Task-Based Supplementary Materials Design for English Learners' Reading Skills

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Abstract

This study aims to design and develop supplementary materials using the Task-Based Language Teaching (TBLT) approach to improve students' reading skills. The study focuses on the students' needs analysis of the reading skills in the Comprehensive English (CE) course at one university in China. Then, the supplementary materials are designed and developed based on students' needs. Following the ADDIE model, this study utilized Design and Development Research (DDR). The research was carried out in three phases: needs analysis, design and development, and implementation and evaluation. Sixteen first-year English education students were selected through a purposive sampling technique. By employing a qualitative approach, the research involves the design of the TBLT supplementary materials, followed by data collection through focus group interviews, classroom observations, and students' feedback. Preliminary findings suggest that using the TBLT supplementary materials positively meets the students' needs for reading skills, including learning objectives, teaching procedures, teaching activities, and supporting resources to the textbooks they use. However, they are unsatisfied with the formative assessment in reading instruction. This study underscores the importance of developing supplementary materials aligned with TBLT principles to promote effective English reading teaching at a university in China. Future research is needed to explore the long-term effects of TBLT implementation on students' language development that supports successful language learning in various educational contexts.

Keywords: *Design Development Research, Reading Skills, Task-based materials, TBLT.*

INTRODUCTION

The growing global influence of China has highlighted the importance of Chinese citizens being proficient in English. English is a mandatory subject in all Chinese schools, aiming to enhance students' overall language proficiency and communication skills (Butler, 2011; Liu & Wang, 2018). Despite the emphasis on English learning and efforts in English teaching, Chinese learners still have difficulty reading in English. As indicated by the English First English Proficiency Index (EF EPI) reports from the 2018 to 2023 edition, Chinese learners' English proficiency has consistently declined in reading and listening (EF et al., 2018, 2023). Students' reading comprehension has declined due to the prevalent use of traditional 'teacher-centered' teaching methods in reading classes (Cheng & Tan, 2022). These methods emphasize vocabulary, grammar, and reading exercises, with students passively taking notes and receiving information from teachers without active engagement. Therefore, students face challenges with reading comprehension and effectively applying their language knowledge and skills in communication (Chen & Cheng, 2015; Cheng & Tan, 2022). In China, the Ministry of Education (MOE) has endorsed Task-Based Language Teaching (TBLT) since 2001 (MOE, 2001; Liu & Guo, 2020). TBLT is a teaching approach that focuses on engaging students in meaningful tasks that require them to use language to achieve specific objectives (Lloret & Nielson, 2015). Research has shown that TBLT can significantly enhance students' reading comprehension. Through tasks, students learn to gather information from real-world sources, which improves their ability to understand and interpret written texts (Zhang, 2012). Chen (2018) demonstrates that integrating TBLT into teaching English reading positively impacts language skills, boosting reading motivation and fostering long-term reading habits among college students.

However, Xie and Chen (2019) found a discrepancy between policy and practice in China regarding TBLT, notwithstanding its possible advantages. This disparity is caused by several causes, including the absence of precise guidelines for TBLT application in curricula (Hu, 2004; Xie & Chen, 2019). Misunderstandings of TBLT

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by teachers and the disparities further impede successful implementation between their comprehension and classroom application (Butler, 2011; Chen, 2015; Cheng & Tan, 2022). Furthermore, teachers have difficulty creating tasks and implementing the TBLT approach to match the students' needs and language proficiency, especially in higher education (Dong, 2016; Liu, 2019). Cheng and Tan (2022) argue that teachers must improve their ability to design and implement effective tasks in TBLT to foster interactive, meaningful, and effective English language learning experiences for students in tertiary education. The lack of engagement, relevance, and effectiveness in language teaching tasks hinders the development of students' practical language skills, thereby impacting the overall effectiveness of language teaching. Ellis (2003) argued that teachers should receive task-based materials to implement TBLT effectively.

Due to these obstacles, TBLT cannot be fully implemented in practical classrooms to enhance students' reading skills. The study aims to design and develop task-based supplementary materials specifically addressing students' needs at one university in China, making learning more accessible and effective for them. Hence, this study aims to address the research questions outlined below:

RQ1: What are the students' needs for the supplementary materials by the TBLT approach to enhance their reading skills?

RQ2: What are the underpinning principles in designing and developing supplementary materials for teaching reading using the TBLT approach?

RQ3: What is the students' feedback on the supplementary materials by the TBLT approach to their reading skills?

LITERATURE REVIEW

This section discusses the previous research on TBLT in the following sections.

TBLT in English Reading Teaching

TBLT is highly respected in the field of language teaching because of its focus on utilizing the target language in authentic and purposeful situations. TBLT promotes active learning by emphasizing effective communication and practical application, empowering students to explore and express their understanding confidently (Ismail et al., 2023). In the context of reading, TBLT involves engaging learners in tasks that require them to process and comprehend texts actively. These tasks range from information-gap activities and problem-solving tasks to projects requiring reading and synthesizing information from multiple texts. Nunan (2010) highlights the role of tasks in developing reading skills, noting that tasks can be designed to target various reading strategies such as skimming, scanning, and inferencing. According to the study conducted by Madhkhan and Mousavi (2017), TBLT was more successful than the traditional method in teaching intermediate learners reading comprehension. In addition, the task of reading, taking notes, and engaging in discussion was found to increase students' reading skills effectively. Similarly, Shabania and Shabani and Ghasemib (2014) demonstrated that TBLT outperformed content-based language teaching while teaching Iranian ESP learners reading comprehension. Similarly, Nguyen (2022) argued that TBLT could improve non-English majors' reading comprehension and communicative skills at a university in Vietnam. TBLT helps learners develop lower-level decoding and higher-order comprehension skills by focusing on purposeful reading activities. Compared to traditional teaching approaches, the results consistently show that TBLT significantly improves students' reading comprehension skills.

Since TBLT was mandated as a top-down approach in the English teaching curriculum in China, many studies focused on implementing TBLT in English teaching in primary and secondary schools. Few studies have been conducted on tertiary education students, especially English majors. Huang (2016) studied English majors at a university, finding that TBLT enhanced students' motivation and language skills, particularly in speaking and writing. Additionally, TBLT helped students better understand English culture through communicative tasks. Similarly, Chen and Wang (2019) proposed a TBLT framework based on Willis' framework and investigated its impact on English majors in Comprehensive English courses. Their findings indicated that TBLT positively enhanced students' reading and communication skills (Chen & Wang, 2019). While the studies highlight the

benefits of TBLT, they do not delve deeply into the specifics of creating and implementing task-based materials for English majors in reading teaching. Research is needed to design task-based materials that effectively develop reading skills.

Principles of TBLT

Nunan has outlined seven principles that are adhered to in the instructional sequence of TBLT. These principles include "Scaffolding," "Task dependency," "Recycling," "Active learning," "Integration," "Reproduction to creation," and "Reflection" (Nunan, 2010, pp. 35-37). Based on the principle of scaffolding, lessons, and materials should provide structured support at the beginning of the learning process, introducing new language elements explicitly or implicitly before expecting their use. According to the principle of task dependency, tasks are structured in a way that builds upon one another, creating a cohesive instructional sequence that guides learners toward the final task in a lesson. The third principle relates to how students recycle language, which helps to optimize language learning. through the tasks, the learners can experience how the target language items function in closely related contexts and entirely different ones. The fourth principle of active learning emphasizes learning through the practical application of language. Students are encouraged to engage in the tasks by using the target language. For the principle of integration, teachers should ensure the integration of linguistic form, communicative function, and semantic meaning within the learning process. The sixth principle emphasizes the importance of creative language use evolving from the reproduction of language models. According to Nunan (2010: 37), students initially replicate the language given to them by the teacher, a recording, or a written text. Then, they progress to using similar language elements more innovatively. Based on the reflection principle, students should have opportunities to reflect on their learning and progress.

In addition, Long (2015: 302-303) listed ten pedagogic principles (MP) of TBLT

Use task, not text, as the unit of analysis

Promote learning by doing

Elaborate input

Provide rich input

Encourage inductive 'chunk' learning

Focus on form

Provide negative feedback

Respect learner syllabi and development processes

Promote cooperative/collaborative learning environment

Individualize instruction

The methodological principles are implemented at the level of local classrooms through the use of pedagogic procedures. The responsibility of choosing suitable pedagogic procedures should be left to the teachers, who are knowledgeable about the specific context, provided they possess adequate training and experience. Among the principles, MP1 and 2 mainly guide the activities students do in TBLT class. MP3 and 4 refer to the input supplied in the teaching procedure. MP5, 6, 7, 8, and 9 are related to the students' learning process in the class. MP10 is used to guide to consider learners in TBLT.

The principles of TBLT provide a comprehensive framework for effective language instruction. By focusing on meaning, using authentic tasks, and emphasizing interaction and learner-centeredness, TBLT aligns closely with contemporary theories of language acquisition and pedagogy. The balance between meaning-focused and form-focused instruction helps learners develop both communicative competence and linguistic accuracy, making TBLT a robust and effective approach to language teaching.

TBLT Framework

The TBLT framework is an instructional approach that organizes language learning around meaningful tasks that learners need to complete. According to Willis (1996), there are three phases in the framework of the TBLT approach, namely, pre-task, task cycle, and language focus. In pre-task, teachers present the topic and tasks to the class, which could help students understand the task's theme and objectives. In order to help the students prepare for the task, teachers should (1) introduce and define the topic; (2) use activities to help students recall or learn the useful words and phrases; (3) ensure students understand task instructions; and (4) play a recording to show a same or similar task (Willis, 1996). With the teachers' help, students would note down the related words and phrases of the topic and spend time preparing the task in this phase.

In the task cycle, students prepare the task under the teachers' guidance or their own resources (Willis, 1996). Teachers give students time, freedom, and support to do the tasks. Hence, students could plan the tasks at their own pace. It allows students to use whatever language they already know to carry out the task. Therefore, students could improve their target language when planning their tasks under the teachers' guidance. After planning, some students are to report their tasks in the class, either in front of the class or to other groups or pairs.

The last phase of the framework is language focus, in which the teacher emphasizes the form of language. In this phase, students are guided to analyze and practice some specific forms of language they used in the tasks they completed in the cycle phase. In this way, students consolidate the language they used in the task cycle phase.

METHODOLOGY

This study employed Design and Development Research (DDR) to guide the design and development of materials to teach English using the TBLT approach. The function of DDR can be either creating generalizable conclusions or statements of law or producing context-specific knowledge that could solve the problems in the context. In this context, DDR is used to design, develop, and evaluate TBLT teaching materials specifically to address the reading skills needs of English education students at one university in China. The process involves a thorough needs analysis of reading skills in the context, the design of targeted materials, and the evaluation to ensure the materials effectively meet the identified needs of students.

Among the two types of DDR illustrated in Table 1, this study employed Type 1. It is used to design, develop, and evaluate materials to teach English reading using the TBLT approach. It aims to improve students' reading skills at one university in China. This is because this research is a "study of specific product or program design, development and/or evaluation projects with context-specific conclusions where lessons are learned from developing specific products and analyzing the conditions that facilitate their use." (Jonassen, 2004：1103)

Table 1. Two Types of Developmental Research

Type of Research	Definition
Type 1 (Product/Tool)	Study of specific product or program design, development, and/or evaluation projects with context-specific conclusions. Product: Lessons learned from developing specific products and analyzing the conditions facilitating their use.
Type 2 (Model)	Study of design, development, or evaluation processes, products, or models with generalized conclusions. Product: New design, development, and evaluation processes and/or models and conditions that facilitate their use.

In order to answer the research questions and problems identified in this research, ADDIE model was applied as a guide to provide a detailed explanation of the research methodology used in the study. Hence, the researchers outlined each stage, namely, needs analysis, design, development, implementation, and evaluation, emphasizing the methodical order in which these activities were carried out to systematically accomplish the

research objectives (Dick & Carey, 2005). Our goal is to provide transparency and clarity about the methodological approach used by offering a comprehensive roadmap of the research process (Merriënboer & Kirschner, 2018).

Research Participants

In this study, purposive sampling was used to choose the participants. Purposive sampling is employed to obtain specific data that could answer the research questions, which helps the researchers understand the central phenomenon in the context (Creswell, 2013).

The participants in this study were sixteen Year 1 English education students from one university in China. The rationale for selecting Year 1 English education students is that the textbook used in their classes was designed on the principles of TBLT (Wu, 2018). Lecturers were required to apply TBLT to teach reading from this textbook. Furthermore, most of these students were trained to become English teachers in primary and secondary schools. TBLT is mandated to enhance students' comprehensive language competence according to the New National English Curriculum for Chinese Primary and Secondary Schools (MOE, 2022). The students were between 18 and 20 years old, and over 90 percent were female. Based on their college entrance examination scores, their English proficiency ranged from intermediate to low-advanced levels. Students needed to meet at least an intermediate proficiency level to be accepted as English majors.

Research Procedure

This study employed the ADDIE instructional systems design model, which provides detailed steps and a methodology for the research outcomes in DDR design (Richey & Klein, 2014). The procedure was divided into five phases: needs analysis, design, development, implementation, and evaluation.

Needs Analysis Phase

The needs analysis phase was conducted to determine students' needs for the materials by applying the TBLT approach to enhance their reading skills in the class. The needs aspects included learning objectives, supporting materials, teaching procedures, teaching activities, and formative assessments in the class. Sixteen students were invited to do the focus group interviews on their needs for reading skills. They were divided into two groups, each group with eight students. To protect participants' privacy, all names have been replaced by pseudonyms. "S" refers to the students who participated in the focus group interviews, with each participant assigned a number (S1 - S16). All responses from the focus group interviews (FGIs) were transcribed verbatim. These transcripts were then shared with the participants for review and amendment if necessary. Afterward, the interview responses were carefully analyzed and categorized into themes.

In addition, students' online reflective notes (ORN) of their needs and the analysis of the documents (DA), including the syllabus, textbook, and teacher's handbook, triangulate the responses in the focus group interviews.

Design Phase

The design phase involved the researchers determining the objectives and learning outcomes, arranging the teaching procedure derived from the needs analysis phase, selecting supporting materials, designing task-based activities suitable for teaching content in the textbook, and developing the intervention. All the activities in the design phase were conducted as part of the lesson plan, slides, supporting materials selection, and formative assessment of the tasks students performed in the class. Researchers hope to show how instructional materials are methodically created to satisfy the learning objectives and instructional needs identified in the needs analysis phase by clarifying the reasoning behind the design choices and tactics used (Morrison & Kemp, 2014).

Development Phase

The researchers collected suggestions and feedback from six field experts on the materials' design in the development phase. Utilizing formative assessment for feedback is essential in enhancing and refining the final version of generated material while ensuring the achievement of desired objectives. Six local experts involved

in the development phase were from different fields: three experts in TBLT, two in English teaching, and one in instructional design. They all had more than 10 years of teaching experience in English in tertiary education. The purpose of bringing in expert reviewers during the development phase was to collect feedback and adjust the prototype version of the materials before distributing it to the participants (Nawal, 2018).

Implementation Phase

In the implementation phase, two lecturers and 116 Year 1 English education majors used TBLT materials in their classes. Each lecturer applied the materials using the TBLT approach in two classes. All 116 students participated in face-to-face teaching in CE classes. According to the school's teaching schedule, the materials consisted of three units and were covered over 11-12 weeks. The researcher provided three training sessions for the lecturers on how to teach the materials using the TBLT approach. These sessions were targeted at the Year 1 English education majors. Each training session included a lesson plan, slides, and guidelines for evaluating students' task performance. The training sessions were held before the lecturers began teaching each new unit.

Evaluation Phase

The final stage was conducted to evaluate the materials using the TBLT approach from students' perceptions. The focus group interviews were used to get students' perceptions of reading by the materials applying TBLT. Researchers hoped to provide a nuanced understanding of the strengths, limitations, and areas for improvement identified through students' feedback. The researchers aimed to enhance comprehension of the strengths, limitations, and areas for improvement identified through stakeholder feedback and assessment. This was achieved by clarifying the criteria and metrics used to evaluate the instructional materials and sharing the findings and insights obtained from the evaluation process (Guba & Lincoln, 1989). Additionally, researchers illustrated how the evaluation results can be used to guide adjustments and modifications to the course materials and for directing further studies and activities in teaching English.

FINDINGS

This section presents the research findings of the study under defined questions.

What Are the Students' Needs for The TBLT Approach to Enhance Their Reading Skills?

Two focus group interviews (FGI) were organized to collect students' reading needs. In addition, students' online reflective notes (ORN) of their needs and the analysis of the documents (DA), including the syllabus, textbook, and teacher's handbook, triangulate the responses in the focus group interview. In analyzing students' needs for materials applying the TBLT approach in English reading, five subthemes were identified: learning objectives, teaching procedures, teaching activities, supporting resources, and teaching and learning assessments.

Students' Needs on Learning Objectives

In reading instruction, one of the reading objectives they need is to learn language knowledge involving vocabulary, grammar, and English culture in the reading texts. Additionally, they need to acquire reading strategies to help them comprehend the main idea of reading texts. Students believed that understanding the meanings of words in the texts and the grammatical analysis of sentences are necessary for learning to read effectively. Furthermore, they find reading strategies that help them grasp the main idea and comprehend the text crucial.

> *"I'm interested in improving my reading skills, particularly in being able to quickly identify the main idea through skimming. Additionally, I'd like the lecturer could guide the interpretation of words, grammar, and English culture during the reading process."*

> *(S1, FGI)*

> *"For reading strategies, I want to learn how to scan for specific information fast. Also, I want to learn how to locate the keywords to help me identify the main idea."*

> *(S12, FGI)*

Students' needs of reading objectives are parallel with the objectives set in the syllabus at the university. By learning reading in the course, they are expected to recognize the vocabulary, master word formation, understand grammar, and comprehend complex sentences by analyzing sentence structures. Figure 1 shows the objectives of language aspects students should achieve in learning reading in the course.

Teaching objectives: This course aims to cultivate students' ability to comprehensively use English language knowledge and skills for language communication. Through course study, students should be able to correctly identify and use standardized English pronunciation and intonation; adapt to major varieties of English in the world; recognize various parts of speech and their grammatical forms; master the word formation and the usage of basic sentence patterns and syntactic structures; use various writing techniques including cohesive means and rhetorical techniques to write different types of articles; comprehend the complex sentences through analyzing the sentence structures, paraphrasing, interpreting, and translation; develop critical thinking ability by integrating knowledge and skills they have learned; express the opinions on the hot topics and discuss the solutions to the problems in daily life in English.

Figure 1 DA: Teaching objectives of the reading course at GEU (English translation)

Therefore, when learning reading, students need language knowledge, including vocabulary, grammar, sentence patterns, and English culture, to help them comprehend the reading texts. They also needed to apply appropriate reading strategies under the lecturers' guidance to improve their comprehension ability. The objectives for students to learn reading were mainly focused on comprehension of the reading texts.

Students' Needs on Teaching Procedures

Students treated reading as an input process in which they could comprehend the main idea of the texts listed in the coursebooks. In addition, based on the comprehension of the reading texts, they could express the meaning of the texts and talk about the topic related to the texts. Hence, the steps students need learners to do are to guide them in comprehending the meaning of the text first. Then, they can exchange the information they have read and discuss the topics related to the reading texts. If necessary, lecturers could help them with the vocabulary, grammar, and sentence structures during the reading comprehension process when they do not understand the texts.

> *"When teaching reading, I need the lecturer to guide us in comprehending the main idea of the texts. After reading comprehension, lecturers could help me learn vocabulary and grammar that I don't understand in the texts."*

> *(S1, FGI)*

> *"While reading, the lecturer can always help me understand the meaning of vocabulary and sentences whenever I need. After reading, he/she can make a conclusion of the language points of vocabulary, grammar, and sentences."*

> *(S3, ORN)*

What students' needs of teaching procedure are parallel with the suggestions for teaching procedure in the teachers' handbook. Figure 2 shows the teaching procedure for teaching reading.

Task	Task function	Teaching focus
1. How many English family names do you know?—listing & discussion	Priming	✱ Ss activate their knowledge of English surnames.
2. Family names and their origins—reading	Target	✱ Ss practice reading selectively for a specific Purpose. ✱ Ss explore the explanation / example discourse Pattern.
3. Language work	Linguistic analysis	✱ Ss practice using a dictionary. ✱ Ss investigate the usage of the verbs *indicate*, *show*, *tell*, *say*; and of the adverbs *ever, since*.
4. What does your given name mean?—speaking & writing	Consolidation	✱ Ss practice using the "explanation-example" discourse pattern in a short explanatory text.

Figure 2 DA: Teaching procedure in teacher's handbook

Reading in the teacher's handbook provides students with input for task performance during the consolidation phase. Language work is given after completing reading purposes. Hence, Will's framework for TBLT is highly suitable for developing a teaching procedure that effectively caters to the needs of students. After the lesson, students interacted with significant subject matter and concentrated on the precise language required to understand and generate that subject matter. Emphasizing meaning and form in Will's TBLT framework allows students to enhance their reading and communicative skills, resulting in a comprehensive and effective approach to language teaching.

Students' Needs on Teaching Activities

Students needed to participate in different activities that would help them actively comprehend the reading content. They also expected that the lecturers would give them more opportunities to use the target language for some activities, like exchanging information from the text, discussing the reading topics with partners, and sharing opinions based on their comprehension of the reading texts.

> *"I enjoy exchanging information from reading with my fellow classmates during class. I hope lecturers could offer us more opportunities to share and present the information from the reading texts in the class."*

> *(S5, FGI)*

> *"I like group discussion. I think group discussion on reading questions helps me comprehend the texts better than the lecturer checking the answers directly."*

> *(S8, FGI)*

The activities students needed to participate in were also listed in the textbook reading part. The tasks listed were discussion, role-play, and presentations for students to use the target language from reading. Figure 3 shows the activities listed in the textbook.

2. Discussion

1   In groups of four, take turns to read aloud your list. While one student is reading out his/her list, the others check to see if the names appear in their list. Once you have all reviewed your lists, work together to decide the five English family names that are commonly known in your group. Put the results in the second left column of the above table.

> **You may find the following sentences useful for your discussion.**
> 1)   Shall we start the discussion now? (Open your discussion)
> 2)   Yes/OK. In my list, I put <u>White</u> first/second/third…How about you?
> 3)   I think, we may rank <u>White</u> first, because…
> 4)   I agree/don't agree with you…
> 5)   Good, we all agree. (Close your discussion)

Figure 3 DA: One example of the Activities in the textbook

The teaching activities listed demonstrate the students' willingness to participate in reading tasks actively. Students are more motivated and involved in learning by engaging with tasks focusing on meaning. This active participation is crucial for developing their comprehension and language skills.

Students' Needs for Supporting Resources

Students needed lecturers to choose reading texts related to their daily lives. In addition, they needed the lecturer to provide resources related to the reading texts, including background information on the reading texts and videos related to the reading texts. They also wanted the lecturers to use slides in the class to help them follow their teaching visually.

> *"I think the slides are a good way to present and explain the teaching content and language points directly. It is visible for us to get to know the teaching content and key points of the unit."*

> *(S4, FGI)*

> *"I think some videos related to the reading texts are helpful for me to comprehend the reading texts. I hope the lecturer could share some videos related to the reading topics in and out of the class."*

> *(S5, FGI)*

The students' ORNs resonate with their needs for the resources lecturers could provide.

> *"Actually, I am interested in English culture. I hope lecturers could share more resources about the culture background information in the textbook."*

> *(S7, ORN)*

Students' Needs on Teaching and Learning Assessment

The evaluation defined in this study is the formative assessment the lecturer applied in teaching the course reading. The evaluation aimed to monitor students' learning and provide ongoing feedback that the students could use to improve their learning. More specifically, formative assessments helped students identify their strengths and weaknesses and target areas that needed to be improved. Accordingly, the students needed feedback on their performance in the class from the lecturer and their peers.

> *"I hope the lecturer can give direct feedback on our performance after we answer the reading questions or report our opinions in the class."*

> *(S3, FGI)*

> *"I think peer assessment is an effective way to evaluate our speaking in the reading process. In addition, we also need the lecturer's feedback on our performance in the class."*

> *(S12, FGI)*

Hence, students needed the assessment to evaluate their performance in the reading process to check whether they comprehended the meaning of the texts in the coursebooks.

The needs analysis data on students revealed their requirements for learning objectives, teaching procedures, teaching activities, teaching resources, and evaluation of learning reading skills for TBLT materials. It would guide the researchers to design and develop the supplementary materials using the TBLT approach to tailor the students at the university specifically.

Q2. What Are The Underpinning Principles In Designing And Developing The Supplementary Materials For Teaching Reading Using The Tblt Approach?

In this study, the principles underpinning the design of the materials applying the TBLT approach were through the three phases of Willis' TBLT framework. In the pre-task phase, the researchers designed different activities and selected the supporting materials to help the students prepare for the task. The researchers designed the task cycle phase to give students opportunities and support to do the tasks. The last phase was language focus, which the researchers designed to emphasize the form of language. In this phase, students were guided to analyze and practice some specific forms of language they used in their tasks. In this way, students consolidated the language they used in the task cycle. The principles used in designing and developing the supplementary materials are listed below.

Th the Principle of Providing Comprehensible Input

According to Ellis (2005), in a foreign language context, relying solely on a limited number of weekly lessons centered around a course book is insufficient for students to attain high proficiency levels in a second language (L2). This implies that language learning requires more comprehensive and varied exposure to the language beyond what is typically provided in a standard classroom setting. Krashen (2013) argued that the classroom environment proves advantageous when it serves as the primary provider of comprehensible input, encompassing visual aids such as pictures and videos, relevant vocabulary and phrases, and contextual information about the subject matter. Therefore, comprehensible input as supplementary materials was suggested to be supplied to the students through the whole teaching and learning process. The comprehensible input in the materials included pictures, videos, and reading documents related to the topics, vocabulary, and cultural background of the reading texts students learned in the textbooks. Those materials were searched and selected online based on students' needs, language proficiency, schemata, and knowledge of the reading topics.

The Principle of Promoting Learning by Doing

A recommended strategy for students to develop English language proficiency is through active construction of knowledge instead of passive instruction from a lecturer in a traditional classroom environment (Nunan, 2010). Furthermore, tasks perceived as relevant to students' communicative needs are more likely to capture and maintain their attention than repetitive drills and exercises resembling language (Long, 2015). Hence, students are provided opportunities to use English to participate in varied communication activities in the class. In addition, students' direct personal experience serves as the starting point for the learning experience. Then, learners are motivated to engage with instructional content and establish deep links between what they learn and how that learning may be used outside the classroom when they perform the activities. The TBLT class aims to prepare students for their future or current communication demands in the workplace or other real-world settings. Therefore, language learning occurs in the process of students' active participation in doing tasks, which they transform the knowledge through the task performance in the class.

In designing the materials, the researcher designed and applied different activities for students to comprehend the main idea of the reading text, the vocabulary, the phrases, sentence structures, and grammar. The activities included reading comprehension questions, text completion, graphic organizers, and discussion about the reading texts (giving opinions, inferences, contrasting, and comparing). Instead of the lecturer presenting the reading text's content, students comprehend it through active thinking and their background knowledge.

The Principle of Providing Scaffolding

According to Vygotsky (1978), the process of learning cannot be independent of social interactions and relations. Learning is a mutually influential and interactional process between learners, their instructors, peers, and the learning environment. This implies that language learning is the procedure of dialogical interaction among students. In addition, according to the interaction hypothesis (Long, 1983), students learn the linguistic forms by negotiating for meaning to address a communication problem. Students learn the language best when they can negotiate meaning in exchanges where an initial communication problem has occurred. Hence, students are required to take part in cooperation and collaboration activities to increase their chances of communicating with each other in English.

In designing the tasks, the researcher created opportunities for students to communicate with classmates and the lecturer in the class to increase their interaction. The activities designed in the materials included pair work, group work, discussion, role play, and oral presentation in the class. All the activities were supposed to increase the students' mutual communication in English in the CE course. The activities aim to increase students' exposure to English and the chances of using it in meaningful contexts. Hence, instead of being passive learners, students got more involved with various learning activities to use English. Some students with lower English would enjoy the cooperation and collaboration activities in the class because they were more willing to use English to talk with their classmates than with the teacher.

The Principle of Promoting Cooperative and Collaborative Learning

Nunan (2010) suggests that lessons and instructional materials should provide supportive frameworks to enhance the learning process. In the early stages of learning, expecting learners to produce language that has not been explicitly or implicitly taught is not realistic. Hence, the researcher selected the materials to help students learn about the reading texts before learning in the class or at the beginning of the lesson as the scaffolding. According to Ellis and Shintani (2013), scaffolding is a dialogic process between students and knowledgeable teachers or peers to enable students to perform tasks they cannot do independently. Students could construct the knowledge efficiently with the teacher's guidance and more able peer students' help. Apart from the teacher's interactive guidance through learning, teachers need to consider the students' zone of proximal development (ZPD), which is the difference between an individual's actual and potential levels of development (Ellis & Shintani, 2013).

Scaffolding should benefit students through mutual interaction between lecturers and students in the class. Hence, the researcher designed the activities in the materials at different levels step by step to guide the students to finish the tasks.

Q3. What is the students' feedback on the supplementary materials by the TBLT approach to their reading skills?

Sixteen Year 1 English education majors were divided into two groups. Seven students were placed in Group 1, while nine were placed in Group 2. Two FGIs were conducted to get their feedback on the materials applying the TBLT approach. In addition, they also shared their ORNs on the materials. The field notes of classroom observation triangulated the students' evaluation through FGI and ORN. The overall assessment from the students on the materials applying the TBLT approach in teaching reading was positive.

The Learning Objectives

The students were asked to provide their perceptions of the learning objectives in the materials applying the TBLT approach. Most of them gave positive feedback in the FGI and ORN. They mentioned that the learning objectives were "clear." Some agreed that the teaching in the course could help them achieve the learning objectives they needed, including language knowledge and reading strategies used to comprehend the reading texts.

> *"The learning objectives are clear."*

> *(S11&13, FGI)*

"Through the course, I can apply some reading strategies, like skimming, to get the main idea of the text effectively."

(S11, FGI)

"It is beneficial for me to learn about the English culture through the course. It has broaden my mind."

(S14, FGI)

Through the students' feedback, it is clear that the learning objectives designed and developed in the TBLT materials meet the needs they reponsed in the needs analysis phase.

The Teaching Procedure

Students gave positive feedback on the teaching procedure, as the whole teaching procedure was clear and well-organized. They were clear about what they should do for each step. They felt they had improved their reading and oral communication skills through the teaching procedure.

"I think the teaching procedure is very clear. At the beginning, we get to know the topic. Then, we are given time to read and do pair work and group work. After preparing the task well, we report or do the presentation. Finally, we learn some vocabulary or grammar."

(S1, FGI)

"I think the whole procedure is logical. It's easy for me to follow the lecturer in the class."

(S3, FGI)

Students' ORNs corroborate with the responses in FGI.

"The teaching procedure was aligned with the content in the textbook. I can easily follow the steps in the teaching procedure."

(S14, ORN)

The Teaching Activities

Students evaluated the teaching activities positively. Most like the activities organized in the task cycle phase, including role play, oral presentation, and discussion. They were interested in doing tasks collaboratively.

"I like role-plays. I can work together with my partners. It's very interesting."

(S2, FGI)

"There are different kinds of activities, like answering reading questions, discussion, role play, and oral presentation. They are very helpful."

(S4, FGI)

"The activities are fun and useful. It is close to my daily life. I can use English outside of class, I think."

(S9, ORN)

In addition, from classroom observation, students are motivated to participate in different reading and oral communication activities. They enjoy doing activities, especially role-playing and oral presentations in class.

The Supporting Resources

Students also gave positive feedback on the supporting resources provided in and out of the class. They liked watching videos, as the vivid pictures and animation were related to the topics of the reading texts. In addition, they also thought the slides used in the class were helpful for them to go through the learning. The slides would help them review the lesson after class. Some students found the supplementary reading documents beneficial,

providing further exposure to the language and topics covered in the coursebook. However, some of them did not like the reading documents because they felt the reading documents were too lengthy and had many pages.

> *"The resources used in our course are plentiful. The lecturer shared with us the reading documents and videos. I like the videos very much. "*

> *(S1, ORN)*

> *"I like watching the videos. They are very interesting espically those videos help me learn about the different cultures around the world. But I don't always read the documents my teacher shared online. I feel some of the reading documents are too much."*

> *(S3, FGI)*

> *"I think the slides are well-designed. Particularily, I enjoyed a lot of the vedios my teacher showed in the slides. They are vivid and direct. I like some of the reading my teacher shared with us."*

> *(S12, FGI)*

Hence, students liked the resources, including the videos, slides, and real things brought to the class to help them do the role-play. However, they did not like some reading materials with many pages or complex vocabulary, as they found them difficult to read.

The Teaching Assessment

According to the student's responses on formative assessment, they were unclear about how and why they must do the formative evaluation. They thought they needed to get assessments to evaluate their learning performance. However, they were unfamiliar with the rubrics and assessment forms the lecturers used in the class. In addition, when doing formative assessments, they prefer to get the lecturers' feedback directly rather than through peer assessment and self-evaluation. They were not very satisfied with the formative evaluation of the materials.

> *"The lecturer gave us the paper and asked us to write down the score of our task performance on it. I do not know how my performance was even though we put the scores on the paper. "*

> *(S1, ORN)*

> *"I am not clear on what we do for the formative assessment in the class."*

> *(S2, FGI)*

> *"I do not want to get the feedback from my classmates. They might not be clear on how to give assessments appropriately. I mean, they just gave me a score without any suggestions, helping me correct my mistakes or improve my abilities."*

> *(S7, FGI)*

Students' comments in the FGI and ORN align with the classroom observation. When the lecturer did the formative assessment in the class, they might have misunderstood that it was to give a score on the assessment sheet without providing instant feedback to students. The lecturers needed to be trained on using the formative assessment sheet to help them provide feedback on students' task performance appropriately. In addition, the lecturers were also required to guide the students on how to use the criteria to evaluate their performance and their classmates' performance, for students still reflected that they needed more feedback from the lecturers.

CONCLUSIONS

The findings of this study provide some details that may be considered by EFL practitioners to be used in the production of the materials in reading contexts. The supplementary materials applying TBLT design and development highlight the importance of aligning TBLT materials with students' needs regarding learning objectives, teaching procedures, activities, supporting resources, and assessments. Students find the learning objectives clear and aligned with their needs, particularly in acquiring reading strategies and understanding

English culture. The teaching procedures are well-organized and logical, helping students follow the class easily and improve their reading and oral communication skills. Students appreciate diverse activities such as role plays, discussions, and presentations, which enhance engagement and comprehension. Visual aids like videos and slides are highly valued. The iterative nature of this research allows for ongoing improvements to be made to the materials, ensuring that they meet the objectives. The students' needs analysis revealed that the task-based materials needed to be adapted when the textbook was used in different contexts with students of varying language proficiencies and backgrounds. While students respond positively to the overall task-based materials, there is a need for clearer formative assessment methods and more direct feedback from lecturers to maximize the effectiveness of the reading instruction. However, students need more precise formative assessment processes and prefer direct feedback from lecturers over peer assessments. Further research is required to explore the design and development of task assessment in the future. In addition, effective TBLT implementation requires a comprehensible input supplement for the textbook, active learning activities, scaffolding in the learning process, and students' cooperation and collaboration in performing tasks.

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