PROMOTING ENGLISH LANGUAGE AND CRITICAL THINKING SKILLS THROUGH THE ENGLISH-FOR-THAI TAXI DRIVERS PROJECT

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ABSTRACT

English language ability and critical thinking skills are two competencies considered necessary for the 21st century and Thailand's national development. However, Thai education in general has not been successful in developing these two competencies in Thai students. Hence, various efforts and interventions have been made to address these challenges. This study reflects an effort to address the two challenging competencies. It aims to promote Thai university students' English language learning and critical thinking skills through project-based instruction. In this classroom research, a total of 31 students participated in the English-for-Taxi Drivers Project as part of an elective course on cross-cultural communication at an urban university in Bangkok. The project entailed data collection and service learning. This semester-long project started in September and lasted until November 2017. After the project, the students were asked to reflect on their learning experience by answering the questionnaires. Results showed that the majority of the students had positive attitudes towards the project, agreeing that the project has developed their cognitive as well as soft skills. In addition to English language skills, several dimensions of the projects, such as task complexity and demand for cooperation and human relation, have helped promote the students' critical thinking skills.

Keywords: project-based instruction, english language learning, critical thinking skills, service learning

Introduction

Critical thinking skills and English language skills are two domains needed for living and working in the 21st century. In Thailand, in particular, the latest ranking was still at a low level (English First, 2018), and the trend continues along this category (English First, 2022). This may impede Thailand's ambition to move itself out of the middle income trap under the Thailand 4.0 policy, which requires that Thai citizens work in higher-level skills and become competent in modern business. That's just one aspect of Thailand's challenge. A bigger challenge is the need to foster creativity and critical thinking skills. According to Sinlarat (2017), Thailand needs to overcome its obsession of consumerism. Thai education has a role to play. Rather than rote memorization and factual knowledge, it needs to develop Thai citizens' creativity and critical thinking skills if it seriously would like to move Thailand forward to an advanced society with higher income and sustainable development.

This study, albeit a simple and ordinary classroom investigation, was a significant one as it addressed four interrelated areas in education: (1) critical thinking skills, (2) English, (3) project -based instruction, and (4) service learning.

The significance of each of the mentioned areas is as follows:

Firstly, critical thinking skills have been recognized as an essential competency, considered part of the 21st century skills (P21.Org, 2017 and Lai & Viering 2012). The skills are necessary for living in the digital age (Hamada, 2018). These skills are related to problem-solving skills and are considered those that belong to the higher-order thinking skills (Bloom, 1959). However, they are not easy to conceptualize and cultivate, as traditional education often emphasizes factual learning and rote memorization.

As we can see, critical thinking skills are often defined and applied within specific contexts to address particular challenges or fields of study. This means that critical thinking is not a one-size-fits-all concept, but rather its application can vary depending on the context in which it is being utilized. For instance, critical thinking in the context of discourse studies, also known as Critical Discourse Analysis (CDA), focuses on analyzing and interpreting language use in social, political, or cultural contexts. As discussed earlier, the term 'critical thinking' has a broad sense of use. Critical thinking skills are vital for English language learning as they enable learners

to analyze texts, evaluate sources, synthesize information, infer meaning, reflect on their learning, and communicate effectively (D'Argenio, 2022).

Secondly, it is Thailand's effort to develop its citizens with English skills. English language skills hold significant importance in various countries, Thailand being no exception. As expected, Thailand has been trying hard to improve the quality of their English language instruction. The latest international assessment of Thailand's English language proficiency was not very satisfactory (English First, 2018). In the year 2022, five years down the road, the ranking of Thailand remained more or less the same. Thailand ranked 97th out of 111 countries and regions in the EF English Proficiency Index (EF EPI) 2022, a global ranking of English skills based on test results of 2.1 million adults who took the EF Standard English Test (EF SET), a free online test of English proficiency. Thailand scored 423 out of 800, which indicates a very low proficiency level. Moreover, Thailand also ranked 21st out of 24 countries and regions in Asia (EF Education First, 2022). This is not a statistic to be proud of. What can we do about it? One choice

is obvious. We have to find better ways to improve the instructional quality.

Thirdly, this study embraced the key elements of project-based instruction. Project-based learning can help students develop transferable skills that are in high demand in the workplace, such as problem-solving, collaboration, and creativity. Previous research showed that, in addition to promoting critical thinking skills, it promotes active engagement and participation, allowing learners to immerse themselves in meaningful and authentic tasks (Thadphoothon, 2006).

Lastly, service learning plays a role in reflective and active pedagogy. It certainly is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Learn and Serve America National Service Learning Clearinghouse).

The project presented in this study is called *English for Thai Taxi Drivers Project,* which was an attempt to incorporate key elements in project-based instruction in ELT with service learning, an effort to promote the students' two important skills: English and critical thinking skills.

Definitions

English for Thai Taxi Drivers Project refers to the assignments in Cross-cultural Communication (EN 381), requiring that students work in small groups (3-4) investigating Thai taxi drivers' cross-cultural communication experience, preparing lessons for the booklet and audio file accompanying the booklet. The assignment also entails the introduction of the lessons (10 lessons) to the taxi drivers.

English Language skills are the skills associated with communication using the English language. In this study, the skills are related to their oral presentation, report, and production of the booklet.

Critical thinking skills refer to the skills related to the use of good reasons in an argument. They also entail one's ability to solve the problems, to investigate the causes of the problems and the reasons to support the decisions.

Taxi drivers refer to Thai taxi drivers under the study.

Research questions

The aims were to promote the students' English language skills and critical thinking skills through the use of a project-based instruction.

Three research questions were asked as follows:

1) Did the English-for-taxi-drivers project promote the students' English language skills? How did it do so?

2) Did the project promote the students' critical thinking skills, and how?

3) What were the students' attitudes towards the *English for Thai Taxi Drivers Project*?

Literature Review

Critical thinking skills have been regarded as one of the higher-order thinking skills. According to Bloom (1956), in the context of education, higher-order thinking skills are those that require learners to apply the knowledge and skills that they have learned, analyze the data, and make critical comments of texts and proposals.

It must be noted that the term 'critical thinking' itself is a broad term. In their book "The Palgrave Handbook of Critical Thinking in Higher Education'' (Davies & Barnett, 2015), the authors address the diverse aspects of critical thinking. They highlight critical thinking from three disciplines (1) as a set of skills, drawing upon Bloom's taxonomy, which provides

a framework for understanding the different levels of cognitive processes involved. From lower-order skills, such as remembering and understanding, to higher-order skills, such as analyzing, evaluating, and creating, this taxonomy enables educators to develop instructional strategies that target specific levels of critical thinking. Secondly (2), the two authors emphasize the philosophical approach to critical thinking, viewing it as a logical discipline that explores reasoning, argumentation, and the evaluation of evidence. Lastly (3), critical thinking is discussed as a disposition, reflecting an individual's inclination and attitude toward engaging in reflective and analytical thinking.

Critical Thinking in Language Learning has been investigated by Thadphoothon (2005) in his doctoral thesis titled "Promoting critical thinking in language learning through computer-mediated collaborative learning: a preliminary investigation". He proposed a framework for conceptualizing critical thinking in language learning. Under the framework, a learning environment where collaborative learning and network technology were combined – known as Computer-mediated Collaborative Learning (CMCL) - was set up. The main aim was to study the potential of the learning environment in promoting critical thinking (CT) in language learning. Critical thinking in language learning was conceptualized as having three aspects: (1) communication, (2) reasoning, and (3) self-reflection.

Ways to promote critical thinking skills and language skills

Thinking needs a medium. One can only judge or witness thinking behavior through language, verbally with words and/or non-verbally with gestures or signs (known as overt behavior). We think through language. "Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied." (Chomsky, 1975, p. 4). The following are ways to promote thinking and language skills.

Direct instruction

Direct instruction is when logic and good reasoning are taught in classrooms. Under the umbrella of the so-called informal logic movement (Stanford Encyclopedia of Philosophy, 2017), several topics are instructed, namely, "inference, the nature of argument; criteria for argument evaluation; argument schemes; fallacies; deductive, inductive, and conductive models of inference; rhetorical and dialectical

approaches to argument". In colleges, courses on informal logic are offered as foundation courses.

Using projects

Project-Based Learning (PBL) is a learner-centered approach that fosters student engagement and critical thinking by involving them in long-term projects relevant to their interests and the real world. PBL, in general, encompasses a central topic (e,g, English skills of Thai taxi drivers), access to information, collaboration opportunities, and a final product. The teacher acts as a facilitator (providing support) while students drive the project through their research and experiences. PBL promotes deeper learning, increased engagement, and the development of 21st century skills such as problem solving and collaboration. Furthermore, it enables students to connect their learning to real-world issues, enhancing their sense of relevance and connection (Bilsborough, n.d.).

Thadphoothon (2006) proposed a framework for computer-mediated collaborative learning and its connection to critical thinking in language learning. The framework is centered around the concepts of awareness, autonomy, and achievement proposed by Lian (1993). The paper argues that computer-mediated collaborative learning necessitates a high level of learner autonomy. Additionally, it asserts that critical thinking in language learning can only take place once learners are aware of the critical elements in language learning. The framework opposes the practice of grouping learners for collaborative work towards a common goal, instead emphasizing individual control over learning and the emergence of needs during real-life engagement. The author also suggests positive roles for teachers within this framework.

According to Schuetz (2018), project-based learning is "more than just projects". He cites the Buck Institute for Education (BIE), which explains that "with PBL students, investigate and respond to an authentic, engaging, and complex problem, or challenge" with deep and sustained attention."

Through Undertaking Service Learning

Service-learning is a teaching method that pairs academic instruction with community service. It is designed to enrich students' academic learning, interpersonal skills, and sense of responsibility, while also making a meaningful contribution

to the community (Bassi, 2021). Bohlander (2010) enhanced critical thinking through service-learning as a consultative process. It was found that using a consultative process involving pre-entry, entry, diagnosis, implementation, and disengagement, along with effective reflection assignments, enhances service-learning for third-year college students. This approach intensifies critical thinking development and enhances application of academic and theoretical material to service-learning. It also persuades students to actively observe, question, and learn, and to display higher-level thinking, make civic connections, and change their perspectives.

Through debates and Discussions

Debate is a valuable skill that can benefit students in many ways. It can help them develop critical thinking, communication, and confidence skills. It can also help them learn about different perspectives, develop a deeper understanding of complex issues, become more creative and innovative in thinking, and build strong relationships with their peers. The skill also helps prepare them for a career in law, politics, or any other field where communication and persuasion are essential skills.

In a study conducted by Wongudomsin (2018) at Sakon Nakhon Rajabhat University, a debate and discussion class was implemented to enhance the moral reasoning skills of third-year students. The findings indicated that incorporating debate and discussion methods in the classroom improved students' ability to express their opinions and provide moral justifications. The study involved a group of 30 English major students at the third-year level. This preliminary study showed that debate could be an effective way to help develop students' critical thinking skills.

Method

Participants

The recording was done on June 26, 2017. Thirty-one students participated in the English-for-Taxi Drivers Project as part of an elective course on cross-cultural communication at an urban university in Bangkok. The project was based on the conceptual model presented below.
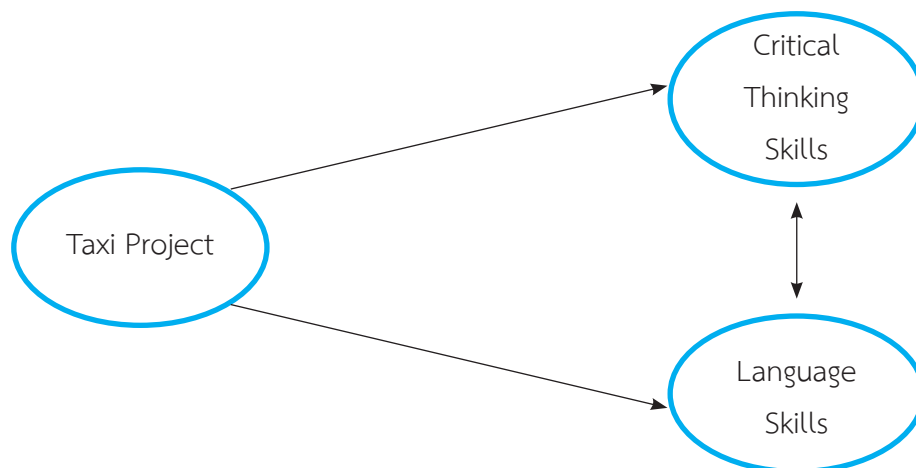
Conceptual Model

Figure 1 Conceptual Model

The taxi project is designed with the aim of creating an environment for the students to develop their cross-cultural communication competence, English language skills, and critical thinking abilities. Through this project, the students are given the opportunity to interact with taxi drivers from various backgrounds and cultures, which can help them to understand the differences and similarities between cultures, and enable them to communicate more effectively with people from diverse backgrounds.

The project provides an avenue for the students to practice their English language skills, as they will need to communicate with the taxi drivers in English. This will help them to develop their language proficiency, and enhance their ability to express their ideas and thoughts effectively.

Moreover, the project will also require the students to think critically about the issues and challenges faced by the taxi drivers, as well as the various factors that impact the taxi industry. By engaging in critical thinking, the students can develop their analytical and problem-solving skills, which are valuable skills in any field of work.

The taxi project offers a unique learning opportunity for the students to develop their cross-cultural communication competence, language skills, and critical thinking abilities, which can help them to become

more effective communicators and professionals in their future careers.

In short, it was expected that the taxi project would provide students' conditions and opportunities to develop their cross-cultural communication competence, English language skills, and critical thinking skills.

Description of the taxi project

The project entailed a myriad of instructional activities lasting for three months. It was an integral part of the course. The students were informed about the project of two phases: the research phase and the service learning one. Below are the stages of the project.

In the first phase, involved an overview of the project, setting the foundation for the subsequent activities. In the second stage, students prepared interview questions, honing their language skills and critical thinking abilities. The third stage spanned over a week. Students conducted interviews with five taxi drivers, providing students with firsthand language practice and insights into real-life contexts. Following the interviews, the fourth stage required that students made oral presentations of the findings plus discussions. This promoted effective communication and analysis of the collected data. Finally, in the last stage, students spent a week

Stages in Phase 1: Research

Stages	Time	Activity
1		Overview of the project
2		Preparation of interview questions
3	One week	Interviews of five taxi drivers
4	1 hour and a half	Presentation of the findings + Discussions
5	A week	Report writing and report submissions

writing reports based on their research and submitted them, showcasing their language proficiency and ability to synthesize information.

Stages in Phase 2: Service learning

stage, discussions and lessons learned from the service provision experience are conducted over a duration of an hour and a half, done in the classroom. And in the last stage, students spend a week writing reports and submitting

Stages	Time	Activity
1		Class discussions
2		Preparation of scripts & Recording + Compiling of booklets
3	One week	Service providing week
4	1 hour and a half	Discussions + Lessons learned
5	A week	Report writing and report submissions

In phase 2, the students engaged in classroom discussions, serving as a platform for interactive communication and the exchange of ideas. Following that, in the second stage, students engaged in script preparation, recording, and compilation of booklets, enabling them to enhance their language skills through practical application. Then it is the third stage which spans a week dedicated to providing services, allowing students to apply their language abilities in real-world scenarios. In the subsequent

them, consolidating their language proficiency and report-writing skills.

Research Tools

The tools consisted of questionnaires.

Findings

The Cronbach Alpha index is as high as .90, suggesting that the scale is reliable.

Male and female student participants did not differ in terms of their attitudes toward the English-for-Thai- Taxi Drivers project.

Table 1: Basic data

		Frequency	Percent
Gender	Female	22	71.00
	Male	9	29.00
	Total	31	100
Program	English	25	80.60
	English	6	19.40
	Total	31	100
Year	3rd	23	74.20
	4th	8	25.80
	Total	31	100

Table shows the general characteristics of the students. Of the total 31 students, 22 of them (71%) were female. The majority of them were English majors (80.60%). Most were third year students (74.20%).

Table 2 Students' responses to the questionnaires

Item	N	Mean	Standard Deviation
1. The project helps develop my cross-cultural communication skills.	31	4.22	.92
2. The project helps develop my English language skills.	31	4.16	.73
3. The project helps me to better understand the cross-cultural communication challenges of Thai taxi drivers.	31	4.61	.49
4. The project helps develop my teamwork skills.	31	4.48	.56
5. The project helps develop my analytical skills.	31	4.29	.64
6. The project helps develop my creativity.	31	4.29	.78
7. The project helps develop my application skills.	31	4.45	.62
8. The project is useful for society.	31	4.70	.46
9. I feel proud to be part of the project.	31	4.51	.88
10. The project, to be successfully implemented, requires perseverance and effort.	31	4.64	.48
Average	31	4.49	0.52

It was found that the majority of the students said that the project helped develop their cross-cultural communication skills, English language skills, and more importantly, cross-cultural communication challenges of Thai taxi drivers.

Lessons Learned from the Project

Table 3

Topic	Frequency	Percent
Challenges and problems of the taxi drivers	13	25.49
Most Thai taxi drivers could not speak English well / lack communication skills	11	21.56
Working as a team / Experience from working in a team and as a team	4	7.84
Meeting an acquaintance – a taxi driver/ learn about their lives	4	7.84
An opportunity to help others / learning how to give	4	7.84
Taxi drivers really need the booklet / help	3	5.88
Time management	3	5.88
There are good taxi drivers and bad taxi drivers.	2	3.92
How taxi drivers solve their language problems and provide good service	2	3.92
Some taxi drivers are not open to new things.	1	1.96
Learning about new technologies e.g. using QR codes	1	1.96
The need to get things done.	1	1.96
Kindness and the power of working together	1	1.96
Taxi driving is hard work.	1	1.96
Thais have potential to develop themselves.	1	1.96
Total	51	100

The students under the study had learned that most Thai taxi drivers had faced challenges and problems in their job.. They discovered that most Thai taxi drivers struggled with speaking English fluently and lacked communication skills. Through working as a team, the students gained valuable experience and developed their teamwork abilities. Additionally, by meeting an acquaintance who was a taxi driver, they had the opportunity to learn about their lives and the realities of their profession. This project also provided the students with a meaningful opportunity to help others and learn the importance of giving back. They did not just learn English.

Challenges and problems

Following are the problems and challenges encountered by the students:

Issues	Frequency	Percent
Some taxi drivers were uncooperative.	10	24.39
Finding the taxi drivers who were free	6	14.63%
Working as a team (different opinions)	4	9.76%
Time consuming	4	9.76%
Traffic jams	3	7.32%
Too much homework	2	4.88%
Some taxi drivers mistook us for direct sellers.	1	2.44%
Taxi drivers are busy.	2	4.88%
Hot weather	3	7.32%
Time management	2	2.44%
Not enough time	3	7.32%
Writing a report in English	1	2.44%
Total	41	100%

The presented table displays the results of a survey conducted to gather information on various challenges encountered by students during a taxi project. The table lists a range of topics, including uncooperative taxi drivers, time constraints, traffic jams, and communication issues, among others. As evident from the table, the most frequently cited challenge was uncooperative taxi drivers, with 24.39% of respondents highlighting this issue. In contrast, finding available taxi drivers was mentioned by 14.63% of respondents. The remaining topics were mentioned by a smaller percentage of students, with hot weather, time management, and not having enough time being cited by 7.32% of respondents each.

The findings suggest that the taxi project faced a number of difficulties, including issues related to communication, teamwork, and time management. In addition, the results indicate that the perception and behavior of taxi drivers played a crucial role in determining the success of the project.

Overall, the table provides valuable insights into the challenges faced by students during the taxi project, highlighting the need for effective planning and communication

to overcome these obstacles. The findings may be useful for future projects in the same or similar fields and may help improve the efficiency and efficacy of such initiatives. One of the challenges faced was the behavior of certain taxi drivers. According to a student participant, some drivers failed to comprehend the purpose of the project and were uncooperative as a result.

Another hurdle was the requirement to work effectively both within and across teams. As one student explained, collaborating with individuals from different faculties proved difficult due to scheduling conflicts and differing levels of availability.

Time was also a significant constraint, as one student noted that there was simply not enough time to devote to the project. Communication within the team was also cited as a challenge. Some taxi drivers were initially hesitant to engage, creating a less than seamless introduction to the project. In addition, communication issues within the group presented further difficulties. Obtaining interviews and photographs was another obstacle, with some drivers declining to participate due to busy work schedules or other reasons.

Recommendations suggested by the students

Several students offered their suggestions regarding the project. One student expressed concern over the extensive paperwork involved, stating that the project was commendable but burdened by excessive paperwork. Others acknowledged the project's societal value and urged for its continuation, with one student noting its usefulness for taxi drivers in particular. However, a dissenting student objected to the project, citing similar initiatives already established by the government and suggesting that further efforts were unnecessary.

Discussions

The students had positive attitudes towards the project. They agreed that the project helped develop their cross-cultural communication as well as their English language skills.

Role of Support

In our study, students said they needed language as well as technical support. Support is crucial in project-based instruction. Thadphoothon (2006), for example, noted the crucial role of support in online project completion among international learners of English. Chong Min Cheong, Wing Sum Cheung (2008) maintained that students needed scaffolding in their efforts to express their thinking when they discussed online.

Critical Thinking Skills and Language Instruction

There are numerous techniques available to enhance students' thinking skills. In our situation, we assigned students to work on a project in small groups. They encountered various obstacles, which they had to overcome. Throughout the process, they gathered and analyzed data and presented their findings orally. Furthermore, they were obliged to provide educational assistance to actual Thai taxi drivers.

Critical thinking skills are essential for success in today's rapidly changing world, and language instruction can play a significant role in promoting the development of these skills. When learning a new language, students must engage in complex cognitive processes such as analysis, synthesis, and evaluation, which are critical components of critical thinking. Language instruction can also provide opportunities for students to engage in activities that promote higher-order thinking, such as debating, discussing, and analyzing texts.

Moreover, language instruction can help students develop the ability to communicate effectively, which is another critical aspect of critical thinking. Effective communication requires the ability to articulate ideas clearly and persuasively, to listen actively and critically, and to engage in meaningful dialogue with others. These skills are not only essential for success in academic and professional contexts but also for navigating the complex social and political landscape of the 21st century. In short, language instruction can play a vital role in promoting the development of critical thinking skills, which are essential for success in today's world. By engaging students in activities that promote higher-order thinking and effective communication, language instructors can help prepare their students for the challenges and opportunities of the 21st century.

Language Learning through Project-based Instruction

This research is one of the many studies and efforts to make a case for the use of project-based instruction, which has gained acceptance in several realms of education (e.g. Bytyqi, 2021), including ELT. Indeed, project-Based Learning (PBL) is a learner-centered approach that engages students in long-term projects relevant to their interests and the real world. PBL promotes deeper learning, critical thinking, and 21st century skills (Bilsborough, n.d.).

Our study found that projects undertaken by the students helped them to learn both English and encouraged them to think more critically about the issues in hand and in our case – the language, the learning and teaching of English, and the language and cultural challenges of Thai taxi drivers.

Cultivation of Empathy and Volunteer Spirit Development

In this study, many students felt proud that they could make good use of the language skills they have to do something good for the society. Cultivating empathy and volunteerism is a crucial aspect of personal and social development (Malone, 2020). Empathy involves the ability to understand and share the feelings of others, while volunteerism refers to the willingness to offer time, skills, and resources to help others without expecting anything in return. Developing these traits can not only benefit individuals personally but also contribute to the well-being of society as a whole. There are various ways in which empathy

and volunteerism can be cultivated, such as through education, community service, and social activities. For example, schools can incorporate empathy and volunteerism into their curricula by encouraging students to engage in community service projects and providing opportunities for them to learn about different cultures and perspectives.

Volunteerism can also be promoted through various social activities, such as fundraising events, charity drives, and volunteer fairs. Such activities can provide opportunities for individuals to engage in meaningful work, build relationships with others, and make a positive impact on their communities.

In short, cultivating empathy and volunteerism is crucial for personal and social development. By promoting these traits through education, community service, and social activities, individuals can contribute to the well-being of society and make a positive impact on the world around them.

Global Issues and ELT

Some scholars in ELT such as Alan Maley (2006) have lamented that ELT as a field lacks its content, and suggested ELT should help promote topics for common

goods. Similarly, Cates and Jacobs (2006) have called for an inclusion of global issues in ELT curriculums (Cates and Jacobs, 2006).

Global issues, such as climate change, poverty, and social justice, have become increasingly pressing in the 21st century. As a result, it is important to incorporate these issues into English Language Teaching (ELT) to prepare students for the challenges of the modern world.

Incorporating global issues into ELT can serve several purposes, such as improving students' language skills, increasing their awareness and understanding of global issues, and promoting critical thinking and problem-solving skills. By engaging with global issues, students can develop empathy, cultural awareness, and a sense of social responsibility.

There are various ways in which global issues can be incorporated into ELT, such as through reading and analyzing texts on current events, engaging in debates and discussions, and participating in service learning projects. By providing students with opportunities to engage with global issues, ELT can help prepare them to be responsible, engaged global citizens.

Incorporating global issues into ELT is crucial for preparing students to be responsible, engaged global citizens.

By promoting language skills, critical thinking, and social responsibility, ELT can play an important role in addressing the complex challenges of the modern world.

Conclusion and Recommendations

This study investigated an effort to enhance Thai university students' language learning and critical thinking skills, with the belief that the students' critical thinking is important for their language learning as well as their lives in modern days. It was designed to answer three questions: 1) Did the English-for-taxi-drivers project promote the students' English language skills? How did it do so?, 2) Did the project promote the students' critical thinking skills, and how?, and 3) What were the students' attitudes towards the *English for Thai Taxi Drivers Project*?

The challenges of developing English language and critical thinking skills among Thai students can be addressed through the use of project-based instruction and service learning. These approaches can help students to develop these skills by giving them opportunities to practice them in real-world contexts. Based on this research, it is encouraging to hear that the majority of the students had positive attitudes towards the project and felt that it had helped them develop both cognitive and soft skills. It is worth noting, however, that the success of this approach may depend on various factors, such as the quality of instruction, the level of support provided to students, and the relevance of the project to their interests and needs. Nonetheless, this study provides valuable insights into how project-based instruction and service learning can be used to promote English languageand critical thinking skills in the Thai context.

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