame. And they can be kind-hearted or evil. *Chou* can also be divided into *Wenchou*, which is the gentle clown. and *Wuchou*, which is the martial clown.

Facial Makeup of Peking Opera

(15) The facial makeup in Peking Opera is a unique way to tell stories. There are about thousands of facial makeup patterns in Peking Opera and different patterns have different meanings. When the face of a character needs to be exaggerated the facial makeup is used. Facial makeup can tell the personality of a particular character. Different colors in the facial makeup have different meanings. For example, red means uprightness and loyalty. A black face represents a impartial and forthright character. Blue means bravery and determination. White means treachery and cunning. So facial makeup in Peking Opera can arouse the interest of the audience and make Peking Opera performance much more interesting.

(16) With the development of Peking Opera, there have been established rules on how to paint a facial makeup pattern and what a pattern represents. The facial makeup reveals Chinese people’s evaluation on historical figures. For example, Cao Cao, a Han Dynasty prime

minister, has a white face. Guan Yu, a general of Three Kingdoms period, has a red face. Judge bao has a black face. And a distorted face, drawn with asymmetrical lines, means a villain or someone whose face was wounded.

Pre-Post Testing Paper 3

Test of Chinese Culture English Reading Ability

Objective 3: Interpret and Integrate Ideas and Information

Class: _____ Student Code: _____ Name: _____

Directions: Please read the following Chinese culture English text and answer the single choice questions.

Objective 3.1: Discerning the theme of a text or paragraph

1. The theme of the story of Qu Yuan is mainly about _____.
- A. Qu Yuan's bravery and people's admiration for him.
 - B. Qu Yuan's accomplishment and people's admiration for him.
 - C. Qu Yuan's talent as a poet and people's admiration for him.
 - D. Qu Yuan's spirit of patriotism and people's admiration for him.

Correct answer: D

2. What is the theme of paragraph 2?
- A. The types of the Chinese Festivals
 - B. A brief introduction of the Chinese Festivals
 - C. The history of the Chinese Festivals
 - D. The importance of the Chinese Festivals

Correct answer: C

3. What is the theme of paragraph 5?
- A. The origin of Spring Festival
 - B. The legend of Spring Festival
 - C. The custom of Spring Festival
 - D. The history of Spring Festival

Correct answer: B

4. What is the theme of paragraph 6?
- A. The origin of Spring Festival
 - B. The legend of Spring Festival
 - C. The custom of Spring Festival
 - D. The history of Spring Festival

Correct answer: C

5. What is the theme of paragraph 7?
- A. The origin of Dragon-Boat Festival
 - B. The legend of Dragon-Boat Festival
 - C. The custom of Dragon-Boat Festival

D. The history of Dragon-Boat Festival

Correct answer: A

6. What is the theme of paragraph 10?

A. The main customs of Dragon-Boat Festival

B. The custom of eating *Zongzi*

C. The custom of Dragon-Boat

D. The custom of Dragon-Boat Festival

Correct answer: A

7. What is the theme of paragraph 11?

A. The origin of Dragon-Boat Festival

B. The legend of Dragon-Boat Festival

C. The custom of Dragon-Boat Festival

D. The history of Dragon-Boat Festival

Correct answer: C

8. What is the theme of paragraph 12?

A. The origin of Double Ninth Festival

B. The legend of Double Ninth Festival

C. The custom of Double Ninth Festival

D. The history of Double Ninth Festival

Correct answer: A

9. What is the theme of paragraph 14?

A. The custom of Double Ninth Festival

B. The foreign custom of Double Ninth Festival

C. The ancient custom of Double Ninth Festival

D. The current custom of Double Ninth Festival

Correct answer: D

10. What is the theme of paragraph 15?

A. The custom related to the Chinese characters “糕”(gao) and “高”(gao)

B. The custom related to the Chinese characters “糕”(gao)

C. The custom related to the Chinese characters “高”(gao)

D. The custom about eating in Double Ninth Festival

Correct answer: A

Objective 3.2: Interpret and integrate text information

11. The words of homonym been mentioned in the text contain the following except _____.

A. Jiaozi (饺子, 交子)

B. Jiu (九, 久)

C. Gao (高, 糕)

D. Dao (到, 倒)

Correct answer: D

12. According to the legend of the Spring Festival, it can be concluded that the beast “Nian” was afraid of the followings EXCEPT _____.

- A. The red color
- B. A cracking voice
- C. An old lady
- D. The fire

Correct answer: C

13. According to the legend of the Spring Festival, Chinese people will probably choose which kind of clothes to wear as a custom for celebrating the Spring Festival?

- A. Clothes in red
- B. Clothes in green
- C. Clothes in blue
- D. Clothes in white

Correct answer: A

Objective 3.3: Comparing and contrasting information presented within text.

14. Which of the following statement is correct about the date of the Spring Festival and the Dragon-Boat Festival?

- A. Both of the two festivals fall on the date of the 24 solar terms.
- B. The Spring Festival falls on the date of the 24 solar terms whereas the Dragon-Boat Festival falls on the date of lunar calendar.
- C. The Dragon-Boat Festival falls on the date of the 24 solar terms whereas the Spring Festival falls on the date of lunar calendar.
- D. Both of the two festivals fall on the date of lunar calendar.

Correct answer: D

15. Which of the following statements are correct about the origins of the Double Ninth Festival and the Dragon-Boat Festival?

- A. Both of the origins of the two festivals are to commemorate someone admirable.
- B. Both of the origins of the two festivals are not to commemorate anyone.
- C. Only the origin of the Dragon-Boat Festival is to commemorate someone admirable, and the origin of the Double Ninth Festival is not to commemorate anyone.
- D. Only the origin of the Double Ninth Festival is to commemorate someone admirable, and the origin of the Dragon-Boat Festival is not to commemorate anyone.

Correct answer: C

16. During what Festivals, people use something special to protect themselves from disease as a custom?

- A. The Double Ninth Festival and the Dragon-Boat Festival
- B. The Double Ninth Festival and the Spring Festival
- C. The Dragon-Boat Festival and the Spring Festival
- D. The Double Ninth Festival, the Dragon-Boat Festival and the Spring Festival

Correct answer: A

17. Which statement is correct about the time when the legendary stories of the Spring Festival, the Dragon-Boat Festival and the Double Ninth Festival occurred?

- A. The legendary story of the Dragon-Boat Festival occurred earliest in the three legends.

- B. The legendary story of the Spring Festival occurred earliest in the three legends.
- C. The legendary story of the Double Ninth Festival occurred earliest in the three legends.
- D. It's impossible to discern the chronological order of the legendary stories of the three festivals.

Correct answer: B

18. The statement "There is a hero / heroine saved the local people in the legend of the festival." is correct for which of the following festivals?

- A. The Spring Festival and the Dragon-Boat Festival
- B. The Double Ninth Festival and the Dragon-Boat Festival
- C. The Spring Festival and the Double Ninth Festival
- D. The Spring Festival, the Double Ninth Festival and the Dragon-Boat Festival

Correct answer: C

19. The statement "The legend of the festival is a story about defeating the evil successfully." is correct for which of the following festivals?

- A. The Spring Festival and the Dragon-Boat Festival
- B. The Spring Festival and the Double Ninth Festival
- C. The Double Ninth Festival and the Dragon-Boat Festival
- D. The Spring Festival, the Double Ninth Festival and the Dragon-Boat Festival

Correct answer: B

20. Which of the statement is incorrect about the similarities of the Spring Festival, the Double Ninth Festival and the Dragon-Boat Festival?

- A. All of the three festivals have a related legendary story.
- B. All of the three festivals have the custom of eating or drinking something special.
- C. All of the three festivals have an ancient origin.
- D. All of the three festivals have a custom of doing some sport activities.

Correct answer: D

Text 3: Chinese Festivals

(1) China is a large country with a 5000-year history and glorious culture. As an important part of the Chinese culture, the Chinese festivals are numerous. Festivals are products of human society, almost every traditional festivals has its own unique origins and customs which reflect the traditional practice and morality of the whole Chinese nation and its people.

(2) Most traditional festivals, like the Spring Festival, the Lantern Festival, the Dragon-Boat festival and the Double Seventh Festival, took shape before or during the Qin Dynasty, the first unified and centralized dynasty of China, and were fixed in the Han Dynasty, a period in Chinese history with its politics steady and the economy prosperous. In the most prosperous Tang Dynasty, traditional festivals liberated themselves from primitive sacrifice, taboos and mystery, and became more entertaining. From then on festive occasions turned more brisk and exciting, more and more folk customs were developed.

(3) The grandest and most celebrated festivals in China are the Spring Festival, the Lantern Festival, the Pure Brightness festival, the Dragon-Boat Festival, the Double Seventh Festival, the Mid-Autumn Festival, and the Double Ninth Festival.

Spring Festival

(4) The Spring Festival is known in the West as Chinese New Year. It is the oldest traditional festival for Chinese people, and a great occasion for family reunions. It is on the first day of the Lunar New Year, but the celebration often begins from the Lunar New Year's Eve. Originated from Shang Dynasty (1600-1100BC), Spring Festival was evolved from the Winter Sacrifice in primitive society. Ancient Chinese people held this at the end of winter, to thank all the gods for the blessing, welcome the new year and worship ancestors by dancing and singing together.

(5) The most famous legend about Spring Festival is related to ancient beast known as "Nian". It was fierce, with the bull-like body and lion-shaped head. Living at the far away mountain areas, it came to hunt and disturb villages in winter. Villages were frightened and all escaped to other places. An old lady found the best methods to drive the beast. She painted the door in red, burned fire in front of the door, and set the firecrackers which made cracking voice to scare the beast. So the "Nian" never came to village again. The custom to paint red at the door and set off the firecrackers became a tradition, and "Nian" now has another meaning as "Spring Festival". The celebration of Chinese New Year is also called "Guo Nian", which literally means "passing" or "surviving" the "Nian".

(6) The Spring Festival's celebration started on New Year's Eve by having different and interesting activities. The celebrations are slightly different in different places, but always include New Year's feast, setting off fireworks, giving Lucky Money in red envelopes, paying New Year visits, pasting spring couplets (春联) and the character "Fu" (福) on the door, visiting temple fairs (庙会), and eating "Jiaozi" (also known as dumpling). Since the Chinese word "饺子" ("Jiaozi"), which means "dumpling", has the similar pronunciation as the word "交子" ("Jiaozi"), which means "money" in the ancient time, so to eat "Jiaozi" implies that people will possess fortune in the coming year.

Dragon-Boat Festival

(7) Falling on the 5th day of the 5th month of Chinese lunar calendar, the Dragon-Boat Festival is of great significance to Chinese people. It has been held annually for more than 2000 years and it is notable for its educational influence. The festival commemorates the poet Qu Yuan (340-278BC), and also acts as a chance for Chinese people to build their bodies and dispel diseases. Many legends circulate around the festival, but the most popular is the legend of Qu Yuan.

(8) As a minister in the state of Chu, one of the seven Warring States before Qin Dynasty, Qu Yuan supported the decision to fight against the powerful State of Qin together with the State of Qi. However, he was slandered by the aristocrat Zi Lan and was subsequently exiled by the King. In order to show his love and passion for his country, he wrote many enduring poems such as *Li Sao*, *Heavenly questions (Tian Wen)* and *Nine Songs (Jiu Ge)* and is therefore regarded as a famous poet in China's history. In 278 BC, after finishing his last masterpiece,

Embracing the Sand (Huai Sha), he drowned himself in the river rather than see his country occupied and conquered by the State of Qin.

(9) On hearing Qu Yuan's death, all the local people nearby were in great distress. Fishermen searched for his body by sailing their boats down the river and other people threw food such as eggs and *Zongzi* into the river to attract fish and other animals from destroying Qu Yuan's body. Because Qu Yuan died on the fifth day of the fifth lunar month, people decided to commemorate him on that day every year.

(10) Since then on, Dragon-Boat racing and eating *Zongzi* have become the main customs of the festival. Made with sticky rice, *Zongzi* has different shapes and various fillings like red bean, fresh meat, salty egg yolk, dates and so on.

(11) Besides these, there are many other traditional customs and activities held on this specified day by people in China, such as wearing a perfume pouch (香布囊), tying five-colour silk thread on the wrist and hanging mugwort leaves (艾叶) and calamus (菖蒲) on the top of the doors. Since the festival is held during summer when all kinds of diseases prevail, so according to folklore, these customs can protect people from diseases and evil.

Double Ninth Festival

(12) Held on the 9th day of the 9th lunar month, Double Ninth Festival is also called the Chongyang Festival. In Chinese, the character “九” (*Jiu*) which means “nine” is regarded as a *yang* number, which means positive or masculine as opposed to *yin* which means negative or feminine. The ninth day of the ninth month is the day that has two *yang* numbers and the character “Chong” in Chinese means double, which is how the name Chongyang came into being. It is a day for people to eat Chongyang cake, drink chrysanthemum wine, climb mountains, and pay homage (敬意) to the spirit of Chrysanthemums.

(13) Just as other Chinese festivals have their own unique story, so does the Chongyang Festival. It is said that, during the Eastern Han dynasty (25-220AC), a devil inhabited in the Rujiang river (汝江) and caused disease in the neighboring village. The parent of a young man named Huan Jing, died because of the devil's magic. In order to save the people from the devil, Huan Jing went through extraordinary lengths to find an immortal to teach him swordsmanship (剑术) in order to expel the devil. On the eighth day of the ninth lunar month, the immortal told Huan Jing that the next day the devil would appear and he should go back to get rid of the devil and the disease. With a bag of dogwood (水木) and some chrysanthemum wine, Huan Jing returned to his hometown. In the morning of the ninth day of the ninth lunar month, Huan Jing led all the villagers each holding a piece of dogwood leaf and a cup of chrysanthemum wine to the nearest mountain. At noon, when the devil came out from the Rujiang river, the devil suddenly stopped because of the fragrance from the dogwood and the chrysanthemum wine. At that moment, Huan Jing fought the devil with the sword for a few rounds and killed the devil. Since then the custom of climbing mountains, drinking chrysanthemum wine and holding onto dogwood on the ninth day of the ninth month had become popular.

(14) Nowadays, people still keep the tradition of eating Chongyang cake, drinking chrysanthemum wine, climbing mountains and appreciating chrysanthemums. but the custom of wearing dogwood is no longer popular.

(15) Chongyang cake is steamed cake with two layers of nuts and Chinese date sandwiched between them. Since the Character “糕” (*gāo*) which means “cake” is pronounced the same as the character “高” (*gāo*) which means “high or better and better”, so people think climbing a “high” mountain has the same symbolic meaning as eating cake which will bless them to make personal progress soon.

(16) Chrysanthemums have the function of antitoxin and can drive the disease away. Chinese people believe that by drinking chrysanthemum wine, all kinds of diseases and disasters can be cured and prevented. Thus drinking chrysanthemum wine is an indispensable part of the festival.

(17) Since the Chinese character “九” (“jiu”), which means “nine”, has the same pronunciation as the character “久” (“jiu”), which means “longevity”, so in order to give the best wishes to the elderly for their longevity, in the year of 1989, the Chongyang Festival which falls on the Ninth day of the Ninth month of the lunar calendar was designed as a Senior’s Day to respect the elderly. Many companies organize trips for senior citizens to climb mountains on the day. Members of the family also accompany their elders to have outings.

Pre-Post Testing Paper 4

Test of Chinese Culture English Reading Ability

Objective 4: Evaluate and Critique Content and Textual Elements

Class: _____ Student Code: _____ Name: _____

Directions: Please read the following Chinese culture English text and answer the single choice questions.

Objective 4.1: Evaluating and critiquing the title or sub-title of the text

1. How well does the title of the text, “Animal-related Folk Customs”, reflect the main theme?

- A. The title reflects the main theme very properly, and the title need not to be improved at all.
- B. The title reflects the main theme quite properly, but the title can be improved slightly.
- C. The title reflects the main theme quite improperly, and the title should be improved a lot.
- D. The title reflects the main theme very improperly, and the title should be changed.

Correct answer: A

2. How well does the sub-title , “The Chinese Dragon and Phoenix”, reflect the main theme of the corresponding part of the text?

- A. The title reflects the main theme very properly, and the title need not to be improved at all.
- B. The title reflects the main theme quite properly, but the title can be improved slightly.
- C. The title reflects the main theme quite improperly, and the title should be improved a lot.
- D. The title reflects the main theme very improperly, and the title should be changed.

Correct answer: A

3. How well does the sub-title , “Chinese Zodiac 12 Animals”, reflect the main theme of the corresponding part of the text?

A. The title reflects the main theme very properly, and the title need not to be improved at all.

B. The title reflects the main theme quite properly, but the title can be improved slightly.

C. The title reflects the main theme quite improperly, and the title should be improved a lot.

D. The title reflects the main theme very improperly, and the title should be changed.

Correct answer: A

Objective 4.2: Evaluating and critiquing the author’s perspectives

4. What is the authors perspective on the central topic of this text?

A. The author holds no perspective on the central topic of this text.

B. The author believes that the animal-related folk customs is an important part of Chinese culture, and it is worth introducing.

C. The author believes that the animal-related folk customs is an important part of Chinese culture, but it is not worth introducing.

D. The author believes that the animal-related folk customs is not an important part of Chinese culture, and it is not worth introducing.

Correct answer: B

5. According to paragraph 7, will the readers take the suggestion of the author to make a reference to the zodiac to see his or her zodiac animal?

A. They may probably not take the author’s suggestion, because it is too complicated.

B. They may probably not take the author’s suggestion, because it is insensible.

C. It’s hard to decide whether the readers will take the author’s suggestion or not.

D. They will take the author’s suggestion, because the author’s introduction is interesting and they can experience the Chinese culture through doing so.

Correct answer: D

Objective 4.3: Evaluating and critiquing the content of the text

6. In the story of the 12 zodiac animals, the Rat pushed the Cat into the water, do you think his behavior was correct? Why?

A. His behavior was correct, because it can make him to be the first animal in the zodiac.

B. His behavior was correct, because he can take revenge on the Cat.

C. His behavior was incorrect, because it’s not virtuous to build one’s success upon other’s failure.

D. His behavior was incorrect, because it is very dangerous to do so.

Correct answer: C

7. According to the stories of the 12 zodiac animals, the Dragon gave a puff of breath to the Rabbit so that the rabbit could land on the shore, do you think his behavior was correct? Why?

A. His behavior was correct, because the Jade Emperor would be pleased by knowing this.

B. His behavior was correct, because to help others is a nice virtue.

C. His behavior was incorrect, because he would be delay for his competition.

D. His behavior was incorrect, because he can get no profit from it.

Correct answer: B

8. According to the descriptions of the dragon and phoenix, do you think they have really existed in reality ?

- A. Yes, because the author described them in details.
- B. Yes, because they are very important in Chinese culture.
- C. No, because the author is only telling the customs related to them without giving any proof of the existence of them.
- D. No, because the author is telling a lie to amuse the readers.

Correct answer: C

9. In the story of the 12 zodiac animals, the Ox agreed to carry the Rabbit and Rat to cross the river, do you think his behavior was correct? Why?

- A. His behavior was correct, because the Jade Emperor would be pleased.
- B. His behavior was correct, because it's virtuous to help others.
- C. His behavior was incorrect, because the Rabbit and the Rat would be in front of him to get on the shore.
- D. His behavior was incorrect, because it will cost his energy and time in the competition.

Correct answer: B

Objective 4.4: Evaluating and critiquing the writing of the text

10. In the story of the Chinese zodiac 12 animals, how well did the text organize the appearances of the animals?

- A. It organized the story in a nice order.
- B. It organized the story in a bad order.
- C. It organized the story sometimes in a nice order sometimes in a bad order.
- D. It's hard to evaluate.

Correct answer: A

11. For the story of the 12 animals, which of the following statement is correct?

- A. The story is told in an anthropomorphic way.
- B. The story is told in an realistic way.
- C. The story is told by metaphors.
- D. The story is totally based on reality.

Correct answer: A

12. The information in the story of "The Chinese Dragon and Phenix" is _____.

- A. Clear
- B. Not clear
- C. Some part clear but some part not clear
- D. It's impossible to evaluate

Correct answer: A

13. The information in the story of "Chinese Zodiac 12 animals" is _____.

- A. Clear
- B. Not clear
- C. Some part clear but some part not clear

D. It's impossible to evaluate

Correct answer: A

14. The information in the story of "The Chinese Dragon and Phenix" is _____.

- A. Complete
- B. Not complete
- C. Some part complete but some part not complete
- D. It's impossible to evaluate

Correct answer: A

15. The information in the story of "Chinese Zodiac 12 animals" is _____.

- A. Complete
- B. Not complete
- C. Some part complete but some part not complete
- D. It's impossible to evaluate

Correct answer: A

16. The structure in the story of "The Chinese Dragon and Phenix" is _____.

- A. Well designed
- B. Not well designed
- C. Some part designed well but some part designed not well
- D. It's impossible to evaluate

Correct answer: A

17. The structure in the story of "Chinese Zodiac 12 animals" is _____.

- A. Well designed
- B. Not well designed
- C. Some part designed well but some part designed not well
- D. It's impossible to evaluate

Correct answer: A

18. What is the genre of the text?

- A. Expository
- B. Narrative
- C. Argumentative
- D. Practical

Correct answer: B

19. How is the author's choice in using the language in this text?

- A. Adequately.
- B. Inadequately.
- C. Sometimes adequately, sometimes inadequately.
- D. It's impossible to evaluate.

Correct answer: A

20. The tone of the text is _____.

- A. Negative
- B. Positive

C. Indifferent

D. Neutral

Correct answer: D

Text 4: Animal-related Folk Customs

(1) In the ancient and splendid Chinese culture, certain animals in reality and imagination have been endowed with magical powers, thus transcending the boundaries of animals and sublimating into the incarnation of gods. For thousands of years, these culturally imprinted animals have played an important role in Chinese folk culture.

The Chinese Dragon and Phoenix

(2) The Dragon and the Phoenix are the principal motifs for decorative designs on the buildings, clothing and articles of daily use in the imperial palace. The throne hall is supported by columns entwined by gilded dragons, the central ramps on marble steps were paved with huge slabs carved in relief with the dragon and phoenix, and the screen walls display dragons in brilliant colors. The names in the Chinese language for nearly all the things connected with the emperor or the empress were preceded by the epithet “dragon” or “phoenix”; thus, “dragon seat” for the throne, “dragon robe” for the emperor’s ceremonial dress, “dragon bed” for him to sleep on, and “phoenix carriage”, “phoenix canopies” and so on for the imperial processions. The national flag of China under the Qing Dynasty was emblazoned with a big dragon. The earliest postage stamps put out by China will call the “dragon-heads” because they showed a dragon in their designs. Even today, the dragon is sometimes adopted as the symbol of Chinese exhibitions held abroad or the cover designs of books on China printed by foreign publishers. “The Giant Dragon of the East” is becoming a sobriquet for the country.

(3) Belief in the dragon and drawings of the imaginary animal can be traced back to primitive society when certain prehistoric tribes in China adopted the dragon as their symbol and guardian god. Some of the recently unearthed bronze vessels of the Shang Dynasty, which existed more than 3000 years ago, are decorated with sketches of dragons after crude form. Earliest legends in China described the dragon as a miraculous animal with fish scales and long beards. As time went on, it became more and more embellished in the minds of people, acquiring the antlers of the deer, the mane of the horse and the claws of the eagle—in short, appropriating the distinctive features of other creatures until it became what we see today everywhere in the palace.

(4) The Chinese Phoenix, Sovereign of all birds, it has the heart of the golden peasant, the beak of the parrot, the body of the mandarin duck, the wings of the roc, the feathers of the peacock and the legs of the crane; gloriously beautiful, it reigns over the feathered world. An early design of the phoenix can be seen on the silk painting discovered in a tomb of the Warring State Period (475-221 B.C.) near Changsha in Hunan Province.

(5) The dragon and the phoenix often served in classical art and literature as metaphors for people of high virtue and rare talent or, in certain combinations, for matrimonial harmony or happy marriage.

Chinese Zodiac 12 Animals

(6) The Chinese zodiac consists of a twelve-year cycle, with each year corresponding to one of the twelve earthly branches and represented by a different animal. Similar to the ten heavenly stems and twelve earthly branches, animals in Chinese zodiac were also created for counting years.

(7) The year in which a person is born is equated with one of these twelve “animal years”. The Chinese terms for the twelve “animal years” of the Chinese zodiac may be translated as “birth-year categories”, indicating that people's characters are determined to some extent by the year of their birth. The Chinese zodiac has always been very important to the Chinese people, particularly the personal characteristics associated with each of the animal years. So anyone who is interested in the Chinese culture can make a reference to the zodiac to see his or her zodiac animal.

(8) The selection and order of the animals that influence people's lives was originated in the Han Dynasty and based upon each animal's character and living habits. The old time division was mostly related to number 12: one year has 12 months, one day has 12 time periods (Shichen).

(9) Numerous legends and customs concerning the animal years have arisen over the years, indicating the Chinese imagination and exploration of the human condition. Each of the twelve years of Chinese zodiac cycle is named after a different animal. There is an old Chinese story concerning the origin of the animal years.

(10) The ancient folk story tells that Cat and Rat were the worst swimmers in the animal kingdom. Although they were poor swimmers, they were both quite intelligent. To get to the meeting summoned by the Jade Emperor to serve as his bodyguards, they had to cross the river to reach the meeting place. The Jade Emperor had also decreed that the years on the calendar would be named for the first 12 animals in the order they arrived to the meeting. Cat and Rat decided that the best and fastest way to cross the river was to hop on the back of Ox. Ox agreed to carry them both across. Midway across the river, Rat pushed the Cat into the water. Then as Ox neared the other side of the river, Rat jumped ahead and reached the shore first. So he claimed first place in the competition and the zodiac.

(11) Following closely behind was strong Ox, who was named the 2nd animal in the zodiac. After Ox, came Tiger, panting, while explaining to the Jade Emperor how difficult it was to cross the river with the heavy currents pushing it downstream all the time. But with its powerful strength, Tiger made to shore and was named the 3rd animal in the cycle.

(12) Suddenly, from a distance came a thumping sound, and the Rabbit arrived. It explained how it crossed the river: by jumping from one stone to another in a nimble fashion. Halfway through, it almost lost the race, but the Rabbit was lucky enough to grab hold of a floating log that later washed him to shore. For that, it became the 4th animal in the zodiac cycle. In 5th place was the Flying Dragon. Of course, the Jade Emperor was deeply curious as to why a swift flying creature such as the Dragon should fail to reach first place. The mighty Dragon explained that he had to stop and make rain to help all the people and the creatures of the

earth, and therefore he was held back. Then, on his way to the finish line, he saw a little helpless Rabbit clinging onto a log so he gave a puff of breath to the poor creature so that it could land on the shore. The Jade Emperor was very pleased with the Dragon, and he was added into the zodiac cycle. As soon as he had done so, a galloping sound was heard, and the Horse appeared. Hidden on the Horse's hoof was the Snake, whose sudden appearance gave the Horse a fright, thus making it fall back and giving the Snake the 6th spot, while the Horse placed 7th.

(13) Not long after that, a little distance away, the Sheep, Monkey and Rooster came to the shore. These three creatures helped each other to get to where they are. The Rooster spotted a raft, and took the other two animals with it. Together, the Sheep and the Monkey cleared the weeds, tugged and pulled and finally got the raft to the shore. Because of their combined efforts, the Emperor was very pleased and promptly named the Sheep as the 8th creature, the Monkey as the 9th, and the Rooster the 10th.

(14) The 11th animal was the Dog. Although he was supposed to be the best swimmer, he could not resist the temptation to play a little longer in the river. Though his explanation for being late was because he needed a good bath after a long spell. For that, he almost didn't make it to the finish line. Just as the Jade Emperor was about to go to take a rest, and oink and squeal was heard from a little Pig. The Pig got hungry during the race, promptly stopped for a feast and then fell asleep. After the nap, the pig continued the race and was named the 12th animal of the zodiac cycle. The Cat got the 13th place and did not make it in the zodiac. It is said that this is the reason why Cats always chase Rats.

The zodiac is held to be of great significance by many Chinese. And people tell numerous stories about the twelve animals of the zodiac just like the above. Thus, these animal-related folk customs and legends have formed the rich and colourful Chinese culture.

Appendix D

The Results of the Quality Analysis of Research Instruments

- Table Appendix 1: Evaluation results of validity of Factor Analysis of Questionnaire
- Table Appendix 2: Evaluation Results of Validity of Factor Analysis Interview Paper
- Table Appendix 3: Evaluation Results of Validity of Instructional Model Questionnaire
- Table Appendix 4: Evaluation Results of Confirming the Quality of the Instructional Model
- Table Appendix 5: Evaluation Results of Validity of Lesson Plan
- Table Appendix 6: Evaluation Results of Validity of Testing Paper
- Tables Appendix 4.13~4.45: Relative developmental score of individual undergraduate students' Chinese culture English reading ability in different dimensions

Table Appendix 1 Evaluation Results of Validity of Factor Analysis Questionnaire
(For Students)

No	Item	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
Part 1	Common data of the respondents						
1	Gender: A. Male B. Female	+1	+1	+1	3	1.00	Valid
2	The University you come from: A. Southwest Forestry University B. Yunnan Normal University C. Kunming University of Science and Technology	+1	+1	+1	3	1.00	Valid
3	Age: A. Below 17 yrs. B. 21-23 yrs. C. 18-20 yrs. D. over 23 yrs.	+1	+1	+1	3	1.00	Valid
Part 2	Factors						
	Internal Factors						
1	Students feel Chinese Culture English Course is an important course.	+1	+1	+1	3	1.00	Valid
2	Students believe that the proper instructions the lecturers applied during the teaching process can help improve students' Chinese culture English reading ability.	+1	+1	+1	3	1.00	Valid
3	Students believe that the evaluation towards the learning result of the students in the Chinese culture course should combine the summative evaluation with the processive evaluation.	+1	+1	+1	3	1.00	Valid
4	Students believe that proper teaching materials and learning resources can help improve the Chinese culture English reading ability.	+1	+1	+1	3	1.00	Valid

Table Appendix 1 (Continued)

No	Item	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
5	Students feel that the students' self-learning activity after class is very important to enhance the learning effect.	+1	+1	+1	3	1.00	Valid
6	Students feel that a suitable size of class (not more than 50 students) can help students participate in the activities in the learning process.	+1	+1	+1	3	1.00	Valid
7	Students feel that the Chinese Culture English Course is very significant for their career development in the future.	+1	+1	+1	3	1.00	Valid
8	Students believes that students can improve the Chinese culture English reading ability through finishing various tasks the lecturer assigned during the learning process.	+1	+1	+1	3	1.00	Valid
9	Students believe that students can improve the Chinese culture English reading ability through the learning of the Chinese Culture English Course.	+1	+1	+1	3	1.00	Valid
10	Students believe that students can improve the Chinese culture English reading ability through the cooperative activities with other students in groups or pairs.	+1	+1	+1	3	1.00	Valid
11	Students believe that lecturers should assign some homework to strengthen what students' have learnt.	+1	+1	+1	3	1.00	Valid

Table Appendix 1 (Continued)

No	Item	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
12	Students believe that students' high frequency of participation during the class learning process can improve learning effect.	+1	+1	+1	3	1.00	Valid
13	Students feels that the problem-solving ability is very helpful in improving the learning effect.	+1	+1	+1	3	1.00	Valid
14	Students believes that a high motivation of the students can help improve their Chinese culture English learning ability.	+1	+1	+1	3	1.00	Valid
15	Students feels that the learning in the Chinese culture English course should focus more on the meaning (e.g. pragmatics and semantics) rather than the form (e.g. grammar) of the English language.	+1	+1	+1	3	1.00	Valid
	External Factors						
1	The lecturers can stimulate students' interest for the Chinese culture English course through the effective application of the modern teaching techniques such as mobile phones, computers, APP platforms etc..	+1	+1	+1	3	1.00	Valid
2	Compared to the traditional teacher-centered instruction, the student-centered instruction is better in improving the students' Chinese culture English reading ability.	+1	+1	+1	3	1.00	Valid

Table Appendix 1 (Continued)

No	Item	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
3	Through the guidance of the lectures to let students realize the importance of the Chinese culture English course, the motivation of the students can be aroused.	+1	+1	+1	3	1.00	Valid
4	The task-based activities designed by the lecturers in the class can help the students improve their Chinese culture English reading ability.	+1	+1	+1	3	1.00	Valid
5	The cooperative activities in groups or pairs can help stimulate the students' motivation.	+1	+1	+1	3	1.00	Valid
6	The instruction chosen by the lecturers according to the teaching objective and the need of the students can improve students' learning effect in the Chinese culture English course.	+1	+1	+1	3	1.00	Valid
7	The cooperative and interactive activities designed by the lecturers in the teaching process can help the students improve their Chinese culture English reading ability.	+1	+1	+1	3	1.00	Valid
8	Lecturers choosing suitable teaching materials and online resources can help students improve their learning effect.	+1	+1	+1	3	1.00	Valid
9	A fixed learning location reduces students' learning interest.	+1	+1	+1	3	1.00	Valid
10	A spacious, clean and bright classroom is beneficial for the teaching and learning process.	+1	+1	+1	3	1.00	Valid

Table Appendix 1 (Continued)

No	Item	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
11	A textbook with practical, interactive and inspiring content can attract students' attention.	+1	+1	+1	3	1.00	Valid
12	A vast language input can help improve students' Chinese culture English reading ability during the learning process.	+1	+1	+1	3	1.00	Valid
13	Good attitude of the lecturers helps improve students' motivation during the learning.	+1	+1	+1	3	1.00	Valid
14	Campus with accessible high-speed network for lecturers and students to apply anytime and anywhere is an important guarantee and support for the teaching and learning process.	+1	+1	+1	3	1.00	Valid
15	Nice teaching environment of the classroom with well-installed equipment and settings can facilitate the teaching and learning process.	+1	+1	+1	3	1.00	Valid
	Total Average Score					1.00	Valid

Note: Valid when ≥ 0.60

Table Appendix 2 Evaluation Results of Validity of Factor Analysis Interview Paper (For Lecturers)

No	Item	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
Part 1	Common data of the respondents						
1	Gender: A. Male B. Female	+1	+1	+1	3	1.00	Valid
2	The University you come from: A. Southwest Forestry University B. Yunnan Normal University C. Kunming University of Science and Technology	+1	+1	+1	3	1.00	Valid
3	Professional Title: A. Professor B. Associate Professor C. Assistant Professor D. Lecturer	+1	+1	+1	3	1.00	Valid
4	Experience of teaching A. below 3 yrs. B. B. 4 - 6 yrs . C. 7 - 9 yrs . D. D. over 10 yrs .	+1	+1	+1	3	1.00	Valid
5	Age A. below 25 yrs B. B. 26 - 35 yrs . C. 35 - 50 yrs . D. D. over 50 yrs .	+1	+1	+1	3	1.00	Valid
Part 2	Questions						
1	Why do you accept or select to teach this subject?	+1	+1	+1	3	1.00	Valid
2	What are the typical problems you have encountered with in your teaching process of this course? How did you deal with it?	+1	+1	+1	3	1.00	Valid

Table Appendix 2 (Continued)

No	Item	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
3	What assessment methods do you use to measure students' learning result? Why do you choose these assessment methods?	+1	+1	+1	3	1.00	Valid
4	What are the effective methods to improve students' participation and motivation in your opinion?	+1	+1	+1	3	1.00	Valid
5	How do you think about your textbooks and teaching materials you use now? What improvements would you make and why?	+1	+1	+1	3	1.00	Valid
6	What instructions are you adopting now in teaching the Chinese culture English course?	+1	+1	+1	3	1.00	Valid
7	What improvements will you make about your teaching instructions in the future?	+1	+1	+1	3	1.00	Valid
8	What students' ability of Chinese culture English is the weakest one and need to be improved most according to your opinion?	+1	+1	+1	3	1.00	Valid
9	What has the university done to support the learning and teaching process for the lecturers and students?	+1	+1	+1	3	1.00	Valid
10	In the teaching and learning process, what other supports do you want to get from the university?	+1	+1	+1	3	1.00	Valid
	Total Average Score					1.00	Valid

Note: Valid when ≥ 0.60

Table Appendix 3 Evaluation Results of Validity of Instructional Model Questionnaire

No	Questions	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
1	Utility Standard						
	1. Task-based instructional model is useful to lecturers to enhance learning achievement.	+1	+1	+1	3	1.00	Valid
	2. Task-based instructional model is useful to students to enhance learning achievement.	+1	+1	+1	3	1.00	Valid
	3. Task-based instructional model includes necessary and enough contents.	+1	+1	+1	3	1.00	Valid
	4. Task-based instructional model promotes to enhance learning achievement more compared to traditional teaching.	+1	+1	+1	3	1.00	Valid
	5. Task-based instructional model increases the learning achievement of students.	+1	+1	+1	3	1.00	Valid
2	Feasibility Standard						
	1.The lecturer can apply task-based instructional model to enhance learning achievement to their work and it is worth the time for actual use.	+1	+1	+1	3	1.00	Valid
	2. The lecturer can develop the students to task-based instructional model.	+1	+1	+1	3	1.00	Valid
	3.Task-based instructional model to improve Chinese culture English reading ability is easy to use.	+1	+1	+1	3	1.00	Valid
	4.The students always develop their learning all time by task-based instructional model to improve Chinese culture English reading ability.	+1	+1	+1	3	1.00	Valid

Table Appendix 3 (Continued)

No	Questions	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
	5. The students are comfortable in learning by themselves through task-based instructional model to improve Chinese culture English reading ability.	+1	+1	+1	3	1.00	Valid
	Propriety Standard						
3	1. Task-based instructional model to enhance learning achievement is appropriate for lecturers to use assessment results to improve the students.	+1	+1	+1	3	1.00	Valid
	2. Task-based instructional model to enhance learning achievement is appropriateness for students to create knowledge by themselves.	+1	+1	+1	3	1.00	Valid
	3. Task-based instructional model to enhance learning achievement is convenient to use.	+1	+1	+1	3	1.00	Valid
	4. Task-based instructional model to enhance learning achievement is a systematic process to use.	+1	+1	+1	3	1.00	Valid
	5. Task-based instructional model to enhance learning achievement is clear and suitable for use in learning and students development.	+1	+1	+1	3	1.00	Valid

Table Appendix 3 (Continued)

No	Questions	Experts' rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
	Accuracy Standard						
4	1. Task-based instructional model to enhance learning achievement is comprehensively analyzed from different contexts and sufficient for the synthesis of patterns.	+1	+1	+1	3	1.00	Valid
	2. Task-based instructional model to enhance learning achievement has a clear process.	+1	+1	+1	3	1.00	Valid
	3. Task-based instructional model to enhance learning achievement are described and the acquisition is clear.	+1	+1	+1	3	1.00	Valid
	4. Task-based instructional model to enhance learning achievement use techniques and tools which acquires accurate information and communication.	+1	+1	+1	3	1.00	Valid
	5. Task-based instructional model to enhance learning achievement is a correct and comprehensive learning system.	+1	+1	+1	3	1.00	Valid
	Total Average Score					1.00	Valid

Note: Valid when ≥ 0.60

Table Appendix 4 Evaluation Results of Confirming the Quality of the Instructional Model

No	Questions	Experts' Rating			Total Agree	Total Disagree
		Expert 1	Expert 2	Expert 3		
1	Utility Standard				Percentage (%)	Percentage (%)
	1. Task-based instructional model is useful to lecturers to enhance learning achievement.	Agree	Agree	Agree	100	0
	2. Task-based instructional model is useful to students to enhance learning achievement.	Agree	Agree	Agree	100	0
	3. Task-based instructional model includes necessary and enough contents.	Agree	Agree	Agree	100	0
	4. Task-based instructional model promotes to enhance learning achievement more compared to traditional teaching.	Agree	Agree	Agree	100	0
	5. Task-based instructional model increases the learning achievement of students.	Agree	Agree	Agree	100	0
2	Feasibility Standard					
	1. The lecturer can apply task-based instructional model to enhance learning achievement to their work and it is worth the time for actual use.	Agree	Agree	Agree	100	0

Table Appendix 4 (Continued)

No	Questions	Experts' Rating			Total Agree	Total Disagree
		Expert 1	Expert 2	Expert 3		
					Percentage (%)	Percentage (%)
	2. The lecturer can develop the students to task-based instructional model.	Agree	Agree	Agree	100	0
	3. Task-based instructional model to improve Chinese culture English reading ability is easy to use.	Agree	Agree	Agree	100	0
	4. The students always develop their learning all time by task-based instructional model to improve Chinese culture English reading ability.	Agree	Agree	Agree	100	0
	5. The students are comfortable in learning by themselves through task-based instructional model to improve Chinese culture English reading ability.	Agree	Agree	Agree	100	0
3	Propriety Standard					
	1. Task-based instructional model to enhance learning achievement is appropriate for lecturers to use assessment results to improve the students.	Agree	Agree	Agree	100	0
	2. Task-based instructional model to enhance learning achievement is appropriateness for students to create knowledge by themselves.	Agree	Agree	Agree	100	0

Table Appendix 4 (Continued)

No	Questions	Experts' Rating			Total Agree	Total Disagree
		Expert 1	Expert 2	Expert 3		
					Percentage (%)	Percentage (%)
	3. Task-based instructional model to enhance learning achievement is convenient to use.	Agree	Agree	Agree	100	0
	4. Task-based instructional model to enhance learning achievement is a systematic process to use.	Agree	Agree	Agree	100	0
	5. Task-based instructional model to enhance learning achievement is clear and suitable for use in learning and students development.	Agree	Agree	Agree	100	0
4	Accuracy Standard					
	1. Task-based instructional model to enhance learning achievement is comprehensively analyzed from different contexts and sufficient for the synthesis of patterns.	Agree	Agree	Agree	100	0
	2. Task-based instructional model to enhance learning achievement has a clear process.	Agree	Agree	Agree	100	0
	3. Task-based instructional model to enhance learning achievement are described and the acquisition is clear.	Agree	Agree	Agree	100	0

Table Appendix 4 (Continued)

No	Questions	Experts' Rating			Total Agree	Total Disagree
		Expert 1	Expert 2	Expert 3		
					Percentage (%)	Percentage (%)
	4. Task-based instructional model to enhance learning achievement use techniques and tools which acquires accurate information and communication.	Agree	Agree	Agree	100	0
	5. Task-based instructional model to enhance learning achievement is a correct and comprehensive learning system.	Agree	Agree	Agree	100	0

Note: According to appendix 4 above, the appropriateness of the Instructional Model of this research is confirmed by 3 experts in terms of Utility (100%), Feasibility (100%), Propriety (100%) and accuracy (100%).

Table Appendix 5 Evaluation Results of Validity of Lesson Plan

No	Questions	Experts' Rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
Learning Objective							
1	Complying with content of the course	+1	+1	+1	3	1.0	Valid
2	Covering knowledge, process, and attitude	+1	+1	+1	3	1.0	Valid
3	Being measurable in knowledge, process, and attitude	+1	+1	+1	3	1.0	Valid
Contents							
4	Complying with learning objective	+1	+1	+1	3	1.0	Valid
5	Being appropriate in terms of time management	+1	+1	+1	3	1.0	Valid
Task-based instructional models							
6	Complying with the designed instructional model	+1	+1	+1	3	1.0	Valid
7	Supporting students' learning	+1	+1	+1	3	1.0	Valid
8	Including various activities	+1	+1	+1	3	1.0	Valid
Learning materials							
9	Complying with the learning objectives	+1	+1	+1	3	1.0	Valid
10	Complying with the contents	+1	+1	+1	3	1.0	Valid
Evaluation and Assessment							
11	Complying with the learning objectives	+1	+1	+1	3	1.0	Valid
12	Including various methods and instruments	+1	+1	+1	3	1.0	Valid
Total Average score						1.0	Valid

Note: Valid when ≥ 0.60

Table Appendix 6 Evaluation Results of Validity of Testing Paper

Objective 1: Focus on and Retrieve Explicitly Stated Information (Testing Paper 1)							
Dimensions	No	Experts' Rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
Dimension 1 of Objective 1: Looking for specific information and ideas	1	+1	+1	+1	3	1.00	Valid
	2	+1	+1	+1	3	1.00	Valid
	3	-1	+1	+1	1	0.33	Invalid
	4	+1	+1	+1	3	1.00	Valid
	5	+1	+1	+1	3	1.00	Valid
	6	+1	+1	+1	3	1.00	Valid
	7	+1	+1	+1	3	1.00	Valid
	8	+1	+1	+1	3	1.00	Valid
	9	+1	+1	+1	3	1.00	Valid
	10	+1	+1	+1	3	1.00	Valid
	11	+1	+1	+1	3	1.00	Valid
	12	+1	+1	-1	1	0.33	Invalid
Dimension 2 of Objective 1: Searching for definitions of words and phrases	13	+1	+1	+1	3	1.00	Valid
	14	+1	+1	+1	3	1.00	Valid
	15	+1	+1	+1	3	1.00	Valid
	16	+1	+1	+1	3	1.00	Valid
Dimension 3 of Objective 1: Identifying the setting of the story (time or place)	17	+1	+1	+1	3	1.00	Valid
	18	+1	+1	+1	3	1.00	Valid
	19	+1	+1	+1	3	1.00	Valid
	20	+1	+1	+1	3	1.00	Valid
	21	+1	+1	-1	1	0.33	Invalid
	22	-1	+1	+1	1	0.33	Invalid
	23	+1	+1	+1	3	1.00	Valid
	24	-1	+1	0	0	0	Invalid
	25	+1	+1	+1	3	1.00	Valid

Note: Valid when ≥ 0.60

Table Appendix 6 (Continued)

Objective 2: Make Straightforward Inferences (Testing Paper 2)							
Dimensions	No	Experts' Rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
Dimension 1 of Objective 2: Make inferences about ideas or information not explicitly stated	1	+1	+1	+1	3	1.00	Valid
	2	-1	+1	+1	1	0.33	Invalid
	3	+1	+1	+1	3	1.00	Valid
	4	+1	+1	+1	3	1.00	Valid
	5	+1	+1	+1	3	1.00	Valid
	6	+1	+1	+1	3	1.00	Valid
	7	+1	+1	+1	3	1.00	Valid
	8	+1	+1	+1	3	1.00	Valid
	9	+1	+1	+1	3	1.00	Valid
	10	+1	+1	+1	3	1.00	Valid
	11	+1	+1	+1	3	1.00	Valid
	12	+1	+1	+1	3	1.00	Valid
	13	0	+1	0	1	0.33	Invalid
	14	+1	+1	+1	3	1.00	Valid
Dimension 2 of Objective 2: Giving the reason for a character's action	15	+1	+1	+1	3	1.00	Valid
	16	+1	+1	+1	3	1.00	Valid
	17	+1	+1	+1	3	1.00	Valid
	18	+1	+1	-1	1	0.33	Invalid
	19	0	+1	-1	0	0	Invalid
	20	+1	+1	+1	3	1.00	Valid
	21	+1	+1	+1	3	1.00	Valid
	22	+1	+1	+1	3	1.00	Valid
	23	+1	+1	+1	3	1.00	Valid
	24	+1	+1	-1	1	0.33	Invalid
	25	+1	+1	+1	3	1.00	Valid

Note: Valid when ≥ 0.60

Table Appendix 6 (Continued)

Objective 3: Interpret and Integrate Ideas and Information (Testing Paper 3)							
Dimensions	No	Experts' Rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
Dimension 1 of Objective 3: Discerning the theme of a text or paragraph	1	+1	+1	+1	3	1.00	Valid
	2	+1	+1	+1	3	1.00	Valid
	3	0	+1	-1	0	0	Invalid
	4	+1	+1	+1	3	1.00	Valid
	5	+1	+1	+1	3	1.00	Valid
	6	+1	+1	+1	3	1.00	Valid
	7	-1	+1	+1	1	0.33	Invalid
	8	+1	+1	+1	3	1.00	Valid
	9	+1	+1	+1	3	1.00	Valid
	10	+1	+1	+1	3	1.00	Valid
	11	+1	+1	-1	1	0.33	Invalid
	12	+1	+1	+1	3	1.00	Valid
	13	+1	+1	+1	3	1.00	Valid
	14	0	+1	-1	0	0	Invalid
	15	-1	+1	+1	1	0.33	Invalid
Dimension 2 of Objective 3: Interpret and integrate text information	16	+1	+1	+1	3	1.00	Valid
	17	+1	+1	+1	3	1.00	Valid
	18	+1	+1	+1	3	1.00	Valid
Dimension 3 of Objective 3: Comparing and contrasting information presented within text.	19	+1	+1	+1	3	1.00	Valid
	20	+1	+1	+1	3	1.00	Valid
	21	+1	+1	+1	3	1.00	Valid
	22	+1	+1	+1	3	1.00	Valid
	23	+1	+1	+1	3	1.00	Valid
	24	+1	+1	+1	3	1.00	Valid
	25	+1	+1	+1	3	1.00	Valid

Note: Valid when ≥ 0.60

Table Appendix 6 (Continued)

Objective 4: Evaluate and Critique Content and Textual Elements (Testing Paper 4)							
Dimensions	No	Experts' Rating			Total	Mean	Results
		Expert 1	Expert 2	Expert 3			
Dimension 1 of Objective 4: Evaluating and critiquing the title or sub-title of the text.	1	+1	+1	+1	3	1.00	Valid
	2	+1	+1	+1	3	1.00	Valid
	3	+1	+1	+1	3	1.00	Valid
Dimension 2 of Objective 4: Evaluating and critiquing the author's perspectives	4	+1	+1	+1	3	1.00	Valid
	5	+1	+1	+1	3	1.00	Valid
Dimension 3 of Objective 4: Evaluating and critiquing the content of the text	6	+1	+1	+1	3	1.00	Valid
	7	+1	+1	+1	3	1.00	Valid
	8	+1	+1	+1	3	1.00	Valid
	9	-1	+1	+1	1	0.33	Invalid
	10	+1	+1	+1	3	1.00	Valid
Dimension 4 of Objective 4: Evaluating and critiquing the writing of the text	11	+1	+1	+1	3	1.00	Valid
	12	+1	+1	+1	3	1.00	Valid
	13	0	+1	-1	0	0	Invalid
	14	+1	+1	+1	3	1.00	Valid
	15	+1	+1	+1	3	1.00	Valid
	16	+1	+1	-1	1	0.33	Invalid
	17	+1	+1	+1	3	1.00	Valid
	18	+1	+1	+1	3	1.00	Valid
	19	+1	+1	-1	1	0.33	Invalid
	20	+1	+1	+1	3	1.00	Valid
	21	-1	+1	+1	1	0.33	Invalid
	22	+1	+1	+1	3	1.00	Valid
23	+1	+1	+1	3	1.00	Valid	
24	+1	+1	+1	3	1.00	Valid	
25	+1	+1	+1	3	1.00	Valid	

Note: Valid when ≥ 0.60

Table Appendix 4.13 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of total 4 dimensions

No.	Total Pretest Score of Total 4 Dimensions	Total Posttest Score of Total 4 Dimensions	Relative Developmental Score of Total 4 Dimensions	Developmental Level of Total 4 Dimensions
1	315	400	100	Very High
2	300	385	85	Very High
3	295	380	81	Very High
4	290	390	91	Very High
5	275	370	76	Very High
6	285	365	70	High
7	275	375	80	Very High
8	275	385	88	Very High
9	280	390	92	Very High
10	255	370	79	Very High
11	235	365	79	Very High
12	255	370	79	Very High
13	270	380	85	Very High
14	280	385	88	Very High
15	250	375	83	Very High
16	250	380	87	Very High
17	260	380	86	Very High
18	245	360	74	High
19	255	370	79	Very High
20	235	360	76	Very High
21	250	355	70	High
22	210	360	79	Very High
23	240	355	72	High
24	215	340	68	High
25	210	350	74	High
26	235	355	73	High
27	225	345	69	High
28	220	345	69	High
29	215	340	68	High
30	230	350	71	High
31	220	325	58	High
32	205	310	54	High
Total Average	251.72	364.53	77.49	Very High

Table Appendix 4.15 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Dimension 1 (Focus on and Retrieve Explicitly Stated Information)

No.	Pretest Score of Dimension 1	Posttest Score of Dimension 1	Relative Developmental Score of Dimension 1	Developmental level of Dimension 1
1	85	100	100	Very High
2	80	100	100	Very High
3	70	95	83	Very High
4	70	100	100	Very High
5	60	90	75	High
6	70	95	83	Very High
7	75	100	100	Very High
8	75	100	100	Very High
9	70	100	100	Very High
10	60	90	75	High
11	60	95	88	Very High
12	60	95	88	Very High
13	70	95	83	Very High
14	75	100	100	Very High
15	55	90	78	Very High
16	60	95	88	Very High
17	65	95	86	Very High
18	60	90	75	High
19	70	95	83	Very High
20	65	90	71	High
21	75	95	80	Very High
22	55	95	89	Very High
23	65	90	71	High
24	55	80	56	High
25	50	85	70	High
26	55	80	56	High
27	60	95	88	Very High
28	60	80	50	Moderate
29	60	90	75	High
30	55	85	67	High
31	60	85	63	High
32	50	85	70	High
Total Average	64.22	92.34	81	Very High

Table Appendix 4.17 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 1 (Looking for specific information and ideas)

No.	Pretest Score of Section 1 of Dimension 1	Posttest Score of Section 1 of Dimension 1	Relative Developmental Score of Section 1 of Dimension 1	Development Level of Section 1 of Dimension 1
1	45	50	100	Very High
2	40	50	100	Very High
3	35	45	67	High
4	40	50	100	Very High
5	35	45	67	High
6	30	45	75	High
7	40	50	100	Very High
8	35	50	100	Very High
9	35	50	100	Very High
10	35	45	67	High
11	30	45	75	High
12	30	45	75	High
13	30	45	75	High
14	35	50	100	Very High
15	30	45	75	High
16	30	45	75	High
17	35	50	100	Very High
18	30	45	75	High
19	40	50	100	Very High
20	35	45	67	High
21	40	45	50	Moderate
22	30	45	75	High
23	30	45	75	High
24	20	30	33	Moderate
25	20	40	67	High
26	25	35	40	Moderate
27	30	45	75	High
28	30	35	25	Low
29	35	40	33	Moderate
30	15	35	57	High
31	25	40	60	High
32	20	40	67	High
Total Average	31.72	44.38	73	High

Table Appendix 4.19 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 1 (Searching for definitions of words and phrases)

No.	Pretest Score of Section 2 of Dimension 1	Posttest Score of Section 2 of Dimension 1	Relative Developmental Score of Section 2 of Dimension 1	Development Level of Section 2 of Dimension 1
1	15	20	100	Very High
2	15	20	100	Very High
3	10	20	100	Very High
4	10	20	100	Very High
5	5	15	67	High
6	15	20	100	Very High
7	10	20	100	Very High
8	15	20	100	Very High
9	15	20	100	Very High
10	5	15	67	High
11	10	20	100	Very High
12	10	20	100	Very High
13	15	20	100	Very High
14	15	20	100	Very High
15	10	20	100	Very High
16	10	20	100	Very High
17	5	15	67	High
18	10	20	100	Very High
19	5	15	67	High
20	5	15	67	High
21	10	20	100	Very High
22	10	20	100	Very High
23	10	15	50	Moderate
24	10	20	100	Very High
25	10	15	50	High
26	10	20	100	Very High
27	10	20	100	Very High
28	5	15	67	High
29	10	20	100	Very High
30	15	20	100	Very High
31	15	20	100	Very High
32	10	15	50	Moderate
Total Average	10.47	18.59	89	Very High

Table Appendix 4.21 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 1 (Identifying the setting of the story)

No.	Pretest Score of Section 3 of Dimension 1	Posttest Score of Section 3 of Dimension 1	Relative Developmental Score of Section 3 of Dimension 1	Development Level of Section 3 of Dimension 1
1	25	30	100	Very High
2	25	30	100	Very High
3	25	30	100	Very High
4	20	30	100	Very High
5	20	30	100	Very High
6	25	30	100	Very High
7	25	30	100	Very High
8	25	30	100	Very High
9	20	30	100	Very High
10	20	30	100	Very High
11	20	30	100	Very High
12	20	30	100	Very High
13	25	30	100	Very High
14	25	30	100	Very High
15	15	25	67	High
16	20	30	100	Very High
17	25	30	100	Very High
18	20	25	50	Moderate
19	25	30	100	Very High
20	25	30	100	Very High
21	25	30	100	Very High
22	15	30	100	Very High
23	25	30	100	Very High
24	25	30	100	Very High
25	20	30	100	Very High
26	20	25	50	Moderate
27	20	30	100	Very High
28	25	30	100	Very High
29	15	30	100	Very High
30	25	30	100	Very High
31	20	25	50	Moderate
32	20	30	100	Very High
Total Average	22.03	29.38	94	Very High

Table Appendix 4.23 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Dimension 2 (Make Straightforward Inferences)

No.	Pretest Score of Dimension 2	Posttest Score of Dimension 2	Relative Developmental Score of Dimension 2	Development Level of Dimension 2
1	70	100	100	Very High
2	75	95	80	Very High
3	70	90	67	High
4	90	100	100	Very High
5	60	85	63	High
6	60	75	38	Moderate
7	55	85	67	High
8	60	95	88	Very High
9	65	95	86	Very High
10	60	90	75	High
11	50	85	70	High
12	65	90	71	High
13	65	95	86	Very High
14	70	95	83	Very High
15	60	95	88	Very High
16	65	95	86	Very High
17	70	95	83	Very High
18	50	80	60	High
19	55	85	67	High
20	60	90	75	High
21	55	85	67	High
22	50	85	70	High
23	60	85	63	High
24	50	90	80	Very High
25	50	85	70	High
26	60	85	63	High
27	55	80	56	High
28	55	90	78	Very High
29	40	80	67	High
30	70	90	67	High
31	50	85	70	High
32	55	80	56	High
Total Average	60.16	88.59	73	High

Table Appendix 4.25 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 2 (Make inferences about ideas or information not explicitly stated)

No.	Pretest Score of Section 1 of Dimension 2	Posttest Score of Section 1 of Dimension 2	Relative Developmental Score of Section 1 of Dimension 2	Development Level of Section 1 of Dimension 2
1	40	60	100	Very High
2	45	55	67	High
3	45	55	67	High
4	55	60	100	Very High
5	35	55	80	Very High
6	35	45	40	Moderate
7	30	50	67	High
8	35	60	100	Very High
9	40	55	75	High
10	30	50	67	High
11	30	55	83	Very High
12	40	55	75	High
13	35	55	80	Very High
14	50	60	100	Very High
15	30	55	83	Very High
16	40	55	75	High
17	40	55	75	High
18	25	45	57	High
19	40	55	75	High
20	35	55	80	Very High
21	35	50	60	High
22	30	50	67	High
23	35	50	60	High
24	20	50	75	High
25	15	45	67	High
26	35	50	60	High
27	30	50	67	High
28	20	50	75	High
29	25	50	71	High
30	40	50	50	Moderate
31	20	45	63	High
32	35	45	40	Moderate
Total Average	34.22	52.34	72	High

Table Appendix 4.27 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 2 (Giving the reason for a character's action)

No.	Pretest Score of Section 2 of Dimension 2	Posttest Score of Section 2 of Dimension 2	Relative Developmental Score of Section 2 of Dimension 2	Development Level of Section 2 of Dimension 2
1	30	40	100	Very High
2	30	40	100	Very High
3	25	35	67	High
4	35	40	100	Very High
5	25	30	33	Moderate
6	25	30	33	Moderate
7	25	35	67	High
8	25	35	67	High
9	25	40	100	Very High
10	30	40	100	Very High
11	20	30	50	Moderate
12	25	35	67	High
13	30	40	100	Very High
14	20	35	75	High
15	30	40	100	Very High
16	25	40	100	Very High
17	30	40	100	Very High
18	25	35	67	High
19	15	30	60	High
20	25	35	67	High
21	20	35	75	High
22	20	35	75	High
23	25	35	67	High
24	30	40	100	Very High
25	35	40	100	Very High
26	25	35	67	High
27	25	30	33	Moderate
28	35	40	100	Very High
29	15	30	60	High
30	30	40	100	Very High
31	30	40	100	Very High
32	20	35	75	High
Total Average	25.94	36.25	78	Very High

Table Appendix 4.29 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Dimension 3 (Interpret and integrate ideas and information)

No.	Pretest Score of Dimension 3	Posttest Score of Dimension 3	Relative Developmental Score of Dimension 3	Development Level of Dimension 3
1	80	100	100	Very High
2	70	90	67	High
3	75	95	80	Very High
4	70	95	83	Very High
5	75	95	80	Very High
6	85	100	100	Very High
7	70	95	83	Very High
8	80	100	100	Very High
9	75	95	80	Very High
10	65	90	71	High
11	65	90	71	High
12	60	95	88	Very High
13	60	90	75	High
14	65	95	86	Very High
15	70	95	83	Very High
16	60	95	88	Very High
17	60	95	88	Very High
18	55	90	78	Very High
19	60	90	75	High
20	55	90	78	Very High
21	65	90	71	High
22	45	85	73	High
23	50	85	70	High
24	60	85	63	High
25	50	90	80	Very High
26	60	95	88	Very High
27	60	85	63	High
28	50	90	80	Very High
29	55	80	56	High
30	60	90	75	High
31	60	75	38	Moderate
32	55	75	44	Moderate
Total Average	63.28	90.78	77	Very High

Table Appendix 4.31 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section1 Dimension 3 (Interpret and integrate ideas and information)

No.	Pretest Score of Section 1 of Dimension 3	Posttest Score of Section 1 of Dimension 3	Relative Developmental Score of Section 1 of Dimension 3	Development Level of Section 1 of Dimension 3
1	40	50	100	Very High
2	40	45	50	Moderate
3	35	45	67	High
4	45	50	100	Very High
5	40	50	100	Very High
6	45	50	100	Very High
7	30	45	75	High
8	45	50	100	Very High
9	35	45	67	High
10	35	45	67	High
11	45	50	100	Very High
12	30	45	75	High
13	35	45	67	High
14	35	50	100	Very High
15	40	50	100	Very High
16	35	50	100	Very High
17	35	45	67	High
18	35	50	100	Very High
19	35	45	67	High
20	35	45	67	High
21	35	45	67	High
22	25	40	60	High
23	30	45	75	High
24	25	40	60	High
25	30	45	75	High
26	40	50	100	Very High
27	40	45	50	Moderate
28	30	45	75	High
29	25	35	40	Moderate
30	35	50	100	Very High
31	40	45	50	Moderate
32	35	40	33	Moderate
Total Average	35.63	46.09	77	Very High

Table Appendix 4.33 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 3 (Interpret and integrate text information)

No.	Pretest Score of Section 2 of Dimension 3	Posttest Score of Section 2 of Dimension 3	Relative Developmental Score of Section 2 of Dimension 3	Development Level of Section 2 of Dimension 3
1	10	15	100	Very High
2	10	15	100	Very High
3	10	15	100	Very High
4	10	15	100	Very High
5	5	10	50	Moderate
6	10	15	100	Very High
7	10	15	100	Very High
8	10	15	100	Very High
9	10	15	100	Very High
10	10	15	100	Very High
11	10	15	100	Very High
12	5	15	100	Very High
13	10	15	100	Very High
14	10	15	100	Very High
15	5	10	50	Moderate
16	10	15	100	Very High
17	10	15	100	Very High
18	5	10	50	Moderate
19	5	15	100	Very High
20	5	15	100	Very High
21	10	15	100	Very High
22	10	15	100	Very High
23	10	15	100	Very High
24	10	15	100	Very High
25	5	10	50	Moderate
26	10	15	100	Very High
27	10	15	100	Very High
28	5	15	100	Very High
29	10	15	100	Very High
30	5	15	100	Very High
31	10	15	100	Very High
32	10	15	100	Very High
Total Average	8.59	14.38	94	Very High

Table Appendix 4.35 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 3 (Comparing and contrasting information presented within text)

No.	Pretest Score of Section 3 of Dimension 3	Posttest Score of Section 3 of Dimension 3	Relative Developmental Score of Section 3 of Dimension 3	Development Level of Section 3 of Dimension 3
1	30	35	100	Very High
2	20	30	67	High
3	30	35	100	Very High
4	15	30	75	High
5	30	35	100	Very High
6	30	35	100	Very High
7	30	35	100	Very High
8	25	35	100	Very High
9	30	35	100	Very High
10	20	30	67	High
11	10	25	60	High
12	25	35	100	Very High
13	15	30	75	High
14	20	30	67	High
15	25	35	100	Very High
16	15	30	75	High
17	15	35	100	Very High
18	15	30	75	High
19	20	30	67	High
20	15	30	75	High
21	20	30	67	High
22	10	30	80	Very High
23	10	25	60	High
24	25	30	50	High
25	15	35	100	Very High
26	10	30	80	Very High
27	10	25	60	High
28	15	30	75	High
29	20	30	67	High
30	20	25	33	Moderate
31	10	15	20	Low
32	10	20	40	Moderate
Total Average	19.06	30.31	76	Very High

Table Appendix 4.37 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Dimension 4 (Evaluate and critique content and textual elements)

No.	Pretest Score of Dimension 4	Posttest Score of Dimension 4	Relative Developmental Score of Dimension 4	Development Level of Dimension 4
1	80	100	100	Very High
2	75	100	100	Very High
3	80	100	100	Very High
4	60	95	88	Very High
5	80	100	100	Very High
6	70	95	83	Very High
7	75	95	80	Very High
8	60	90	75	High
9	70	100	100	Very High
10	70	100	100	Very High
11	60	95	88	Very High
12	70	90	67	High
13	75	100	100	Very High
14	70	95	83	Very High
15	65	95	86	Very High
16	65	95	86	Very High
17	65	95	86	Very High
18	80	100	100	Very High
19	70	100	100	Very High
20	55	90	78	Very High
21	55	85	67	High
22	60	95	88	Very High
23	65	95	86	Very High
24	50	85	70	High
25	60	90	75	High
26	60	95	88	Very High
27	50	80	60	High
28	55	85	67	High
29	60	90	75	High
30	45	85	73	High
31	50	80	60	High
32	45	70	45	Moderate
Total Average	64.06	92.66	83	Very High

Table Appendix 4.39 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 1 of Dimension 4 (Evaluating and critiquing the title or sub-title of the text)

No.	Pretest Score of Section 1 of Dimension 4	Posttest Score of Section 1 of Dimension 4	Relative Developmental Score of Section 1 of Dimension 4	Development Level of Section 1 of Dimension 4
1	10	15	100	Very High
2	10	15	100	Very High
3	10	15	100	Very High
4	5	15	100	Very High
5	10	15	100	Very High
6	10	15	100	Very High
7	10	15	100	Very High
8	0	10	67	High
9	5	15	100	Very High
10	5	15	100	Very High
11	5	15	100	Very High
12	10	15	100	Very High
13	10	15	100	Very High
14	10	15	100	Very High
15	5	15	100	Very High
16	0	10	67	High
17	10	15	100	Very High
18	10	15	100	Very High
19	5	15	100	Very High
20	0	10	67	High
21	10	15	100	Very High
22	10	15	100	Very High
23	10	15	100	Very High
24	5	15	100	Very High
25	5	10	50	Moderate
26	5	15	100	Very High
27	5	10	50	Moderate
28	10	15	100	Very High
29	5	15	100	Very High
30	5	15	100	Very High
31	5	10	50	Moderate
32	0	5	33	Moderate
Total Average	6.72	13.75	90	Very High

Table Appendix 4.41 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 2 of Dimension 4 (Evaluating and critiquing the author's perspectives)

No.	Pretest Score of Section 2 of Dimension 4	Posttest Score of Section 2 of Dimension 4	Relative Developmental Score of Section 2 of Dimension 4	Development Level of Section 2 of Dimension 4
1	5	10	100	Very High
2	5	10	100	Very High
3	5	10	100	Very High
4	5	10	100	Very High
5	5	10	100	Very High
6	5	10	100	Very High
7	0	5	50	Moderate
8	5	10	100	Very High
9	5	10	100	Very High
10	5	10	100	Very High
11	5	10	100	Very High
12	5	10	100	Very High
13	5	10	100	Very High
14	5	10	100	Very High
15	5	10	100	Very High
16	5	10	100	Very High
17	5	10	100	Very High
18	5	10	100	Very High
19	5	10	100	Very High
20	0	10	100	Very High
21	5	10	100	Very High
22	5	10	100	Very High
23	5	10	100	Very High
24	0	5	50	Moderate
25	5	10	100	Very High
26	5	10	100	Very High
27	5	10	100	Very High
28	0	5	50	Moderate
29	5	10	100	Very High
30	5	10	100	Very High
31	5	10	100	Very High
32	5	10	100	Very High
Total Average	4.38	9.53	95	Very High

Table Appendix 4.43 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 3 of Dimension 4 (Evaluating and critiquing the content of the text)

No.	Pretest Score of Section 3 of Dimension 4	Posttest Score of Section 3 of Dimension 4	Relative Developmental Score of Section 3 of Dimension 4	Development Level of Section 3 of Dimension 4
1	15	20	100	Very High
2	15	20	100	Very High
3	15	20	100	Very High
4	15	20	100	Very High
5	15	20	100	Very High
6	15	20	100	Very High
7	15	20	100	Very High
8	15	20	100	Very High
9	15	20	100	Very High
10	10	20	100	Very High
11	10	20	100	Very High
12	15	20	100	Very High
13	15	20	100	Very High
14	10	15	50	Moderate
15	15	20	100	Very High
16	15	20	100	Very High
17	5	15	67	High
18	15	20	100	Very High
19	10	20	100	Very High
20	15	20	100	Very High
21	10	15	50	Moderate
22	15	20	100	Very High
23	15	20	100	Very High
24	10	20	100	Very High
25	10	20	100	Very High
26	10	20	100	Very High
27	5	10	33	Moderate
28	15	20	100	Very High
29	5	15	67	High
30	10	15	50	Moderate
31	10	15	50	Moderate
32	15	20	100	Very High
Total Average	12.50	18.75	90	Very High

Table Appendix 4.45 Relative developmental score of overall individual undergraduate students' Chinese culture English reading ability of Section 4 of Dimension 4 (Evaluating and critiquing the writing of the text)

No.	Pretest Score of Section 4 of Dimension 4	Posttest Score of Section 4 of Dimension 4	Relative Developmental Score of Section 4 of Dimension 4	Development Level of Section 4 of Dimension 4
1	50	55	100	Very High
2	45	55	100	Very High
3	50	55	100	Very High
4	35	50	75	High
5	50	55	100	Very High
6	40	50	67	High
7	50	55	100	Very High
8	40	50	67	High
9	45	55	100	Very High
10	50	55	100	Very High
11	40	50	67	High
12	40	45	33	Moderate
13	45	55	100	Very High
14	45	55	100	Very High
15	40	50	67	High
16	45	55	100	Very High
17	45	55	100	Very High
18	50	55	100	Very High
19	50	55	100	Very High
20	40	50	67	High
21	30	45	60	High
22	30	50	80	Very High
23	35	50	75	High
24	35	45	50	Moderate
25	40	50	67	High
26	40	50	67	High
27	35	50	75	High
28	30	45	60	High
29	45	50	50	Moderate
30	25	45	67	High
31	30	45	60	High
32	25	35	33	Moderate
Total Average	40.47	50.63	78	Very High

Appendix E

Certificate of English

**BS
RU** BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

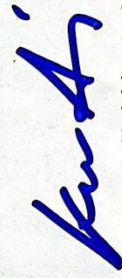
This is to certify that

Mrs. Wang Beiyan

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 22nd August 2021



(Assistant Professor Dr Kulirin Aphiratvoradej)

Director



Appendix F

The Document for Acceptance Research

ที่ อว.๖๕๐๑.๑๑/ ๒๖๗๗



คณะศึกษาศาสตร์
มหาวิทยาลัยเกษตรศาสตร์
๕๐ ถนนงามวงศ์วาน จตุจักร
กรุงเทพมหานคร ๑๐๙๐๐

๘ ธันวาคม ๒๕๖๖

เรื่อง ยินยอนการตีพิมพ์บทความในวารสารศึกษาศาสตร์ปริทัศน์

เรียน คุณ Wang Beiyan , Assistant Professor Dr.Wapee Kong-In, Associate Professor
Dr.Areewan Iamsa-ard และ Assistant Professor Dr.Suriya Phankosol

ตามที่ท่านได้ส่งบทความเรื่อง “Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students” เพื่อ
ลงตีพิมพ์ในวารสารศึกษาศาสตร์ปริทัศน์ กองจัดการวารสารศึกษาศาสตร์ปริทัศน์คณะศึกษาศาสตร์
มหาวิทยาลัยเกษตรศาสตร์ ขอแจ้งให้ท่านทราบว่าบทความของท่านได้รับการพิจารณาให้ลงตีพิมพ์ในวารสาร
ศึกษาศาสตร์ปริทัศน์ ปีที่ ๓๙ ฉบับที่ ๑ เดือน มกราคม - เมษายน ๒๕๖๗

ขอแสดงความนับถือ

จิตตินันท์ บุณยสิริสกุล

(รองศาสตราจารย์ ดร.จิตตินันท์ บุณยสิริสกุล)
บรรณาธิการวารสารศึกษาศาสตร์ปริทัศน์

วารสารฯ

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