



# Integrating Task-Based Learning and ICT in Reading and Writing Classes in Hybrid Setting

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## ABSTRAK

Beberapa alat TIK dipilih sebagai media dalam mata kuliah membaca dan menulis, seperti Socrative untuk melatih dan menguji kosa kata, Google Form untuk melatih dan mengevaluasi kemampuan membaca, dan Writeabout untuk melatih kemampuan menulis siswa berdasarkan topik yang diberikan. Studi ini memeriksa praktik kelas dari kursus membaca dan menulis dalam pengaturan hybrid yang mengintegrasikan Pembelajaran Berbasis Tugas (TBL) dan Teknologi Informasi dan Komunikasi (TIK). Merupakan studi kasus dengan pendekatan kuantitatif. Proyek ini dilakukan di 6 kelas kursus membaca dan menulis yang terdiri dari 159 siswa secara total. Pengumpulan data dilakukan melalui observasi kelas, analisis nilai pretest dan posttest, dan analisis angket tentang umpan balik siswa. Skor pre-test dan post-test dianalisis menggunakan analisis statistik deskriptif, uji-t sampel berpasangan, dan analisis tingkat perubahan. Temuan menunjukkan bahwa guru mengintegrasikan TBL dan berbagai alat TIK untuk mencapai deskripsi dan tujuan kursus. Hasil dari ketiga analisis data tersebut menggambarkan peningkatan yang signifikan pada hasil belajar siswa. Kursus ini mendapat tanggapan positif dari siswa dengan 4,02 dari 5 (tingkat baik). Integrasi TBL dan TIK dalam kursus membaca dan menulis cukup besar dalam meningkatkan prestasi dan kesenangan siswa dalam pengaturan hybrid. Studi ini memberikan manfaat dari wawasan pengetahuan dan praktik bagi dosen membaca dan menulis untuk mengintegrasikan TBL dan ICT dalam pengajaran mereka khususnya dalam konteks hybrid..

## ABSTRACT

Several ICT tools are chosen as media in reading and writing courses, such as socrative for practicing and testing vocabulary, google form for practicing and evaluating reading ability, and writeabout for practicing students' writing skills based on given topics. The study analyze classroom practices of a reading and writing course in hybrid setting which integrated Task-Based Learning (TBL) and Information and Communication Technologies (ICT). It is a case study with quantitative approach. This project was done in 6 classes of reading and writing course consisted of 159 students in total. The data was gathered through classroom observation, pre-, and post-test scores analysis, and questionnaire analysis about students' feedback. The pre-and post-test scores were analyzed using descriptive statistical analysis, paired sample t-test, and changing level analysis. The findings indicated that teachers integrated TBL and various ICT tools to accomplish the course description and objectives. The result of those three data analyses described significant improvement in students' learning outcomes. The course received positive responses from the students with a 4.02 out of 5 (good level). The integration of TBL and ICT in a reading and writing course is considerable in enhancing students' achievement and enjoyment in hybrid setting. This study provided benefit from insight into the knowledge and practice for reading and writing lecturers to integrate TBL and ICT in their instruction particularly in hybrid context.

## 1. INTRODUCTION

The Thai government is aware of the English language's importance as the primary international language for global communication. The Ministry of Education of Thailand has initiated reformation of the education system through the National Education Act (NEA) and set up the Thai Qualifications Framework (TQF) for Higher Education as the guideline to upgrade the education quality and students' development. Further, the TQF is moving forward using the Common European Framework of Reference (CEFR) as the basis to evaluate English language proficiency in schools (Hiranburana et al., 2017; Sornkam et al., 2018). Therefore, the course design has to be changed in order to address learners' needs based on the new

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framework given. Then, the framework mentions that Thai teachers are suggested to use in-house built materials as a source of innovation and teaching ideas, which consider to language focus and level concerning the integration of local cultures in enhancing students' learning outcomes (Kanoksilapatham & Suranakkharin, 2018; Pratiwi et al., 2022; Todd & Keyuravong, 2004). Responding to the education changes, one university in Southern Thailand designs English language curriculum following the CEFR framework. The students are targeted to pass B1 level after finishing 6 English courses which should be taken once per term – general English course (1st term), speaking and listening course (2nd term), reading and writing course (3rd term), and 3 English for specific purposes based on students' major (4th to 6th term). The courses in 1st to 3rd term aim to develop students' English communicative skills to pass A2 level of the CEFR. The CEFR level is used as the basis to determine materials' themes and the list of vocabularies needed to be acquired by the students in each course.

Specifically in reading and writing course, which based on CEFR level 2, the main course objective is to improve students' reading and writing competence through a wide variety of academic materials and activities. Reading and writing skills are mixed into one course as reading can stimulate creative writing (Pratiwi & Waluyo, 2022; M. B. Ulla, 2019). Simultaneously, the course objectives point out studying various reading patterns and practicing to organize details in writing both paragraphs and essays. Several previous studies have shown that students' reading behaviour impacts the quality of their writing considerably, yet effective methods in reading and writing have to be implemented in managing students' learning outcomes (Ng et al., 2019; Yilmaz et al., 2020). Hence, teachers have to formulate specific methods and strategies to deliver the reading and writing course materials to achieve the course objective. Over decades, TBL is considered as the strongest version of Communicative Language Teaching (CLT), since it lays importance on developing learners' communicative competence, which is the primary goal of language teaching. The success of the application of TBL depends on the variety of language activities provided by classroom teachers, therefore, leads to discussions of selecting meaningful, appropriate tasks that can generate language activities and facilitate the development of communicative competence, thereby bringing more interest in the exploration of TBL (Richards, 2015; Waluyo, 2019a). During the COVID-19 outbreak, TBL has transformed in online setting which needs ICT tools as supporting system in facilitating students' learning. In EFL context, TBL is explored more in speaking and vocabulary skills (Daguay-James & Bulusan, 2020; Taka, 2019). Examining TBL practices in reading and writing course based on CEFR level in hybrid setting by integrating ICT tools on post-pandemic situation is still relatively new.

Reading is an essential skill for English Foreign Language (EFL) learners, especially in the university context. Besides the learners having to spend time reading, effective teaching instruction is another significant factor in improving students' reading skills (Li et al., 2020; Robinette, 2020). They can be sharpened when demonstrating how to apply specific reading strategies. Previous study implemented a set of reading strategies which have been convinced to be effective in improving students' speaking skills; those are predicting, visualizing, making connections, summarizing, questioning, and inferring (Küçükoğlu, 2013). Furthermore, other study proposed developmental goals in reading skills: promoting word recognition skills, building a large recognition vocabulary, practicing comprehension skills, building awareness of discourse structure, promoting strategic reading, developing motivation, and combining language learning with content learning (Grabe, 2014). Teacher's help could achieve those goals and encouragement to reach an adequate performance level. The length of the material that is appropriate with students' level and the topic familiarity with the students are the next factors that should be taken substantially in reading skills. This idea aligns with Grabe's idea about development goals in reading, which combines language learning with content learning (Kovács, 2018; Pratiwi & Ubaedillah, 2021). Although western-published English language textbooks play a crucial role in Thai EFL classroom, locally published textbooks or in-house built materials will be more suitable to correlate with learners' needs and associate with the course description and goal (Balinon & Batang, 2020; Umamah & Cahyono, 2020). In this study, the course coordinator has developed a student's textbook and a teacher guideline to be used in class to facilitate learners and teachers to achieve the course objectives.

Writing skill is challenging for EFL students as it proceeds stages in constructing text and needs more accuracy as it cannot be clarified. It requires knowledge or ideas of what to write and effectively develop those resources (Handayani et al., 2020; Lubis & Rahmawati, 2019). Those imply that giving effective strategy and sufficient familiar knowledge in reading class is proposed to create a successful writing class despite students' needs and levels. Previous study have confirmed that reading materials given to the students impacted writing ability, which can help teachers lessen students' writing anxiety (Cho & Krashen, 2019). The material plays an essential role in EFL writing classes because it mediates teachers and learners to achieve the course objectives (Queroda, 2018; Ubaedillah et al., 2021). Thus, the writing task should align with the material presented on the reading part as writing correlates

significantly with reading ability. Task-Based Learning (TBL), or in some other resources is called Task-Based Language Teaching (TBLT) helps learners naturally internalize language as the purpose of teaching is to provide them with the context (Hismanoglu & Hismanoglu, 2011; Mallia, 2017). Previous study found that TBL encouraged students' involvement and significantly improved their language ability and performance (Ruso & Üniversitesi, 2007). Thus, learners will have to experiment with the target language for communicative purposes, which allows them to be active and engaged in the lessons and integrate with ICT tools (Celik, 2017; Cole & Feng, 2015). In this study, integrating various ICT tools in class is strongly suggested to be blended with TBL.

Furthermore, in TBL, teachers play an essential role in preparing and supplying the task to increase learners' activity, guiding students' attention that results in a workplan and creating a learning atmosphere among learners (Shintani, 2011; Ubaedillah & Pratiwi, 2021). It has been observed that TBL increases the number of vocabulary acquisition, which contributes to the improvement of reading skills and significantly strengthens learners' writing skills. Although this method needs teacher guidance during its implementation, it received positive feedback from the learners, enhancing students' motivation to learn the language. Hence, integrating TBL and multiple ICT tools is expected to conform to course descriptions and objectives on reading and writing. In Thailand university context, several ICT tools are chosen as media in reading and writing courses, such as Socrative for practicing and testing vocabulary, Google Form for practicing and evaluating reading ability, and Write about for practicing students' writing skills based on given topics (Premana et al., 2021; Walker & Zheng, 2017). For additional material and fun activities, Kahoot! and Quizizz are offered in the textbook. Those ICT tools have proven to promote students' active learning and engage students' in EFL classroom both in offline and online setting (Reynolds & Taylor, 2020; Sabiri, 2019). By implementing the several ICT tools, the teachers have more choice in hybrid learning setting which are popular in post COVID-19 pandemic. The classroom flexibility would support students' autonomous learning as learning activities can be done outside the classroom and the supporting material can be accessed anywhere.

Socrative is an effective medium to engage students with the learning process. Using Socrative can help the students focus on the vocabulary list needed to be acquired to pass the course. Google Form stimulates an interactive learning environment in class (Iqbal et al., 2018; Shaban, 2017). It provides assessment tools in checkboxes, multiple-choice, short answer, and paragraph answers, appropriate for creating reading practice and evaluation. Write about application helps students be better writers through digital practice controlled in each class by the teacher. Teachers can give feedback through this application, so that students' development in writing ability can be managed. Kahoot! is claimed as a motivational game-based application that creates a fun and interactive atmosphere, so it is appropriate to be used as an additional and fun activity in class (Sabandar et al., 2018; Sivakumar, 2019). Since Quizizz is justified as a digital game learning that helps students be more fun and focused on the given topic, enrichment activity using this platform will be beneficial for engaging students' concentration and motivation in language learning (Hadi et al., 2020; Yanmei et al., 2018). On this basis, this study proposes to investigate the implementation of integrating TBL and ICT in reading and writing course. Specifically, the main objectives of this study are: 1) observing the classroom practices of integrating TBL and ICT in reading and writing course based on CEFR level in hybrid setting, 2) analysing students' learning outcomes after joining reading and writing course based on CEFR level, and 3) analysing students' feedback after joining the course in a term. The main point of this study is to describe the process of teaching and learning of reading and writing course which integrating TBL and ICT in hybrid context. This makes essential contribution on the course design setting of reading and writing course based on CEFR level in hybrid learning setting. In addition, the students' learning outcomes and feedback analysis reveal the benefits and drawbacks of the course design in students' reading and writing skills and students' engagement and enjoyment in learning English, then, promotes to students' autonomous learning outside the classroom.

## 2. METHODS

This study employed a case study one group pretest-posttest design. The course has 24 hours of credit in a term, which is divided into 12 weeks. The students must join a pre-test in the course's early meeting (not included in 24 hours credit) and end up with a post-test. The pre-test was conducted on the second week, while the post-test was after the course finished, the thirteenth week. The pre-test is to classify the level of the students resulting in the need for assistance or not. If only the students are categorized in level 1, they have to join the training station, which will help them acquire the course's vocabulary. At the end of the term, a post-test is administered to assess whether they have got through the course or not and determined their level of English ability. After finishing the teaching-learning process, the students' feedback on the questionnaire was gathered at the last meeting (12th week).

This study involved the first-year students of a Thai university, on the 3rd term of the academic year 2020/2021 who have passed the general English course on the 1st term and listening and speaking course on the 2nd term. Reading and writing course was taken by 159 students who were divided into six classes (three classes = 26 students and three classes = 27 students). They were young adults whose ages ranged 18 to 21 (female = 94; male = 65). During the teaching and learning process, the students were used laptops or mobile phone to connect to the university internet service. The data was gathered through class observation, pre-, and post-test scores, and collecting students' feedback through a questionnaire. The class observation was used to know the course implementation in integrating TBL and ICT reading and writing course design which based on CEFR level. The pre-test and post-test were used to find out students' learning outcome. The pre-and post-test content and test structure are on the same level on A2 and taken from the textbook materials. There were 60 questions in multiple-choice items (1 question = 1 point) and one essay question on writing 200-word text with a given topic (10 points). The total correct points were 70. Writing score criteria was used to mark students' writing result; it was modified from CEFR writing level description. The students' feedback on the course would be gathered through an open-ended questionnaire, and the course rating would be in the form of a 5-scale Likert questionnaire.

Descriptive qualitative data would be presented regarding the course design implementation, while quantitative data analysis on pre- and post-test using descriptive statistics analysis, paired sample t-test, and change level analysis would be done to find out students' learning outcomes on the reading and writing course. The data of descriptive qualitative and quantitative would be analyzed to know students' perspectives on this course. Then, the questionnaire results were tabulated to based on the percentage to reveal students' feedback on the reading and writing course design based on CEFR level which integrated TBL and ICT.

### 3. RESULT AND DISCUSSION

#### Results

The university board required all teachers on the reading and writing course to teach each class using the same method and applied the same ICT tools as written on the teacher's guideline. The teachers had to follow the steps presented in the book and facilitate students to achieve learning outcomes at each meeting. The class schedule and ICT tools applied were shown in [Table 1](#).

**Table 1.** ICT Implementation in English course

Week	Learning Outcome	ICT Tools Applied
1	Able to understand the Course Introduction Able to do Pre-test	Kahoot!
2	Able to identify keywords, skimming, and scanning	Socrative, Quizizz
3	Able to comprehend information from paragraph	Socrative, Kahoot!
4	Able to do Task 1: Reading Comprehension	Socrative, Google Form
5	Able to summarize information from a paragraph and create summary	Socrative, YouTube Video
6	Able to paraphrase information from paragraph	Socrative, YouTube Video, Google Doc
7	Able to do Task 2: Summarizing Reading Passage	Socrative, Google Form
8	Able to create an outline with a given topic	Socrative, YouTube Video, Google Doc
9	Able to develop the outline into a 5-paragraph essay	Socrative, YouTube Video, Kahoot!
10	Able to do Task 3: Writing a Text	Socrative, Google Form
11	Able to Review	Socrative, Writeabout
12	Able to do Task 4: Creating Blog Able to do Post-test	Writeabout, WordPress

#### **Classroom Observation on Teachers' Instruction**

The class was conducted in hybrid learning context, which meant that some of the students attending offline while others joined online through Zoom meeting platform. At the first meeting, the teacher entered the class and explained general and detailed reading and writing courses: class schedule, learning outcome, pre-and post-test, weekly activities, and others. A game as an ice breaker was provided on Kahoot! to make the class have a fun and interactive learning environment. At the end of the meeting, the teacher announced a pre-test schedule that would be held before the 2nd meeting the following week.

He also gave the students the 1st list of vocabularies consisted of 50 numbers that they had to acquire based on the meaning and the use of the sentences. There would be a vocabulary test in the early session of each meeting. At the next meeting, the class was started with a vocabulary test through Socrative application for 10 minutes. There were 20 questions based on the 1st list of vocabularies in the form of multiple-choice items. Finishing Socrative activity, students learned how to identify keywords, skimming, and scanning by following the teacher's explanation, example, and practice section on the students' book. Simple grammar material on modality was also discussed in class. Quizizz activity was provided to help teachers gain students' attention if they were bored with the reading activity. Supplementary materials were presented in the form of a QR code to facilitate a fast learner class. This could be done online through Google documents or offline on students' books. At the end of the meeting, the teacher gave homework on skimming and scanning as a practice session at home by scanning a QR code and reminded the students about the second vocabulary list assessed next week.

Comprehending information from paragraphs was the activity on the 3rd week. The students started the class by having a Socrative vocabulary test based on the 2nd vocabulary list. Then, the class discussed the last week's homework and reviewed the materials before continuing to the core material. There was longer text provided to facilitate students comprehend information by answering questions and drawing pictures or diagrams. Supplementary materials for fast learners were provided on QR code and fun game material on Kahoot! application for ice breaker activity. In the last part, the teacher informed the students about the 1st test next week and asked them to keep studying on the following vocabulary list for next week's vocabulary assessment. There was additional material arranged as a practice section for test preparation. After finishing the 3rd Socrative vocabulary test, the students had Task 1 on the 4th meeting to test students' understanding of reading comprehension. They had to prepare their papers for the teacher to sign during the test. Also, the reading text was provided on the QR code presented in front of the class. As for enrichment activity, at the end of the meeting teacher asked the students to do the activity provided on QR code on the book as homework and studied the 4th vocabulary list for next week's vocabulary test.

In the fifth meeting, the class discussed summarizing information from paragraphs and creating a summary. The 4th vocabulary test ran well, and all students collected the 2nd homework as instructed. A video on YouTube about steps in summarizing paragraphs was played and discussed in class. After getting sufficient knowledge, students practiced summarizing through the text provided in the textbook. A short discussion on grammar material about the reported speech was done before the teacher ended the class by summarizing the paragraph. Supplementary materials were provided on the QR code on the corner of the book and the 5th vocabulary list given. The next class was about the 5th Socrative vocabulary test and paraphrasing information from paragraphs. A diagram was presented to explain paraphrasing steps, and examples on the tables were provided to understand the material thoroughly. A practice section also followed this activity to understand the theory and implement it. There were two kinds of supplementary materials added, in the forms of practice exams and YouTube. Enrichment materials were also administered for guiding the students to prepare Task 2 the following week. The 6th vocabulary list was given to the students at the end of the class.

The 6th Socrative vocabulary test and Task 2 about summarizing reading passages were done on the 7th meeting. The teacher gave the paper test and answer sheet for Task 2. Before ending the class, the teacher reminded the student to study the following vocabulary list for next week's assessment. The 8th meeting required the student to be able to develop the outline into a 5-paragraph essay. A mind-mapping diagram and a YouTube video helped the students comprehend the information they needed to acquire the materials. A set of difficult words regarding paragraph outlines were also written in the textbook. In this step, the students needed to create their paragraph outline before creating their text. The students then explained the passive voice structure for helping them write the text at the next meeting. Keywords, examples, and practice sections were discussed in the class together with the teacher. At the end of the meeting, the teacher gave the vocabulary list and homework about passive voice, which had to be submitted on Google document on the Google Drive link.

At the 9th meeting, the students learned about how to develop the outline into a 5-paragraph essay. After discussing the homework, a video on YouTube was played to help develop an essay outline. Before the students worked on their outline, a short discussion was done, which was developed into an essay. The teacher assisted the students and monitored them by walking around the class. When it was found that the students started to get bored, the teacher opened Kahoot! application to refresh students' condition by playing a 5-minute game about passive voice. Besides this engaged students' motivation, this could remind the students of the previous material discussed. At the end of the meeting, the teacher announced the vocabulary list for next week's assessment and next week's activity about Task 3, writing a 5-paragraph essay. The 10th week was about the 9th Socrative vocabulary test and Task 3, writing an

essay. Finishing Socrative, the teacher delivered a paper to the students and showed three topics discussed during the nine-week teaching-learning process. They had to choose one topic and write a 5-paragraph essay. At the last minute, the teacher told the students about the last vocabulary set for next week and homework on QR code in Google Form, which had to be submitted before the next meeting.

The 11th meeting was about the last Socrative vocabulary test and creating an essay online on the Writeabout application. The students had to choose another topic from their previous essay, create the outline and write the essay on the Writeabout application. This platform helped teachers and students communicate online, discussing students' essays as teachers could give feedback through the application. Supplementary materials were added to the textbook to assist fast learners in class to practice more. At the end of the meeting, the teacher asked the students to finish and revise the students' work on Writeabout based on the next meeting's feedback. At the last meeting, the class discussed the result of the essay on the Writeabout. The teacher assisted the students to post in a free platform weblog such as WordPress for accepted essays. The students could add some pictures to make the essay more interesting. While for the unaccepted essays, the students had to revise on Writeabout before posted on the blog. The last explanation was about the post-test held on the following week (13th week).

### Test Results

After getting the pre-and post-test scores, both scores were levelled using descriptive statistical analysis to know the mean of pre-and post-test and data distribution normality. Then a paired sample t-test was conducted to determine the course design's impact, which integrated TBL and ICT on students' achievement. The change level analysis was done on Microsoft Excel based on the university categorization level to investigate the students' level change in the reading and writing course. Descriptive statistics analysis is show in [Table 2](#).

**Table 2. Descriptive Statistics Analysis (N=159)**

Test	Mean	SD	Skewness	Kurtosis
Pre-	42.74	14.96		
Post-	54.43	9.58	0.192	0.383

The data in [Table 2](#) indicated an improvement from pre-test 42.74 (SD = 14.96) to post-test 54.43 (SD=9.58). At the same time, Skewness and Kurtosis values implied that the data were normally distributed (Skewness = 0.192; Kurtosis = 0.383). Kim (2013) argued that for a medium-size sample ( $50 < N < 300$ ), the normal distribution must have Skewness and Kurtosis value  $< 3.29$ . That meant that the data was eligible for being processed into paired sample t-test analysis as it had a normal distribution. Paired sample t-test result is show in [Table 3](#).

**Table 3. Paired Sample t-test Result (N=159)**

	Paired Differences							
	Mean	Std Deviation	Std Error Mean	95% Confidence Interval of the Difference		t	df	Sig (2-tailed)
				Lower	Upper			
Pre-test Post-test	-11.69182	11.10420	0.88062	-13.43113	-9.95252	-13.277	158	0.000

Base on [Table 3](#), the statistical analysis of paired sample t-test showed that the students' progress on reading and writing was significant ( $p = 0$ ;  $df = 158$ ;  $t = 13.277$ ), with a mean difference of 11.69182. Samuels (2015) explained that  $p < 0.05$  means a significant difference between the two scores affected by the treatment given. Hence, the reading and writing course based on CEFR level by integrating TBL and several ICT tools significantly improved students' learning achievement. The university has determined four levels based on students' scores to know the students' progress and the effectiveness of the course designed to enhance students' English skills. Students' levelling criteria is show in [Table 4](#).

**Table 4. Students' Levelling Criteria**

Level	Score Range
4	80 and above
3	60 – 79
2	40 – 59
1	< 40

Based on the students' levelling criteria, the pre-and post-test result could be classified as in Table 5. On the pre-test, there was only one student on level 4, which was no more than 1%.

**Table 5. Total Number of Students in Each Level**

Test	Level 4	Level 3	Level 2	Level 1
Pre-	1 0.63 %	30 18.87 %	50 31.44 %	78 49.05 %
Post-	4 2.52 %	35 22.01 %	116 72.96 %	4 2.52 %

Base on Table 5, there were 30 students on level 3, which was 18.87 % of the students' total number. More than one-third of the students were on level 2 by 50 students, and almost half of the students were on level 1; those were 78 students. Post-test results showed the most significant number was on level 2, by 72.96 % with 116 students. The average was on level 3; there were 35 students. While level 1 and level 4 were the same numbers of the students, those were 4 students, counted as 2.52 % of the total number of the students. The number of students by change of level is show in Table 6.

**Table 6. The Number of Students by Change of Level**

Change of Levels	Number of Students	Percentage
3	0	0 %
2	2	1.26 %
1	93	58.49 %
0	52	32.70 %
-1	12	7.54 %
-2	0	0 %
-3	0	0 %

Base on Table 5, the pre-and post-test changed levels showed that the highest number of the students get 1 higher level of improvement (93 students/58.49%), followed by students who kept on the same level (52 students/32.70%). Although 12 students (7.54%) declined their level, 2 students (1.26%) improved on two levels. No student increased three levels nor decreased two and three levels. In short, there were 95 students (59.75%) whose pre-test < pre-test; 52 students (32.70%) got pre-test = post-test; and the rest 12 students (7.54%) gained pre-test > post-test. This finding meant that the reading and writing course based on the CEFR level helped the students upgrade their level.

### Students' Feedback

Students' feedback is a useful tool for teachers' evaluation resulting in the course and department development. A survey in Google Form was distributed at the last meeting to get students' feedback regarding their perception on the reading and writing course quantitatively and qualitatively. There were two questions on the questionnaire: 1) What do you think about the reading and writing course?; 2) Please rate how well the reading and writing course assists you in improving your English ability. For the 1st question, it was open-ended questionnaire which students can share their viewpoints toward reading and writing course. For the 2nd question, a 5-scale Likert was employed: 1-Very poor; 2-Poor; 3-Fair; 4-Good; 5-Excellent. All students participated in filling up the questionnaire (N=159). Students' response on the 1<sup>st</sup> question is show in Table 7.

**Table 7. Students' Response on the 1<sup>st</sup> Question**

Students' Response
Easy to be learned and understood
Improving reading and writing ability

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**Students' Response**


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Fun and interesting  
 Giving time to practice a lot  
 Getting much new information and skill  
 Adding my vocabulary knowledge  
 A little bit difficult and hard  
 Writing skills can be used daily  
 Grammar material is hard  
 Confusing because I do not know the meaning  
 Vocabulary task is too much  
 Many home works that I cannot understand

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From the students' perspectives in [Table 7](#), those described that the course had appropriate with students' needs and level. Despite providing fun and exciting activities, the course also offered practice time to use the knowledge in the actual context of daily life. A sufficient vocabulary list was also presented and became a weekly task and test for the students, improving their vocabulary acquisition. Nonetheless, some students complained that the homework was overwhelming. Students' response on rating the course is show in [Table 8](#).

**Table 8. Students' Response on Rating the Course**

Response	Number of Students	Percentage
1- Very Poor	0	0 %
2-Poor	3	1.88 %
3-Fair	34	21.38%
4-Good	79	49.69%
5-Excellent	43	27.04%

Base on [Table 8](#), generally students rated on number 4, which was in a good category. This level was chosen by almost half the students (79/49.69%). The other half was divided into fair (43/27.04%) and excellent (34/21.38%). A very few students rated the course as poor (3/1.88%), and none considered it very poor. The average point for the reading and writing course was 4.02 (good level). This finding meant that the reading and writing course received positive attitudes from the students.

### Discussion

The class observation reveals that reading and writing course materials constructed based on the A2 level on CEFR which has been stated in data collection procedures are suitable for students' needs and goals. The materials are presented by explanation, giving an example, and providing a practice section in every meeting which integrates TBL and various ICT tools. TBL guides learners to learn a language in context because the materials are presented naturally. ICT has been convinced to enhance foreign language learning, which has to be blended with learning language in context, so that the language could be used for daily communication ([Razavi & Gilakjani, 2020](#); [Spanou & Zafiri, 2019](#)). Furthermore, understanding cognitive diversity in class will help teachers promote students with language acquisition processes. Thus, supplementary and enrichment materials are always provided weekly to assist fast-learners and slow-learners since there is no classification based on students' pre-test achievement during class plotting. Those are useful for practicing after class as reading and writing can be improved by practicing a lot ([Elyas et al., 2020](#); [Khofifah & Ramadan, 2021](#)). This course is also supported by a weekly vocabulary list and test, which help students acquire the vocabulary needed to understand the reading text. Nonetheless, students can choose their reading material preferences despite those arranged on the textbook as reading interest enhances students to get interested in reading itself and gain more vocabulary acquisition ([Oclarit & Casinillo, 2021](#); [Waluyo, 2019b](#)).

The test analysis using paired sample t-test implies significant improvement in students' learning outcomes. This finding supports the previous study conducted in the Thai university context that revealed students' learning outcome improvement in reading and writing. Another research suggested that teachers in the Thai university context need more attention in understanding teaching techniques and assessment as it affects students' performance and outcome ([Ratama et al., 2021](#)). Regarding reading materials, it should be associated with the learners' goal. Discussing grammar in context could benefit the students in understanding the reading material and helps them write a text ([Nurviyani et al., 2020](#); [Taufiqulloh et al., 2018](#)). The choice of learning tools should also be considered to create a successful



reading and writing course. Furthermore, the teacher plays a crucial role in assisting the students in developing their first writing work, including the chosen genre (Bae & Min, 2020; Yundayani & Ardiasih, 2021). However, as this course roots from CEFR level A2, the topics, vocabulary list, and length of the materials are linked to the framework. Students give positive attitudes and rate high for reading and writing courses. Although some students respond that the course is complex and challenging, it is just minor. There are many more who write positively towards the course – understandable, fun, and enjoyable. Based on students' responses, the ice breaker activities given during the teaching and learning process through game-based ICT tools like Kahoot! and Quizizz are also helpful to refresh the students and gain their focus. This positive feedback also correlates with the average score rates result. The students acknowledged the course as good (4.02) to enhance their reading and writing ability. Hence, the reading and writing course designed based on CEFR level 2 can improve students' learning outcomes by integrating TBL and various ICT tools.

Regarding the hybrid learning setting, the digital platforms used in the classrooms such as Zoom meeting, Google form, Kahoot!, Socrative, Quizizz, Writeabout and YouTube video has facilitated teaching and learning process very well. The integration of TBL and ICT have proven to benefit teachers and students in offline setting which supported the previous studies conducted in other EFL settings (Mark B Ulla & Perales, 2021; Waluyo, 2019b). The integration also has significantly improved students' reading and writing learning outcomes in offline and online EFL setting, so that the course design is strongly suggested to be implemented in reading and writing course in offline, online, and hybrid learning setting.

In designing a reading and writing course, teachers have to consider the students' needs and goals, so the course objectives will result in learning outcomes applicable for the students as language is a communication tool. Determining such teaching methodology, strategy, and learning tool or media should always bear in mind for teachers as they affect students' learning outcomes (Hashim et al., 2018; Quiroz et al., 2021). Giving fun and exciting activities based on gamified learning tools during classroom practices is also essential for students' engagement and focus. Furthermore, implementing various ICT tools is considerable, as many researchers have revealed the significant effect of using ICT tools in language learning, especially in reading and writing (Jeon, 2018; Mabuan, 2018; Pratiwi et al., 2021). In addition, during classroom practices, teachers' instruction affects students' learning outcomes, yet this has not been explored much in this study. Thus, it is suggested for future research to explore teachers' instruction and students' factors such as motivation and anxiety in learning reading and writing. Analysing the results across gender might be useful for getting depth understanding

#### 4. CONCLUSION

This study concerns the classroom practice of reading and writing course design based on the Common European Framework of Reference, which integrates Task-Based Learning and various ICT tools in the Thai university context. The student takes reading and writing course after passing a general English course and listening and speaking course. The implementation of the reading and writing course design in a term has been discussed earlier. The analysis of students' learning outcomes revealed impacts of the course implementation which showed the significant improvement of students' learning outcomes. The students' feedback in questionnaire results describes that the students understand the materials that can be applied in their daily communication and enjoy the class as teachers provide fun ice breaker activities. Those correlate with the course rate, which is on a good level. To sum up, reading and writing classes based on CEFR A2 level by integrating TBL and ICT can enhance students' learning outcomes and receive positive feedback.

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