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Acceptance Letter

Dear: **Wang Mei, Phithack Nilnopkoon, and Sombat Kotchasit**

Paper Title: **Development of Basic English Reading and Writing Course Based on Task-based Learning Combined with Blended learning to Enhance Reading and Writing Skills**

This is to enlighten you that the above manuscript was reviewed and appraised by three different institute reviewer members of the **International Journal of Sociologies and Anthropologies Science Reviews (online)** [IJSASR], Old ISSN 2774-0366 (Online): New ISSN 2985-2730 (Online), indexed by **Thai Journal Citation Index Centre (TCI) Tier 2, DOI Crossref Member, and ResearchGate**. It is acceptable for publication in the IJSASR, which will be available in Volume 5 Issue 1 (January-February 2025) at https://so07.tci-thaijo.org/index.php/IJSASR/about

Sincerely

Asst. Prof. Dr. Sanya Kenaphoom
Editor-In-Chief

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Development of Basic English Reading and Writing Course Based on Task-based Learning Combined with Blended learning to Enhance Reading and Writing Skills

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ABSTRACT

Background and aim: The changing times and technological advancements have led to a gradual shift in educational paradigms from traditional classroom teaching to adapting to the rapidly evolving electronic and information-based environment. The emergence of new guidelines for higher education underscores the need for a transformation in foreign language education, transitioning from mere mastery of language skills to the cultivation of comprehensive language abilities. To meet the demands of the new society, universities must improve and reform their overall curriculum. The objective of this study is to explore how task-based learning combined with a blended learning approach in the Basic English Reading and Writing course can improve basic English reading and writing skills and stimulate students learning enthusiasm, who are from first-year English major students at Xi'an International Studies University. This paper aims to (1) study the background information focusing on course components and existing problems of Basic English Reading and Writing course. (2) Develop a basic English Reading and Writing course to improve students' reading and writing skills. And (3) determine the effectiveness of implementing the Basic English Reading and Writing course which can show analysis in-depth on the effectiveness for the sake of further research.

Materials and methods: In this experimental study, the sample was 25 first-year students (one class) derived by random sampling. This study used pre-test and post-test design. Data were collected and analyzed by means, standard deviation, and t-test for dependent samples.

Results: (1) Background information and problems of the course: There are 6 curriculum components: principle, objectives, contents, teaching strategies, media and resources, and evaluation. Problems in the aspects from 6 curriculum components: unsuitable principle for the requirement of the developed society, unpractical objective, out-of-date and unpractical contents, outdated--teacher-centered lecture and inflexible teaching strategy, lack of good media and resources, evaluation without covering the diverse percentage from cognitive, effective, and psychomotor domains. (2) Development of the course: The Basic English Reading and Writing course was developed based on the curriculum development process and learning theory. The result of development was the improved 6-course Task-based learning and blended learning from 6 curriculum components: principle based on new policies of Chinese Ministry of Education; new objective covering cognitive, effective, and psycho-motor domains; new contents modernized with requirements of society; teaching strategies combined with task-based learning and blended learning which consist of 3 stages: pre-class, in-class, and after-class and 6 steps of teaching included in the 3 stages, application of media and resources like Superstar Platform; new evaluation designed with a diverse percentage from cognitive, effective, and psychomotor domains. (3)

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Implementation of the course: After implementing the developed Basic English Reading and Writing Course Based on Task-based Learning Combined with Blended learning in the Classroom, the research results were as follows: (1). the students' overall learning achievement was higher than before from the pre-test (M=55.04, SD=10.98) to the post-test (M=70.92, SD=10.21) with a statistical significance of .05 level. The students' reading achievement was higher than before from the pre-test (M=36.52, SD=7.39) to the post-test (M=44.88, SD=9.23) with a statistical significance of .05 level. The students' writing achievements were higher than before from the pre-test (M=17.08, SD=6.1) to the post-test (M=24.44, SD=4.89) with a statistical significance of .05 level. (2). The students' satisfaction (M=3.89, SD=0.75) with the Basic English Reading and Writing Course Based on Task-based Learning Combined with Blended Learning was at a high level.

Conclusion: The Basic English Reading and Writing Course Based on Task-based Learning Combined with Blended Learning has a significant effect on enhancing the English writing ability of non-English major students at Xi'an University. This is because the researcher used the latest principles, identified objectives, improved contents, online media and resources, and improved evaluation methods, especially teaching strategies combining task-based learning and blended learning. The clear tasks guide students to learn effectively with determined objectives and visualized achievements on their in-class tasks and off-class tasks which are accompanied by blended learning. Students are satisfied with the developed College English Course based on task-based learning combined with blended learning

Keywords: Basic English Reading and Writing Course; Task-based Learning; Blended learning; English Reading and Writing Skills; Satisfaction

Introduction

At present, foreign language majors in Chinese universities are under vigorous development. The latest policy is not only for English teaching, but for foreign language teaching quality which was published in 2018 by the Ministry of Education. National Standards for the Teaching Quality of Foreign Languages and Literature (Hereinafter referred to as the "National Standard") is a document in the development of Undergraduate Education of Foreign Language Majors in China, which is a basis for the admission, construction, and evaluation of Undergraduate Foreign Language Majors in national colleges and universities, and is a guiding document for the development of training programs for Undergraduate Foreign Language Majors in universities and colleges (Zhong, 2015).

The current Basic English Reading and Writing course refers to a course designed to teach the basic skills of reading and writing which can help students understand the passage's meaning through reading and finish reading comprehension tests; and guide students to finish writing of argumentation with correct words spelling, correct grammar and sentence structure. Reading skills and Writing Skills refer to fundamental abilities that form the foundation for effective communication, comprehension, and expression in the English language. Through reading activities, writing skills get relevantly improved (Syllabus of Basic English Reading and Writing Course, 2022). However, with the development of society and technology, the former course design and implementation could not satisfy students' and teachers' demands for learning and teaching. Students feel a lack of clear learning objectives. Contents are not interesting, even dull, and they cannot get cohesion of practical situations. The traditional teaching model lacks multi-learning resources. Students are not familiar with applying online learning resources and don't know how to choose online material for self-learning. Students are not familiar with reading skills and writing skills, especially in doing tests; and do not understand how to apply reading skills to writing (A Questionnaire of Students' Course Evaluation, 2020-2022).

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Therefore, from the above problems, the researcher intended to develop current basic English reading and writing courses to improve students' reading and writing skills, by formulating the latest principle, determining new objectives, selecting practical contents, implementing new teaching strategies, applying more media and resources, and designing evaluation method. The teaching strategy is based on task-based learning combined with blended learning, with the theories of Taba, Tyler, Bruner, and Jonassen.

Research Question

1. What is the background information for constructing a Basic English Reading and Writing course to enhance and improve the components and quality of first-year students of the English major?
2. What are the course components of the Basic English Reading and Writing course to enhance combined reading and writing skills for first-year students of English major--by blended learning to English Reading and Writing course?
3. What is the effectiveness of implementing the Basic English Reading and Writing course to enhance reading and writing skills and student satisfaction with the English Reading and Writing course?

Research Objective

1. To study the background information focusing on course components and existing problems of the Basic English Reading and Writing course
2. To develop a Basic English Reading and Writing course to improve students' reading and writing skills
3. To determine the effectiveness of implementing the Basic English Reading and Writing course

3.1) To compare reading and writing skills before and after implementing the Basic English Reading and Writing course

3.2) To compare the students' satisfaction with the Basic English Reading and Writing course with the criterion set at 3.51 after implementing the course.

Review Literature

Basic English Reading and Writing course

From the aspect of native English educators, Krashen (2008) explains that extensive reading can make students gradually be used to thinking in English, and be aware of the difference between English thought patterns and Chinese thought patterns. Through analysis of the reading materials, students will learn how to develop their thoughts, how to apply the most effective structure, how to choose appropriate words, and how to make their writing more coherent and logical, thus writing out more native-like articles.

Ray (1999) recommends the way of choosing reading materials effectively for the teaching of writing, the text should be chosen that it offers the students as writers. The text holds potential for the student's learning. Texts have something in them or about them that can add to students' knowledge base of how to write well. Students will know what they will be able to do as writers after encountering the text. Culturally relevant texts "connect to students' lives, not just to their cultural heritage". Kendall and Khuon (2006) recommend teachers who teach English Reading and Writing courses to consider how the reading materials will support English language learners as they write. What can they learn from the writer? What can they take away and incorporate into their writing? Evaluate the supportive nature of the text. How will the book help them become proficient writers?

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Grabe and Stoller (2014) state that at the most basic requirement of English reading and writing courses, students need to be able to "identify main ideas and details; distinguish fact from opinion; draw inferences; identify author' s positions and biases; summarize, synthesize, and extend textual information into new tasks (such as classroom instruction, oral presentations, and exams).

Miao (2013) explains the Reading and Writing course in 3 aspects. First of all, the direction and goal of the Basic English Reading and Writing course construction is practical applicability. Secondly, the course should be cultural-related. Finally, the course should be educational in two aspects--the cultivation of knowledge and abilities related to the course; and the cultivation and education of students' ideology, morality, values, outlook on life, etc.

In the course, reading-to-write is an approach in which students' writing competence is improved by integrating reading with writing. It is a way of focusing on both language input and output. In essence, it is a balanced approach between linguistic form and function. In this approach, reading is not merely a way to understand the reading materials, but a way to offer something to write. Extensive reading can make students gradually be used to thinking in English, and be aware of the difference between English thought patterns and Chinese thought patterns. Through analysis of the reading materials, students will learn how to develop their thoughts, how to apply the most effective structure, how to choose appropriate words, and how to make their writing more coherent and logical, thus writing out more native-like articles (Zhang, 2015).

The new Basic English Reading and Writing course, for first-year English major students from Xi'an International Studies University in China, is to help students master English reading skills, learn the basic elements and norms of English writing, improve professional quality and critical thinking ability, and lay the foundation for higher-level professional course learning. This course is to instruct the terms, concepts, and connotations related to the elementary and advanced skills of English reading, the basic elements and steps of Basic English writing, and the basic requirements of MLA composition format.

Task-based learning

Nunan (1989) emphasizes that Task-Based Learning is an instructional approach based on real tasks, aimed at helping students effectively use language to solve problems, complete tasks, or achieve goals. He believes that engaging students in authentic tasks can deepen their understanding of language and apply it to real-life situations. Willis (1996) further explores Task-Based Learning and suggests that tasks should be appropriately challenging, inspiring students' interests and needs, and making them willing to use language to accomplish objectives. Willis emphasizes the role of tasks in promoting creative thinking, problem- solving, and effective communication, freeing language from simple sentence and vocabulary learning. Long (1985) focuses on the relationship between language input hypothesis and Task-Based Learning. He suggests that in Task-Based Learning, students use language to solve problems, thereby gaining appropriate input that facilitates language acquisition. His theory emphasizes a balance between input and output and the importance of applying language in authentic contexts. Willis and Willis (2007) reiterate the significance of Task-Based Learning. She points out that TBL not only enhances student interest and motivation but also places language in meaningful real-world contexts. Task completion allows students to naturally acquire language skills and gain confidence in practical communication. This aids learners in deeper language understanding and application.

In summary, the emergence and development of Task-Based Learning are linked to the evolution of the Communicative Approach, aiming to promote language learning through real tasks for a more practical and meaningful educational experience. Scholars unanimously emphasize that Task-Based

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Learning fosters meaningful language environments, ignites learner interest, improves language skills, and develops autonomous learning abilities.

Blended learning

According to scholars Singh and Reed (2001) from the American Society for Training and Development (ASTD), blended learning is defined as the combination of Right time, Right target, Right media, Right learning methods, and Right content, and minimal input to achieve higher learning outcomes, encapsulated as the "5 Rs" definition. American educational researcher Driscoll (2002) views blended learning as a method that integrates face-to-face instructional training and various teaching technologies guided by different pedagogical theories to attain specific educational objectives.

In China, Professor He (2004) from the School of Educational Technology at Beijing Normal University interprets blended learning as an approach that combines the advantages of traditional learning methods with e-learning (digital or online learning), where teachers play a leading role while promoting learners' initiative, engagement, and creativity. Professor Li (2004) from South China Normal University defines blended learning as the organic integration of face-to-face classroom learning and online learning. The core idea of blended learning is to begin with problems and seek solutions, ensuring that a smaller input yields greater educational effectiveness.

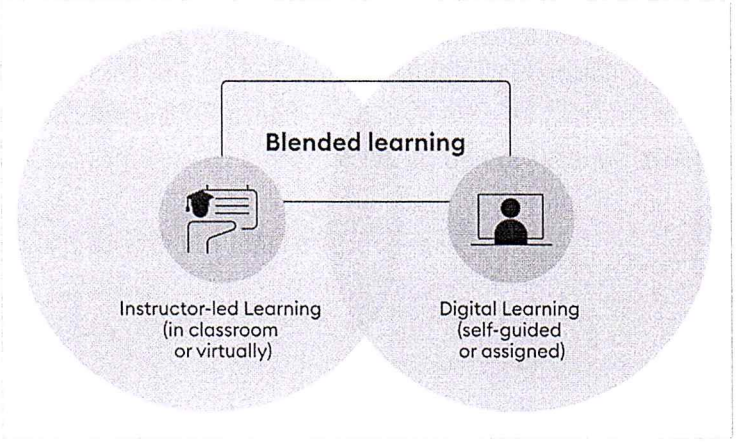


Figure 1: What Is Blended Learning? Kolinski (2022)

From Figure 2-2, blended learning is the combination of online "student-centered" digital learning and offline "teacher-centered" instructor-led learning, as "balanced instruction" in teaching design. This approach not only enhances students' knowledge, skills, and creativity but also fosters their emotional and ethical development.

This model enhances learning outcomes and performance, which allows personalized learning plans based on student's needs and interests, leading to improved learning outcomes and academic performance (Garrison & Vaughan, 2008); it stimulation of critical thinking and problem-solving skills, which encourages active participation in discussions and analysis, nurturing critical thinking and

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problem-solving skills (Graham, C. R., & Dziuban, C. D. 2008); it has flexibility and convenience, which offers students flexibility and convenience in terms of time and location for learning (Bonk & Graham, 2012); it caters to diverse learning styles, which integrates different teaching methods, accommodating diverse learning styles and preferences (Vaughan et. Al., 2013).

The significance highlighted by these scholars underscores the role of blended learning in enhancing learning outcomes, fostering interaction, providing flexibility, nurturing technological literacy, promoting critical thinking, and catering to diverse learning styles. These implications guide educational practices and instructional design.

Synthesize the instructional strategy of the Basic English Reading and Writing course based on task-based learning combined with blended learning

In the developed Basic English Reading and Writing course, the design of the course has changed the 6 components depending on new policies, textbooks, teaching strategies, media and resources, and evaluation methods.

For instructional strategy, this developed course is mainly the combination of two models, which will help teachers design activities to help and stimulate students' passion on learning reading and writing and will help students find more resources and get well-prepared for accepting new knowledge.

The following introduces the strategies in 3 stages--pre-class (2 steps), in-class (2 steps), and after-class (2 steps).

Stage 1. Pre-class: Preparation

Step 1. Teachers determine teaching objectives and learning outcomes, design online preview activities, and open online discussions.

Step 2. Student engagement: preview work

-watch a short video

-complete online pre-task exercises

-Participate in group discussion

The online preview work is a task for students to finish by themselves, displayed on the Superstar Learning Platform. Preview online materials are short videos about each reading skill mentioned in the textbook. Every video is followed with content-related exercises with multiple choices or blank filling, to check how much they have understood the self-learning tasks. Every video is within 10 minutes which will not make students lose attention or patience to finish watching it. The videos are prepared by teachers who teach Basic English Reading and Writing courses. To monitor students' preview online work, teachers can see the preview bar on the online web page, and the data analysis for their exercises.

The topic of preparation of the group presentation is related to the previewed knowledge. Usually, students are divided into groups of 4 or 5 people. The presentation is going to be demonstrated for the next class. The classmate will evaluate the presentation with the rubric form. This is the second task for group work.

Stage 2. In-class: Illustration interaction

Step 3. Teachers conduct face-to-face teaching activities, leading in-class learning and guiding discussions.

Step 4. Students participate in classroom activities, take notes of instructed knowledge raise questions, and engage in classroom interactions.

The teacher has a face-to-face offline class. First review the content/knowledge that students have watched from online preview tasks. Then the group does the presentation that they have prepared.

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The presentation is marked by classmates and the teacher. After finishing the presentation, the teacher will hold a Q&A discussion about the presentation output. Next, go to the textbook to practice the related reading content, which topics range from humanity to hi-tech. This can enlarge students' cultural background knowledge.

The teacher guides students to review their reading skills through different articles from a textbook. And guide them to read out the passage structure which will help student writing.

Stage 3. After-class: Reflection and feedback

Step 5. Teachers provide additional review materials for further learning, design online assignments and quizzes, arrange group projects and collaborations, and reflect on and summarize the instructed lessons.

Step 6. Students complete online assignments, delve deeper into learning with provided review materials, participate and collaborate in group project discussions and implementation, and reflect upon and summarize the acquired knowledge.

The teacher assigns the next preview online task video and exercises.

From the above synthesis of the researcher, there is a circle on knowledge learning, understanding, application, reviewing and refreshing, and reflecting and creating knowledge, which matches Bloom's Taxonomy attempting to classify learning stages from remembering facts to creating new ideas based on the acquired knowledge.

Conceptual Framework of the Study

The research was designed as the conceptual framework as follows:

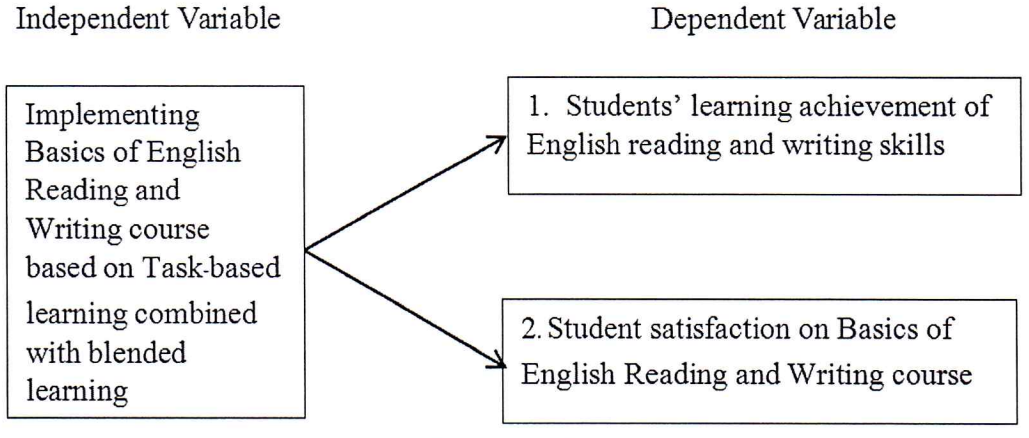


Figure-2 The Independent Variable and Dependent Variable

Research Methodology

1. Population and sample

The population: 250 (ten classes) first-year English major students of the School of English Studies in XISU for the year 2023.

The sample: The sample was 25 first-year students (one class) derived by cluster sampling from first-year English major students of the School of English Studies in XISU.

2. Research Instrument

2.1 Basic English Reading and Writing course based on task-based learning with blended learning includes six components: 1). Principles, 2). Objectives, 3). Contents, 4). Instructional strategies, 5). Media and resources, 6). The evaluation method, with the IOC index from 0.6 to 1.0, showed that draft course documents were appropriate and could be used. The draft course document is qualified.

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2.2 8 Lesson plans on rational number operation course:

Five experts evaluated the eight lesson plans. According to the expert evaluation form, the lowest mean score was 4.4 (M=4.4, SD=0.55), and the highest mean score was 5 (M=5, SD=0). It was revealed that the lesson plan was at a high level (M=4.8, SD=0.41).

2.3 Basic English reading and writing skills tests:

A test for students' reading and writing skills consisted of 5 parts which had an item discrimination range from 0.20-0.86 (>0.2), an item difficulty range from 0.36-0.80 (0.2<0.8), and a reliability of 0.807 (>0.7), which means the test was qualified and can be used to collect data. (Richardson, M. W., & Kuder, G. F.. 1939: 681-687).

The evaluation form is provided to 5 experts for content validity checks and suggestions. The reliability was 0.80. The result of analyzing the IOC index from 0.6 to 1.0 (>0.5) showed that the test paper was appropriate and could be used. The test paper is qualified. (Cronbach, 1951)

2.4 Student satisfaction questionnaire:

The questionnaire is provided to 5 experts for content validity check and suggestions. The quality of the questionnaire is considered according to the Index of Item Objective Congruence (IOC) obtained from the achievement test evaluation form. The item index of congruence of each item (0.6-1.0) is greater than 0.50. The result of analyzing the IOC index showed that all items were appropriate and could be used in the questionnaire. The Cronbach's Alpha coefficient of the reliability of the students' satisfaction questionnaire is 0.80, which is higher than 0.70. Therefore, the reliability of the students' satisfaction questionnaire meets the requirements.

3. Data Collection

The course was implemented in the sample of first-year students in the first semester of the 2023 academic year. The procedures of data collection during course implementation process were as follows:

1). The sample was given the pretest for measuring reading and writing skills with constructed instruments. The instruments consisted of 1) reading skills on 20 multiple-choice vocabulary in context (20%), 2). combined reading skills: 2 passages with 15 multiple choices (15%), 3) reading skills on 3 passages reading comprehension with 15 multiple choices (15%), 4) facts and opinions with 10 blanks (10%), 5). writing skills on two writing items (40%)--summary (10%) and related composition writing(30%).

2). The sample that was assigned as the experimental group was taught by task-based learning combined with blended learning through 8 lesson plans and the allocation time for instruction was 16 hours.

During instruction through the course implementation process, the researcher observed and recorded data including the teaching process, learning process, classroom atmosphere, students' behavior, and teacher's behavior that occurred in the classroom.

3). After finishing the instruction of the new course, the sample received the post-test by using the same instrument as the pretest.

4). The sample was given the students' satisfaction questionnaire to express their opinions toward the course.

4. Data Analysis

In this study, quantitative data were analyzed by using the statistical program in line with the research objectives

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1) Statistics were used to determine the different significance at .05 level of scores on reading and writing skills before and after implementing the Basic English Reading and Writing course by using a t-test for dependent samples.

2) Statistics used to evaluate the students' satisfaction with the Basic English Reading and Writing course were arithmetic mean, standard deviation, and t-test for one sample.

Moreover, qualitative data were analyzed and interpreted by content analysis and interpretation through the inductive method.

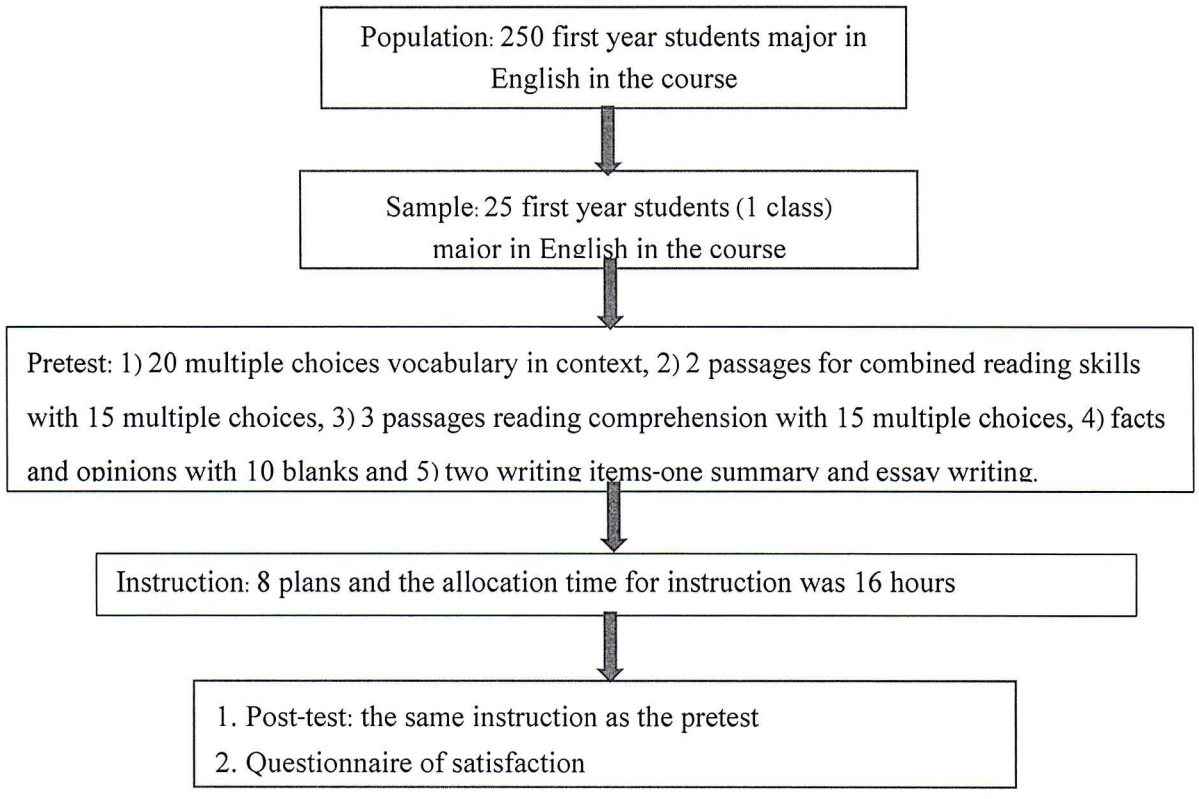


Figure 3 The procedural framework of course implementation

Results

The results were presented according to the objectives as follows:

1. There are 6 curriculum components: principle, objectives, contents, teaching strategies, media and resources, and evaluation, and problems in the aspects from 6 curriculum components: principle is not suitable for the developed society and requirement of strategies, the objective is far from students' and society needs, the content is not practical and up-dated, the teaching strategies is less motivation, the media and resources is not applied in modern teaching process, and evaluation method is lack of overall evaluations for 3 domains on students' achievements.

2. The Basic English Reading and Writing course is developed based on the curriculum development process and learning theory. The result of development was the improved 6-course Task-based learning and blended learning from 6 curriculum components: principle based on new policies of the Chinese Ministry of Education; new objective covering cognitive, effective, and psychomotor domains; new contents modernized with requirements of society; teaching strategies combined with task-based learning and blended learning, application of media and resources like Superstar Platform; new evaluation designed with a diverse percentage from cognitive, effective, and psychomotor domains.

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3. After implementing the developed Basic English Reading and Writing Course Based on Task-based Learning Combined with Blended learning in the classroom, the research results were as follows:

1). The students' overall learning achievement was higher than before from the pre-test (M=55.04, SD=10.98) to the post-test (M=70.92, SD=10.21) with a statistical significance of .05 level. The students' reading achievement was higher than before from the pre-test (M=36.52, SD=7.39) to the post-test (M=44.88, SD=9.23) with a statistical significance of .05 level. The students' writing achievements were higher than before from the pre-test (M=17.08, SD=6.1) to the post-test (M=24.44, SD=4.89) with a statistical significance of .05 level. The findings of the comparison of English reading and writing skills between pretest and post-test scores which were analyzed by using a t-test for dependent samples were presented in the below table. This table aimed to answer the research objective about whether the Basic English Reading and Writing course was able to enhance English reading and writing skills

Table 4 The findings comparing the different scores of English reading and writing skills before and after learning through the Basic English Reading and Writing course

Group	n	Pretest scores		Post-test scores		t_{df}	p
		M	SD	M	SD		
Experimental group	25	55.04	10.98	70.92	10.22	*24	0.01

*p<.05

As presented in Table 4-4, the mean score of the pretest of English reading and writing skills was 55.04 (SD=10.98) and the post-test of English reading and writing skills was 70.92, (SD=10.21).

Moreover, it aimed to examine the different scores of before-and-after learning through the Basic English Reading and Writing course to enhance English reading and writing skills. The finding of this table revealed that after learning through the Basic English Reading and Writing course, post-test scores of student English reading and writing skills were greater than pretest scores at a .05 level of statistical significance (t_{df}=24, $p < .05$). The average scores of the study developed increasingly higher than pretest.

2). The students' satisfaction (M=3.89, SD=0.75) with the Basic English Reading and Writing Course Based on Task-based Learning Combined with Blended Learning was high level.

Assess the students' satisfaction with the College English Course based on a production-oriented approach combined with a critical thinking process.

The findings of the comparison of students' satisfaction after learning through the Basic English Reading and Writing course with the criteria set at 3.5 scores which were analyzed by using a t-test for one sample were presented in the below table. This table aimed to answer the research objective about whether students are satisfied after learning through the Basic English Reading and Writing course

Table 4-5: The findings of comparison the different scores of students' satisfaction after learning through the Basic English Reading and Writing course

Group	n	Full score	Criteria score	Mean	SD	t_{df}	p
Experimental group	25	5	3.51	3.71	0.47	*24	0.04

*p<.05

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As presented in Table 4-5, the mean scores of 25 students, after learning through the Basic English Reading and Writing course was 3.71 from possible full marks of 5 and the standard deviation was 0.47 which was statistically higher than the criterion of 3.5.05 level of statistical significance (t_{df}=24, $p < .05$).

With the above result, the developed course has an effective result in improving students' basic English reading and writing skills. With 3 phases from learning background information and related definitions to developing and designing the new course and then implementing the course, analyzing data, and finally, the output of students fulfilling this curriculum development.

Discussion

Discussion on the effectiveness of implementing the new Basic English Reading and Writing course

This is found that the learning achievement tests after implementing the course are higher than before, that is the post-test mean score (70.92) is higher than the pretest mean score (55.04). The improvement in students' achievement test gets improved in English reading and writing skills, because the new course components can enhance students' understanding of English reading and writing skills, and have clear ideas about learning and improving reading and writing skills. Especially teaching steps in this course, which include 1: Students off-class online preview, grouping, and resource allocation for in-class presentation; 2: Supervised task-based learning, which can provide new knowledge and experience, and motivate students' learning; 3: Achievement evaluation and online assignments extraction; 4: Test and application of new reading and writing theory and new experience. These 4 steps give students opportunities to practice English reading and writing skills effectively. Moreover, in steps 1 and 4, the students practice basic English and reading skills a lot, for they have to apply the learned English reading and writing skills in online preview work, in-class presentations, tests, and online assignments, which encourages them to participate in designed tasks to improve their skills.

These are in line with Wang (2016) and Yang (2019) found that clear affection for achievement after attending the developed Basic English Reading and Writing course. The research results listed the positive effect of task-based learning combined with the blended learning method has been fully confirmed in the pre and post-test. The results of the former and the latter test results are different, which shows that blended learning is helpful for students to improve their reading practice. Also, Ge (2011) proved that task-based learning had an obvious effect on English writing for college English major students.

Students' satisfaction with the Basic English Reading and Writing course set at criterion of 3.51, after implementing the course, because the new course components can enhance students' understanding of English reading and writing skills, and give clear ideas about learning and improve reading and writing skills.

These are in line with other researchers' good relationship between teachers and students, and good techniques.

Recommendations

In this study, the following recommendations are thought to be useful for instructions and for further study.

1. Recommendations for policymaking

1) Currently, the primary indicators for course evaluation are teaching methods and faculty qualifications. However, the core factors influencing student learning outcomes and course quality are, in fact, related to curriculum design. Many teachers exhibit a strong focus on teaching, lacking foresight

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and pro-activity in curriculum design. The majority of educators fail to fully recognize the pivotal role of course objectives and curriculum design in foreign language education. Therefore, university presidents or administrative managers should shift the focus of research support from teaching reforms to curriculum planning. This involves cultivating teachers' awareness of curriculum, strengthening curriculum development, and enhancing curriculum assessment.

2) School principals or administrative managers should pay attention to changes in the social, technological, and educational domains. They should organize training sessions, and seminars, or provide resources for teachers to ensure that the curriculum can adapt to new developments. This ensures that teachers are equipped with the knowledge and understanding of curriculum development, updating instructional techniques and assessment, enabling them to teach more effectively.

2. Recommendations for implication

1) Task-based teaching method changes the situation that teachers are the masters of classroom teaching in the past, and teachers themselves become the guides and supervisors of teaching. Teachers should pay attention to the feasibility of learning task design and the effect after completing the task. Try to avoid tasks that are too trivial and have little effect.

2) In the implementation of blended learning, compared to former offline learning, online learning is undoubtedly distracting students' attention from regular traditional learning content. Hence, teachers should pay more attention to the progress and quality of online learning. Compact course arrangement and interaction between online and offline implementation allows students to learn autonomously, and try to decrease the possibilities of involuntary learning. Teachers should design reasonable target tasks, ensuring that students clearly understand the content, methods, and purpose of online learning, including the evaluation criteria, which can often remind students to arrange the learning content online and offline.

3) Teachers need to pay attention to collaboration between teacher- students. From a psychological point of view, teachers and students should be in a state of mutual understanding. However, in the Cyber Age, the speed of knowledge and information updates is too fast, which may lead to information imbalance and misunderstanding between teachers and students. Therefore, teachers should often communicate with students to understand their learning and psychological state. Through a series of training lectures, workshops, or training programs organized by the nation, society, the schools of colleges or universities, teachers' abilities are constantly improved to adapt to the requirements and challenges of students.

3. Recommendations for further research

1) The sample selected in this experiment is only 1 teaching class of first-year English major students from the School of English, Xi'an International Studies University, and the sample size is relatively small. Although the experimental results have verified the effectiveness of task-based learning with blended learning in college English reading and writing teaching to some extent, since there is no opportunity to conduct experiments in multiple universities and classes, the problem of small sample size cannot be solved. Therefore, the effectiveness of the experiment needs to be further verified by subsequent scholars. Further research should select more samples, like a control group and an experimental group.

2) As the experimental time is only one semester, the time is short, which has a certain impact on the authenticity of the experimental results. Whether the same results can be obtained in the subsequent teaching still needs further proof. Further research should take longer time like more than one semester.

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3) During the implementation of the developed curriculum, the researcher realized that changes or improvements in students' achievement are not only about basic English reading and writing skills by using task-based learning combined with blended learning. The further researcher can research students' learning achievement from basic English speaking and listening skills by using task-based learning combined with blended learning.

4) For the following research, course development can conduct research on the sustainability of this combined model to fulfill the development of English reading and writing courses based on task-based learning combined with blended learning.

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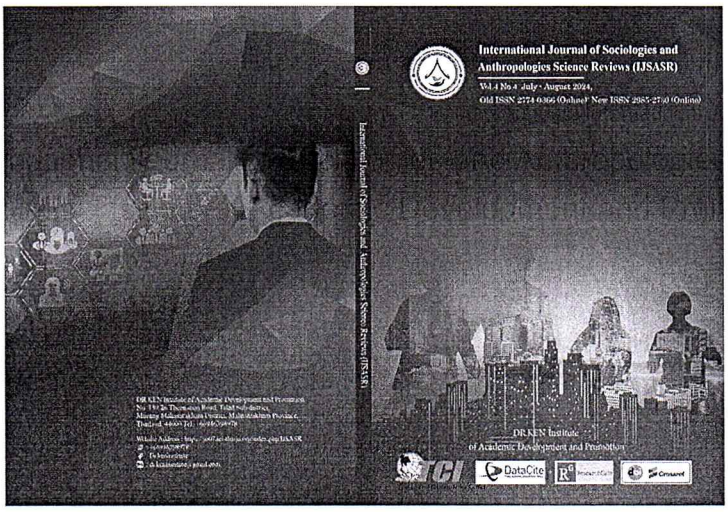
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