

# ENHANCING ENGLISH READING COMPREHENSION OF THAI SECONDARY SCHOOL STUDENTS THROUGH THE INTEGRATION OF TECHNOLOGY INTO TASK-BASED LANGUAGE TEACHING



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#### THE THESIS TITLED

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# HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF ARTS IN ENGLISH AT SRINAKHARINWIROT UNIVERSITY

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The aims of this research are as follows: (1) to measure the effects of the integration of technology into task-based language teaching (TBLT) on the English reading comprehension of English-Chinese program students; (2) to measure the effects of the integration of technology into TBLT on the English reading comprehension of the English-Computer program students; (3) to compare the effects of the integration of technology into TBLT on the reading comprehension of English-Chinese program students to those of English-Computer program students; and (4) to identify the opinions of students on teaching reading comprehension through the integration of technology into TBLT. The participants consisted of 56 Grade 12 students. They were divided into two experimental groups: 28 students in the English-Chinese program and 28 students in the English-Computer program. The instruments in this study included lesson plans, an English reading comprehension test, and a questionnaire. The mean scores, standard deviation, the t-test analysis, and the analysis of covariance were used to analyze the data. The results revealed that there were statistically significant differences in the pre-test and post-test mean scores of the students in both groups at a level of .05. Moreover, there were no statistically significant differences in terms of the benefits to English-Chinese program students and English-Computer program students. This suggests that the integration of technology into TBLT had similar effects on students from different backgrounds. The results from the questionnaire revealed that students had highly positive opinions about learning reading comprehension through the integration of technology into TBLT. That is, they favored this teaching method. This study pointed out that the integration of technology into TBLT can be an effective method to enhance the reading comprehension of these students.

Keyword: English reading enhancement, Technology integration, Task-based language teaching

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#### Chapter 1

#### Introduction

#### Background

In the world of globalization and borderless society, the English language is used as a medium of communication that can be understood by many people all over the world. By 2030, the number of English users will be more than two billion speakers worldwide and the numbers of English learners would increase continuously (Nordquist, 2019). Furthermore, the English language plays a crucial role in this modern society (Reddy, 2016). Additionally, it is widely used for many purposes in various fields, including business, entertainment, social media, information technology, and education. Consequently, English becomes an essential and inevitable part of daily life.

In Thailand, the role of English language is widely acknowledged. Since the establishment of the Association of Southeast Asian Nations (ASEAN) in 2015, Thailand is one of the members that has accepted to use of English as a medium for business in ASEAN countries (Chuanpongpanich, 2021). In this regard, the government has recognized the necessity of English and has attempted to develop English proficiency among Thai citizens (Baker, 2012). According to the Ministry of Education (2010), English is considered as a core subject which is taught as a foreign language in the basic educational curriculum. The goal of English teaching is to enable students to improve their English skills including listening, reading, speaking, and writing. The significance of learning a foreign language can be considered a medium for communication, education, knowledge acquisition, ensuring a livelihood, and developing an understanding of another culture and perspective (OBEC, 2008). In other words, Thai students are required to be proficient in English when they complete the basic education.

Among all four skills, reading is considered one of the most significant (Shanahan & Shanahan, 2012). English reading has played an essential role in students obtaining information. In the information age, English has become dominant on the internet. It has exceeded all other languages as the most commonly used on the internet (Ananiadou, McNaught & Thompson, 2012). By accessing the information, students need to master

English reading. It would help students to understand the information and broaden their horizons from the written texts (Widowati & Kurniasih, 2018). English reading is also necessary for students to understand the lessons. At the academic level, textbooks and instructional materials in fields such as medicine, science, literature, and history are typically written in English. That is, English reading is needed by students to achieve educational goals (Haerazi, Juanda & Azis, 2018).

Unfortunately, Thai students seem to have a deficiency in English reading. There are some studies that discovered that Thai students had difficulty with English reading. Sattanakho and Dechsubha (2018) reported that sixth-grade students did not know how to read when faced with textbooks such as word decoding, and sentence comprehension level. Additionally, Vaisean and Phusawisot (2020) stated that seventh-grade students faced difficulties with their English reading comprehension. Lastly, Rawengwan and Yawiloeng (2020) conducted a study to investigate English reading comprehension of Thai university students at Nakhorn Sawan Rajabhat University (NSRU), and the results revealed that Thai university students still had difficulties with reading comprehension because they were unable to understand the context of the written text. These results suggest that Thai students struggle with English reading and have a reading comprehension deficiency.

The problem of lower English reading ability appears to stem from an ineffective teaching approach (Rotarwut, 2021). It could be the result of teacher-centered learning. In Thailand, teacher-centered learning is the favorite approach of teachers (Sinturat, Kosashunhanan & Lekdumrongsak, 2021; Sittirak, 2015). Teachers play a major role in teaching and learning activities. Most believe that knowledge can be transferred from teachers to students who act as passive receivers (Ertmer, Ottenbreit, Sadik, Sendurur & Sendurur, 2012). Consequently, this method could cause students to become passive and disengaged in classes. In addition, it also decreases students' motivation.

On the contrary, according to constructivism theory, learning is not a process of transferring knowledge from teachers to students because students learn when they are active (Suhendi & Purwarno, 2021). In this regard, teachers should adopt active learning

as a key procedure in the classes. The term "active learning" is contrasted with traditional learning. According to Chi (2021), active learning is a teaching approach that allows students to actively participate in class through discussion, communication, role plays, and other activities.

One of the active learning approaches that could enable students to be active learners is task-based language teaching (TBLT). TBLT is a teaching approach that puts emphasis on tasks in the learning process through authentic language in classrooms. The tasks are designed to enable students to acquire and use authentic language while doing the given tasks in order to achieve the communicative goal. The notable characteristics of this teaching method can be explained as follows: 1) TBLT emphasizes studentcentered learning. It encourages students' enthusiasm and creativity while developing their abilities, fulfilling their needs, extending their interests, and expanding their experiences (Ellis, Skehan, Li, Shintani & Lambert, 2019). 2) TBLT focuses on communication. It allows students to learn the target language through interaction with their peers (Nunan, 2015). 3) TBLT uses real-world language or authenticity in classes. In the language class, authentic materials are introduced into the learning context (Nunan, 2015). The activities and tasks offer students the opportunity to use real-world language in order to achieve a pedagogical purpose specific to the class. In short, the characteristics of this method are a student-centered approach, a focus on communication, and an implementation of authentic language in the classroom.

Nowadays, in 21st-century classes, technological advancements have resulted in a paradigm shift in teaching. Using technology is a core requirement in classes (Richards & Rodgers, 2016). Technology offers many advantages for both teachers and students. Teachers employ technology in order to create positive learning environments, particularly in active learning from the preparation to the process of teaching and learning. Additionally, teachers use technology to be a part of the learning activities to encourage students to learn. Furthermore, technology provides students with many advantages. It offers students unlimited resources. Students can access authentic sources of information in order to facilitate their learning (Jaelani & Uman, 2021). In addition, technology

facilitates students to learn in a more enjoyable and challenging learning environment. Therefore, using technology in the classrooms would be necessary and beneficial for teachers and students.

The importance of English reading, the paradigm shift in education, and the advancements in technology are vital parts of English language teaching reform in Thailand. With the advances in technology, in this study, technology was integrated into task-based language teaching (TBLT), called the integration of technology into TBLT. Therefore, the main aim of this study is to investigate the effects of the integration of technology into TBLT on students' English reading comprehension of students with different backgrounds in English-Chinese and English-Computer programs.

#### Objectives of the Study

- 1. To measure the effects of the integration of technology into TBLT on reading comprehension of students in the English-Chinese program.
- 2. To measure the effects of the integration of technology into TBLT on reading comprehension of students in the English-Computer program.
- 3. To compare the effects of the integration of technology into TBLT on reading comprehension of the English-Chinese program students to those of the students in the English-Computer program.
- 4. To identify students' opinions about teaching reading comprehension through the integration of technology into TBLT.

#### Research Questions

- 1. What are the effects of the integration of technology into TBLT on reading comprehension of the English-Chinese program students?
- 2. What are the effects of the integration of technology into TBLT on reading comprehension of the English-Computer program students?
- 3. Are there any differences in the effects of the integration of technology into TBLT on reading comprehension of students in the English-Chinese program to those of students in the English-Computer program?

4. What are students' opinions about teaching reading comprehension through the integration of technology into TBLT?

#### Significance of the Study

The results of this study will be advantageous for students develop their reading comprehension. Furthermore, this study can provide a guideline for teachers who are interested in the integration of technology into TBLT to enhance their language classrooms. It can provide useful information for teachers to develop and enhance reading comprehension of their students. Finally, the results of this study can be utilized to guide future studies in the field of language teaching, especially, in reading comprehension aspects.

#### Scope of the Study

In this study, the participants were 56 twelfth-grade students who enrolled in the English Reading and Writing 5 course in the first semester of the 2022 academic year at a secondary school in Bangkok, Thailand. The participants were chosen via a purposive sampling procedure. They were taught by the integration of technology into TBLT. This study included four reading comprehension skills namely, reading for topic, reading for main idea, reading for details, and reading for word meaning.

#### **Definitions of Terms**

1. Task-based language teaching (TBLT) refers to a teaching method that puts emphasis on tasks in the learning process through authentic language in classrooms. The tasks are designed to enable students to acquire and use authentic language while doing the given tasks in order to achieve the communicative goal. It has three stages: pre-task, main task, and post-task (Ellis, Skehan, Li, Shintani, & Lambert, 2019).

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2. The integration of technology into TBLT refers to a teaching method with the use of tasks in the learning process through authentic language in classrooms, and technology is integrated into each stage of the learning process including pre-task, maintask, and post-task stages in order to achieve the communicative goal.

- 3. Reading comprehension refers to the ability to understand the written text that has been read and the message the author wants to convey. In this study, reading comprehension is limited to four reading comprehension skills: reading for topic, reading for the main idea, reading for details, and reading for word meaning.
- 4. Opinions refer to students' perspectives or judgments based on their feelings and beliefs about learning through the integration of technology into TBLT in classroom activities.



#### Chapter II

#### Review of Literature

This chapter provides the related information retrieved from reviewing the related literature and studies. It is divided into of five parts. The first part presents the definitions of reading and the models of the reading process. The second part illustrates the definitions of reading comprehension and reading comprehension skills. The third part presents the definitions of task-based language teaching, tasks in task-based language teaching, the characteristics of task-based language teaching, the stages of task-based language teaching, and the advantages of task-based language teaching. The fourth part reviews technology in the classrooms, the integration of technology into language classrooms, the advantages of the integration of technology into language classrooms, and the technology used in classrooms. The last part is about the related studies.

#### 1. Reading

#### 1.1 Definitions of Reading

Reading is one of the processes to acquire new knowledge. The definitions of reading is defined in various ways by scholars. Grabe and Stoller (2019) define reading as the ability to obtain and construct the meaning from the written text properly. Additionally, Valizadeh (2021) states that reading is a process of decoding written text in order to understand the meaning and obtain information. Reading is an interactive process between readers and author in which readers construct the meaning and obtain the information written by the author (Cox, Brown, & Bell, 2019). Nuttall (2008) states that reading is a byproduct of the relationship between authors and readers, and it is the method through which readers obtain information from authors. Ahmadi (2018) states that reading refers to an interactive process in which readers obtain a message which an author conveys through words. Furthermore, Sandhu (2016) describes reading as a process that the readers collaborate with the text to make the meaning form it.

In short, reading is an interactive process in which the readers construct the meaning and gain the information from the written text.

#### 1.2 The models of the reading process

The reading process is classified into three types: bottom-up, top-down, and interactive models (Sadeghi, 2021). Each type is described briefly as follows:

The bottom-up model is a reading process in which readers combine the small details to form the larger details in order to construct the meaning. This model focuses on text decoding, from letters to words to meaning. It is also known as a text-driven model because it relies on information from written text (Yaemtui, 2015). Readers construct meanings of the information in the text piece by piece, with little interference from the readers' prior knowledge (Grabe & Stoller, 2019). The primary focus is the written text where the reader understands it without using the reader's prior knowledge or background knowledge (Suraprajit, 2019).

The top-down model is a reading process which focuses on using schemata or the readers' prior knowledge to derive comprehension. Goodman (1971) proposes the concept of this model as "a psycholinguistic guessing game" because readers need to be more active to make predictions and search for meanings while reading and using the prior knowledge to link a written text (p.135). The top-down model is also known as a reader-driven model because it depend on the readers' interests (Yaemtui, 2015). It could be claimed that the more the readers get involved in the text, the more effective the reading will be. To understand a text, readers must combine the meanings of each sentence with their schemata or prior knowledge to construct new knowledge based on their interests (Grabe & Stoller, 2019).

The interactive model is a reading process which combines the bottom-up and the top-down models (Grabe & Stoller, 2019). It is also called a hybrid reading model. Readers need to interact with the written texts to construct meanings of the passage (Grabe, 2009) by using the bottom-up model to recognize words and grammatical forms to decode written texts and the top-down model which employs the reader may use prior knowledge to understand the written texts. The intended meaning of the word may not show in the text and the reader needs to use prior knowledge and experiences to understand what the written texts really mean (Grabe, 2009).

In short, there are three models of the reading process. The uniqueness of each model assists readers in many aspects. The bottom-up model helps the reader to decode the message from small units to large units of linguistics, while the top-down model focuses on the reader's prior knowledge to link with the written texts. In addition, the interactive model refers to the integration of the bottom-up and the top down-models.

#### 2. Reading Comprehension

#### 2.1 Definitions of Reading comprehension

Many scholars have attempted to defined reading comprehension in many ways. According to Grabe and Stoller (2019), reading comprehension refers to the ability to understand the information stated in a written text and interpret it properly. In addition, Kintsch (2012) describes reading comprehension as the understanding and construction of meaning from written text. Samiei and Ebadi (2021) state that reading comprehension is a dynamic process which combines both recognition of written words and understanding the context behind the written words in order to comprehend the text. Badr El-Deen (2009) defines reading comprehension as the ability to understand a written text and the author's message through an integrated process that includes decoding words, understanding sentences, and using prior knowledge relevant to the text. Additionally, Veeravagu, Muthusamy, Marimuthu, and Michael (2010) state that reading comprehension is described as the process by which readers identify facts, information, or ideas from written text and derive the meanings of the message that the author conveys to the readers.

In short, reading comprehension is the ability to understand the written text that has been read and the message the author wants to convey.

#### 2.2 Reading comprehension skills

In order to comprehend the written text, readers need to have reading comprehension skills. Many scholars have proposed essential reading comprehension skills.

According to Eagleton and Dobler (2007), the essential skills include:

1) determining important main idea, 2) scanning for details, 3) determining the topic and type of text, 4) searching for context clues, and 5) making inferences.

Hedgcock and Ferris (2018) claim that the important reading comprehension skills include 1) identifying main ideas 2) generating inferences 3) using context clues to understand meaning 4) reading for information 5) identifying keywords 6) drawing factual conclusions, and 7) predicting outcomes.

Grabe and Stoller (2019) propose the comprehension skills which are as the following: 1) specifying the main idea, 2) guessing the meaning of a new word from context, 3) checking comprehension, 4) searching for information, and 5) identifying the topic.

From the aforementioned, the essential reading comprehension skills that are similar include identifying topic, the main idea, details or information, and using context clues to guess the meaning of a new word. These skills can be described as follows:

Reading for topic is a key component of reading comprehension (Gocer, 2014). It is the ability to identify a subject of a passage. The topic helps readers understand the meaning of the passage (Flemming, 2011).

Reading for main idea is a core component of reading comprehension skills (Boudah, 2014). It is the ability to find a central idea of the paragraph or what the author is attempting to communicate to the readers. There are two types of main ideas: stated main ideas and implied main ideas (Carol, 2008). The stated main idea is the point that the author explicitly conveys to the readers, whereas the implied main idea is the point that the author implies to the readers. That is, when the main idea is implicit, the readers need to discover it from the author's clues such as the topic of a paragraph or what the author is attempting to convey about the topic. Readers would remember and understand the paragraph meaningfully when they can understand the main idea of the paragraph (Prom-D, 2012).

Reading for details is the ability of which readers can specify information in the written text such as dates, names, and places, among others. It could be an

explanation of the main idea or an example of the topic (Boudah, 2014). There are two types of details that the reader needs to pay attention to while reading including, major details and minor details. The major details are the main points that support the main idea. whereas the minor details are elaborated on the major details (Langan, 2014). Furthermore, reading for details allows the readers to understand what information, or what type of information they are searching for, finding it, and then reading the rest of the text carefully to grasp a full and detailed understanding. The details in a paragraph can help the readers understand and comprehend the passage properly (Kamil et al., 2008).

Reading for word meaning is the ability to use the context to understand new words or unfamiliar words. One of the effective skills would help readers know the unfamiliar words is the context clues (Ilter, 2018). Context clues refer to signals and indicators found in sentences, paragraphs, and texts that can help readers comprehend the meaning of unfamiliar words, idioms, and expressions (Jumaily, 2021). There are many types of context clues such as definitions, examples, synonyms, antonyms, or contrast (Rasinski, Padak, Newton, & Newton, 2008). Context clues enable students to explore the new meanings of the words that they may incidentally learn as well as allows them to understand the text correctly (Graves, 2006).

In conclusion, the essential skills of reading comprehension include reading for topic, the main idea, details, and word meaning. These skills would help the readers to comprehend the written text meaningfully.

#### 3. Task-based language teaching (TBLT)

#### 3.1 Definitions

The definitions of task-based language teaching (TBLT) have been proposed by many scholars. According to Richards and Rodgers (2014), TBLT refers to a teaching approach which use tasks as a core unit of language syllabus and teaching. In addition, (Eillis, 2013) also states that TBLT is an approach to teaching the target language by using tasks which require students to use authentic language to perform the given tasks. Willis and Willis (2007) define TBLT as an effective approach to teaching students through the authentic language used in the language classroom. Bygate, Samuda, and Branden

(2021) assert that TBLT aims to teach language as a holistic, integrated discourse in communication and psycholinguistic processes of second language acquisition. Furthermore, Ellis et al. (2019) state that TBLT is an approach that emphasizes the significance of engaging students' natural abilities for language acquisition by performing tasks that draw students' learning attention to forms.

In conclusion, TBLT is a teaching method that puts emphasis on tasks in the learning process through authentic language in classrooms. The tasks are designed to enable students to acquire and use authentic language while doing the given tasks in order to achieve the communicative goal.

#### 3.2 Tasks in Task-based language teaching

In this approach, tasks are considered as a core unit of teaching and learning (Richards & Rodgers, 2014). The notion of the task should be clearly articulated in order to understand the nature of the tasks.

#### 3.2.1 Definitions of Tasks

Many teachers in language classrooms may be confused about the differences between the notion of tasks in traditional communicative classrooms and task-based language classrooms. In this regard, the definition of the task must be distinguished. According to Long (2015), tasks in the traditional classrooms aim to develop students' linguistic knowledge through controlled exercises or activities. Tasks that emphasize linguistic features serve as students' production of the Presentation, Practice and Production method or PPP model, also known as task-supported teaching (Ellis, 2003). It is considered as a pedagogical tool, but not as a tool to achieve a communication goal (Sasayama, Gomez, & Norris, 2021).

However, in task-based language teaching, the notion of task is different from the previous discussion. Many scholars have attempted to define the term "task". In task-based language teaching, a task is any forms of activity that requires students to use pragmatic language processing to achieve a goal (Ellis, 2003). The goal of a task is to foster students to use their linguistic knowledge to express the meaning. It may require both productive and receptive skills, as well as spoken and writing skills and numerous cognitive processes. Additionally, Nunan (2004) defines task as a classwork where

students are required to manipulate, understand, produce, and participate in the target language by using their linguistic knowledge to express the meaning rather than manipulating the language form. In addition, tasks should be designed based on activities that people do with language, which is related to real-world activities or authenticity, i.e., activities that students are likely to encounter in their everyday life (González-Lloret & Ortega, 2014; Long, 2015; Widdowson, 2003).

To sum up, tasks are classroom activities that require students to use the target language to express the meaning.

#### 3.2.2 The characteristics of tasks

According to Ellis and Shintani (2014) propose the characteristics of tasks as follows:

- 1. The key focus is on meaning. This one refers to the students' ability to understand the messages of the input. Students utilize the target language to understand and generate messages for communicative purposes which is similar to real-work situations such as listening to or reading a tale, filling out a form, explaining, and giving directions.
- 2. There is some kinds of gap. The gap refers to the communicative gap that requires students to communicate with others. The communicative gaps include opinion-gap, reasoning-gap, and information-gap tasks.
- a) Opinion-gap task refers to a task that requires the students to express their thought, preference, or feeling to complete the tasks (Fallahi, Aziz Malayeri, & Bayat, 2015).
- b) Reasoning-gap task refers to a task that requires students to provide the new information through inference, deduction, or practical reasoning to complete a task. Students can give reasons of the materials while learning (Namaziandost, Nasri, & Ahmadi, 2019).
- c) Information-gap task refers to a task that requires students to complete the given task or solve a problem by using new or missing information (Fallahi et al., 2015).

These communication gaps support students in communicating with their peers while doing the given tasks.

- 3. Students are expected to use their language resources including their own linguistic and non-linguistic resources. Students are expected to complete the given tasks by using their own linguistic knowledge in L1 and L2 as well as non-linguistic knowledge. Additionally, students may borrow some language used from the input assignment to help them complete the task because the students will not be taught the language that they will use in order to complete the given task.
- 4. There is a communicative outcome. Task has a specific communicative outcome rather than using of language forms. The target language is used as a vehicle to achieve an outcome, not as a goal for teaching. As a result, the main issue in this aspect is that students are expected to achieve the communicative goal rather than utilizing linguistic features.

To summarize, the characteristics of tasks in TBLT place emphasis on meaning, encouraging students to express their thoughts, drawing on their own understanding through the use of both language and nonlinguistic background knowledge, and focusing on communication. According to Ellis and Shintani (2014), the characteristics listed above would assist in ensuring that tasks present a setting in which language is used and seen as a tool for accomplishing communicative goals.

#### 3.2.3 Task components

Tasks in TBLT need to be designed carefully to facilitate language teaching. The components of tasks are important for designing the tasks. Nunan (2004) proposes the six components of the tasks include goal, input, data, procedures, teacher role, student role, and setting.

1. Goal refers to the teachers' goals behind the learning task in the class, for example, to develop students in speaking or writing. The goal may relate to language, and also other aspects of the learning process, e.g., communication, sociocultural, learning how to learn, and language and cultural awareness. It is an essential component

because any teaching task or lesson needs to have a goal to be accomplished by students. An unclear goal would cause the unsuccessful lesson.

- 2. Input refers to any form of data including audio, written text, and visuals, that students utilize to perform a task in the course. Instead of debating whether authentic materials should be included, the question is what combination of authentic, created, and specially designed resources would best provide students with the learning opportunities they need.
- 3. Procedures refer to what students need to do with the input that serves as the starting point for the learning activities and tasks. The procedure in the classrooms should reflect the tasks that students need to accomplish outside of the classroom.
- 4. Teacher roles refer to the part that teachers act as a facilitator who provides learning tasks and learning environment where students can communicate with their peers. TBLT teachers should create tasks for students, encourage students in achieving task goals, provide a range of form-focusing approaches, and monitor and observe students while performing tasks. (Richards and Rodgers, 2014).
- 5. Student roles refer to the position in that students are expected to perform the given task and use the target language to communicate with others while completing the task. As a result, students are required to take part in a group activity that allows them to practice the target language (Richards and Rodgers, 2014).
- 6. Settings refer to the specific or implicit classroom settings in the activity. Teachers should decide whether the task will be completed in the class or not. In order to set the tasks, mode and environment are the factors that need to be identify. Mode refers to how students perform the tasks individually, in pairs, or in small groups, whereas environment is where the learning occurs. It may be in psychical classrooms at school, multimedia centers, or community classrooms.

In conclusion, the components of tasks are composed of goals, input, and procedures, as well as the supporting elements of teacher and student roles and settings. These all components address the concept of tasks in TBLT.

#### 3.2.4 Types of tasks

There is no widely agreed classification system for tasks. Pedagogical accounts have continued to classify tasks according to the processes that learners should perform when accomplishing tasks (Ellis, 2003).

Nunan (2004) suggests two types of tasks in TBLT syllabus as follows:

- 1. Real-world or target tasks refer to how the real-world language is used outside of the classroom. This type of task serves as the goal of learning and determining what gets taught in the classrooms (Sasayama et al., 2021).
- 2. Pedagogical tasks refer to a piece of class works in which students are required to use the target language to complete it. They can use their own resources to express meaning when the goal is to communicate rather than to use linguistic forms. The tasks are provided to assist students in completing the goals of communication. It can take many forms, including activities that require students to (a) watch, listen to, or read a model performance of a target task, (b) identify the nature of language use in the model, (c) practice using the language for communication goals, and (d) reflect on their own language use (Sasayama et al., 2021).

Willis and Willis (2007) suggest seven different types of pedagogic tasks based on cognitive processes, ranging from the lowest to the highest taxonomies:

- 1. Listing. Students would make a list of vocabulary, places, directions, and persons from the lesson. This task can be divided into two types: brainstorming, which requires students to make a mind map, and fact-finding, that asks students to search for input from a range of sources, e.g., find five facts about COVID19 to share with other students.
- 2. Ordering and sorting. This task refers to the abilities to make a sequence, rank the information, and classify the data to the correct groups. Working a set of information or data that has been organized based on predefined criteria, such as ordering paragraphs, rating items from least to most essential, or classifying items into the correct group.
- 3. Matching. This task is suitable for students of all levels. Students are expected to watch, listen to, and read about a variety of items as well as associated words and phrases. This task, students can gain a very rich exposure to the target language, e.g., matching caption cards or short texts to pictures or photos.
- 4. Comparing: This task involves comparing similarities and differences of information. The goal of this task is to enhance students' abilities to match or assemble items or identify similarities and differences. This would help student to differentiate and to evaluate the information that they will face in their daily life. They would be able to select the best thing that would benefit them the most, e.g., spotting the differences or talking about personal experiences to find things in common.
- 5. Problem Solving. This is one of the challenging tasks for students to solve the problem through class activities such as analyzing real situations or hypothetical situations, giving reason, or making decision. They are expected to seek for the solution of the problem.
- 6. Projects and creative Tasks. This type of task involves pair or group project among students. Students need to create a product from the lesson to the audience. This task requires students to work collaboratively through many stages

such as ordering and sorting, brainstorming, fact-finding, ordering and sorting, comparing, or problem-solving.

7. Sharing Personal Experiences. A task that encourages students to speak and share their own experiences by narrating, describing, and explaining.

More recently, Richards and Rodgers (2014) have proposed the following types of tasks:

- 1. Jigsaw tasks. Students need to collaborate in order to combine the various pieces of knowledge to generate a whole. For example, when each group is given separate parts of information and must put them together.
- 2. Information-gap tasks. Students are provided with different pieces of information. They need to communicate and negotiate with other students to perform the given tasks.
- 3. Problem-solving tasks. Students are proposed problems or issues and students need to help each other to find and dissolve the problems.
- 4. Decision-making tasks. Students are presented with problems or quests with various potential resolutions, and they need to find a resolution by using negotiation and discussion.
- 5. Opinion exchange tasks. Students are encouraged to discuss and exchange ideas or their personal preferences for a given situation.

Many scholars have advocated a variety of pedagogic tasks for language teaching. However, task proposed by Richards and Rodgers (2014) will be employed in this study. The tasks could encourage students to collaborate and employ the target language in order to achieve the task outcomes, which focus on meaning rather than form. It is appropriate for the students in this study since it could encourage communication and give them the chance to utilize the target language.

#### 3.3 The Characteristics of Task-based language teaching

The characteristics of task-based language teaching can be grouped into themes as follows:

Task-based language teaching emphasizes student-centered learning rather than teacher-centered learning. It encourages students' enthusiasm and creativity while developing their abilities, fulfilling their needs, extending their interests, and expanding their experiences (Swan, 2005). Students learn the target language by interacting with one another while completing activities and tasks in pairs or a small group. Additionally, TBLT tasks are suited to students' interests because authentic language is relevant to students' real-life situations that they might encounter in daily life (Nunan, 2004). This leads to enhancing their motivation to learn and participate in classroom activities.

Task-based language teaching focuses on communication. TBLT places emphasize on learning through communication and interaction in the target language (Nunan, 2004). Students are asked to use the target language through activities and tasks that are designed to foster students' communication. Communication offers students the opportunity to acquire language form because students may construct linguistic knowledge incidentally in lessons while using the target language in classrooms (Swan, 2005).

Task-based language teaching uses real-world language or authenticity in classrooms. In the language class, authentic materials are introduced into the learning context (Nunan, 2004). The activities and tasks offer students the opportunity to use real-world language in order to achieve the goals of teaching. That is, students are expected to use authentic language to establish interactive and pragmatic competence so that they can negotiate to grasp the range of tasks that they may encounter in the future in an effective and appropriate manner

In a summary, task-based language teaching is characterized by a studentcentered approach, a focus on communication, and an implementation of authentic language in the classroom.

#### 3.4 The stages of task-based language teaching

Ellis et al. (2019) propose three main stages of task-based language teaching including pre-task, main-task, and post-task stages.

The pre-task stage refers to the first stage that teachers may inform students about the relation between tasks and their own lives, as well as the real-world task, in order to arouse their interest and raise their expectations, additionally, motivate them to participate in the lesson. The purpose of this stage is to get students equipped for the main. Teachers need to prepare students to comprehend the procedures and outcomes of the target task. Teachers may also be required to activate students' prior knowledge and applicable language skills, which relates to lexical or vocabulary skills rather than grammatical knowledge. For comprehension (reading and listening) tasks, the teacher may have students make predictions about the content of an oral or written text, such as using the title or subtitles, which is a particularly successful motivational method (Willis & Willis, 2007).

The main-task stage is considered as the important part of the process. In the main-task stage, students can engage in a series of tasks that must be completed either independently, in pairs, or in a small group (Gök & Michel, 2021). Tasks are meant to be integrative because they integrate two or more receptive and productive skills (Ellis, 2009). Teachers need to provide students with authentic materials which serve as an input, for example, taken exactly from relevant sources and not modified (Gök & Michel, 2021). The input is incorporated into tasks in such a way that students perceived it as significant because it is required for task completion (Long, 2015). The main-task stage is more focused on task completion and outcome in communication aspects than on linguistic accuracy.

The post-task stage refers to follow-up activities that build on the main task. In this stage aims to create learning opportunities for students to 1) repeat a task, 2) address language forms that are problematic for them in the main task, and 3) engage students in reflection activities. According to Willis and Willis (2007), after the main task is completed, teachers are free to identify specific linguistic forms to teach students. The

linguistic knowledge should be chosen from the task, such as a specific part of the input to practice or enhance students' awareness of - or a linguistic component that is difficult for students to understand while doing the work.

In conclusion, task-based language teaching comprises of three stages. In the pre-task stage, students are introduced to the topic and tasks in order to motive them in the lesson. This stage, students are provided a series of tasks to complete in pairs or small groups. The focus was on task completion and outcome rather than linguistic accuracy. In the post-task stage, students are actively stimulated to observe the language they and their partners used throughout task completion.

#### 3.5 Advantages of task-based language teaching

Task-based language teaching encourages students to be active learners.

Task-based language teaching encourages students to be active learners in the classroom. TBLT is a student-centered approach. Teachers are expected to acts as facilitators (Willis & Willis, 2007) who provide students with opportunities to learn. Students are required to do the given tasks which are designed to enable them to interact and communicate with other students. In the class activities, students are required to work collaboratively in pairs or in small groups (Richards & Rodgers, 2014). Moreover, the language used in the class would be an authentic language which is related to their background knowledge or interest (Ismaili, 2013). That is, it would be convenient for students to participate and manipulate in the lessons and feel comfortable expressing their thought. These factors could lead them to be active learners.

Task-based language teaching improves language exposure and language acquisition.

Task-based language teaching can help students expose to the target language and develop their language acquisition. Ellis (2009) suggests that task-based language teaching offers students substantially more exposure to the target language via authentic materials in the forms of written text and audio. In task-based language teaching, authentic materials are employed in order to facilitate students learning. Teachers use a variety of authentic information such as newspapers, advertisement posters, online articles, and visual and audio media in the class. Additionally, students

are required to employ or adopt the information while doing tasks in order to complete the given task. These promote student exposure to the target language by requiring them to participate in meaning understanding and observation of the target language (Thammineni, 2012). Consequently, exposure to the target language can lead to the development of students' language acquisition because it helps students to acquire and construct their own knowledge of the target language (Lightbown & Spada, 2006). That is, the more exposure to the language, the more the learners acquire it (Krashen, 1982, as cited in Long, 2015).

#### Task-based language teaching increases students' motivation.

Task-based language teaching can help students become more motivated in the classrooms. The most crucial advantage of task-based language teaching is that it increases students' motivation in the language classroom (Ellis, 2003). Firstly, this approach creates a positive learning environment (McDonough & Chaikitmongkol, 2011). Students have the opportunity to think and speak what they feel without feeling threatened during the learning process because tasks allow students to express themselves without the interference of teachers. Additionally, the outcome of the task is to communicate rather than language forms. Secondly, this approach offers students enjoyment while doing tasks. The tasks are designed to foster students to interact and communicate with peers. It contributes to students by increasing engagement, providing opportunities for speaking, decreasing anxiety, and increasing enjoyment (Bao and Du, 2015). That is, the enjoyment would lead students to be motivated. Lastly, task-based language teaching provides students with an opportunity to learn through authentic language. Authentic materials provide real-world examples of language used in daily life. Students can learn the target language through magazines, postcards, news, and movies. It serves students' interests and needs that would arouse and motivate students in learning process.

#### 3.6 Limitation and Challenges of Task-based language teaching.

Although, TBLT has a number of benefits for supporting language teaching, it also has some drawbacks. Many scholars claim that one of the drawbacks of TBLT is time-consuming (Widodo, 2006; Harris, 2018; Saputro, Hima & Farah, 2021). For teachers, in the preparation stage, teachers have to spend a lot of time on careful planning and skillful implementation (Douglas & Kim, 2014). Additionally, they spend much time explaining and training students (Lai & Lin, 2015) because in TBLT class, teachers are expected to facilitate students by allowing them to control of their process of learning rather than teaching them (Ellis, 2003). Therefore, it takes much time for teachers in the learning process. Moreover, the tasks in TBLT are difficult to organize since they need to be designed based on task criteria in order to achieve the communication outcome (Ellis & Shintani, 2014). For students, it takes them to spend more time to complete the tasks because students are required to discuss, complete, and present the given tasks (Anukul, 2017). Moreover, as part of the teaching process, students are asked to perform activities at each stage, which could result in a workload for them to complete them in class (Long, 2015).

Additionally, group work activity is one of the challenges of TBLT. In TBLT class, students are required to work in pairs or in small groups in order to complete the tasks (Ellis et al., 2019). Teachers should consider each student's ability and needs as appropriate for them (Nunan, 2004) because each group contains students with various educational backgrounds and language competencies. While considering students' abilities and differences, students should be asked to form small groups (Bunmak, 2015). Since students are different, teachers need to be conscious of the students who may dominate the discussion. The nest challenge, it is the number of students in a group. The number of students in each group should be equal so that the discussion can be practical, and the teacher can monitor and advise them in the process Saragih, Saragih, Saragih, & Natalia (2022). Hence, teachers need to know students in order to be able to facilitate group works appropriately.

The next challenge is the assessment concern, which deals with the incongruence with public assessment demands. Since the main goal of TBLT is to enhance students' communication ability and the focus is on meaning rather than forms, the current concern is that task-based language teaching may not adequately prepare students for important public exams (Harris, 2018). Daily (2009) states that TBLT is an approach that aims to develop students' communication competence; however, many educators and parents have questioned whether TBLT helps students achieve greater exam scores. Similarly, Liu, Mishan, & Chambers (2018) argues that TBLT might not be an appropriate approach for some academic assessments such as placement tests and diagnostic or achievement tests which focus on the linguistic aspects.

#### 4. Technology in classrooms

The presence of technology in today's world has been immense. Technology has impacted many aspects of social life on a worldwide scale, particularly in the last three decades (Arifah, 2014). The widespread of technology and its advancement have led to a paradigm shift in the educational system, especially, in the language classroom. Technology become a significant trend in language teaching to enhance not only teaching and learning experiences but also learning assessment (Butarbutar, 2021; Mulyadi, Wijayatiningsih, Singh, & Prastikawati, 2021). It is now widely acknowledged as a powerful medium for promoting language learning skills, including listening, reading, speaking, and writing (Naseem, 2021). Additionally, the use of technology in class would benefit students in a variety of aspects such as technology can encouraging inquiry, promoting communication, and assisting students' self-expression (Levin & Bruce, 2003).

Many scholars in the education field pinpoint how important technology plays in language classrooms. (Doughty & Long, 2003; González-Lloret, 2015; Skehan, 2003) assert that the use of technology in the language classroom places an emphasis on learning by doing since it serves pedagogical purposes in terms of boosting motivation and authenticity in language learning (González-Lloret & Ortega, 2014). For this reason, technology should be incorporated into the classrooms to enhance student learning.

#### 4.1 The integration of technology into language classrooms

Technology is an essential tool that teachers can use to facilitate students' learning in the classrooms. When technology is mentioned in the educational context, the word integration is used (Ahmadi, 2018). Many scholars have defined the integration of technology into language classrooms in many ways. According to Silva, Bilessimo, & Machado (2021), the integration of technology refers to the incorporation of technology in classrooms. In addition, Hennessy, Ruthven, & Brindley (2005) and Pourhosein Gilakjano (2017) assert that the use of technology in the class is known as technology integration carry out class activities more efficiently and actively transform these activities. It can enhance learning in the classroom by giving students the chance to submit their assignments electronically rather than using the more traditional pen and paper (Dockstader, 2008). To sum up, the integration of technology into classrooms is the incorporation of technology in classrooms in order to facilitate and support students in the process of learning through class activities by using computers and electronic devices to perform tasks.

#### 4.2 The advantages of the integration of technology in language classrooms

Since technology provides information for them in all areas, including language teaching and learning, most teachers and students use technology as the medium of the learning process. Many scholars express the advantages of technology in language teaching for both teachers and students.

Technology used in classrooms is beneficial for teachers in several ways, such as facilitating in teaching process and creating active learning environments.

#### Technology can help teachers in language teaching.

Technology facilitates teachers in language classrooms. It becomes more important as a tool to assist teachers in facilitating language learning in order to perform an effective class. (González-Lloret, 2015). It enables teachers to access a variety of sources of information to supplement their instruction such as instructional materials, authentic texts, and visual and audio materials. Moreover, technology can be used to adapt classroom activities into active learning in order to enhance the language teaching process. The application of technology has changed the English teaching method.

Teachers can employ many platforms or online activities in order to facilitate class activities while teaching. The use of technology provides numerous ways for making teaching more interesting and beneficial in terms of advancement. (Patel, 2013).

## Technology changes the language classrooms to become more active

Technology can promote active learning. The integration of technology in language classrooms provides teachers with more tools to support students. Firstly, teachers offer students with resources such as online textbooks, e-learning platforms, and online educational games for immersive virtual reality. Teachers provide students with opportunities to use many resources that facilitate students to get involved easily and manipulate the meaning, e.g., searching for information, taking digital notes, or completing an online task (Sailer, Schultz-Pernice, & Fischer, 2021). Second, teachers can create positive learning environment by using technology. Teachers can use many technological resources in the classroom including interactive online quizzes, virtual games, and presentation tools in order to enable students to become active learners. The implementation of gamification and online activities can improve students' performance in the classroom and foster them to be active learners (Nikoletta-Zampeta, X, Juho, Kostas, & Vassilios, 2020).

Furthermore, the application of technology in language classrooms provides advantages not only the teacher but also students with fruitful advantages in language learning. Technology provides students with unlimited resources, promotes their motivation, and increases learning engagement.

#### Technology provides students with unlimited resources

The integration of technology has considered one of the important parts of language learning. Firstly, technology provides students with easy-to-access information. Students can use technology such as search engines in order to browse for information, for example, written texts, audio materials, and visual media that they are interested in. Gilakjani and Sabouri (2017) supported that technology enables students to adapt their learning process with technology, and they can access a wide range of information to better understand the lesson. Secondly, Technology offers students a variety of authentic resources for the target language. Students can access authentic materials including

newspapers, online articles, videos, and audiobooks in order to develop their language learning through real-world language (Ahmadi, 2018).

# Technology can be served as a tool to increase students' motivation

The implementation of technology in language classrooms is not only material but also a tool to motivate students. Students can interact with hands-on learning materials provided by many sorts of educational technology. It enables students to be actively engaged, enthusiastic to search for new information, enjoy the pleasant learning atmosphere, and will always be interested to learn. In addition, technology increases students confidence by allowing them to learn while having fun, generating social dynamics, and creating happy moments that increase motivation and promote learning (Sailer et al., 2021). Many researchers conduct a study of integrating technology in the language classroom. The results reveal that integrating technology in the class has positive effect on increasing students' motivation and allowing them to develop their language skills (Chen & Kentb, 2020; Sun & Gao, 2020; Tavakoli, Lotfi, & Biria, 2019).

# Technology can increase student engagement in learning.

Technology has become such a crucial part of the students educational experience, that it has an impact on student engagement (Henderson, Selwyn, & Aston, 2017; Selwyn, 2016). The application of technology during class time provides students with opportunities to work collaboratively and encourage student to learn in the class. Additionally, it provides students with a variety of online platforms, interactive worksheets, online quizzes, discussion forums, and other classroom activities. Technological examples that have been shown to increase student engagement include online collaboration software, blogs, wikis, and social media platforms and electronic games (Schindler, Burkholder, Morad, & Marsh, 2017). These activities enable students to engage in the classroom. Many scholars study the effects of implementing technology to enhance student engagement. The results pointed out that the use of technology in classroom can enhance student engagement. They suggested that technology should be implemented to support participation in the classroom and create classroom more dynamics (Bergdahl, Nouri, & Fors, 2019; Unal & Cakir, 2021).

Technology offers teachers and students many advantages in language classrooms. It could help the teachers to design the lesson and create an active learning environment. Additionally, it also helps students to explore many resources of information as well as to increase students' motivation and engagement in the process of learning.

## 4.3 The technology used in classrooms

In recent years, the advancement of technology is widely used in classrooms, especially in language classrooms (Alshenqeeti, 2018). Additionally, students are keen to utilize their smartphones or tablets in the classroom. Technology can be utilized to create a positive learning environment, enhance motivation, and offer a more entertaining atmosphere. (Pienimäki, Kinnula, & livari, 2021). There are many kinds of technology frequently used in classrooms.

According to Dewi, Lengkanawati, and Purnawarman (2019), technology which is mostly used in classrooms includes Padlet, Canva, Kahoot!, Screencast O'Matic, Timeline maker, and online mind map.

Arslan and Costu (2021) state that technology which is commonly used in classroom are Kahoot!, Prezi, Google Forms, Edmodo, Padlet, Canva.

Roley (2021) introduces seven technologies used in classroom for all lessons including Google Slides, Mentimeter, Pear Deck, Padlet, Jamboard, Google Forms, and Quizizz.

From the previous discussion, the technology used in classrooms which share similarities is Kahoot!, Padlet, Quizizz, and Canva. Each technology is described briefly as follows:

Kahoot! is one of the game-based learning platforms that can be used to support learning environments as educational technology. It is accessible via computer and smartphone or tablet (Pede, 2017). Teachers can create multiple-choice questions to measure students' knowledge or to provide a break from traditional classroom activities. In order to create questions, there are many features available, such as uploading videos, diagrams, photos, and music to enable learners to think or to simply to add energy to the quiz. Another benefit is that the teacher can specify how much time students have to

answer each question and how many points each question is worth. (Kahoot!, 2014). In addition, Kahoot! can be used to improve social learning since students gather around a normal screen, such as an interactive whiteboard, projector, or computer monitor, where they can collaborate with their peers (Pede, 2017).

Padlet is an online tool that refers to an online notice board that provides a collaborative space, called a virtual wall (Kaya, 2015). Padlet allows both teachers and students to post notes on a common page, which is also called a "wall" (Sehuddin, Noni, & Jabu, 2021). Teachers and students can post notes that contain links, videos, images, and document files. Additionally, the use of Padlet can provide an opportunity for students to share their ideas on the lessons or activities either in classrooms or at home (Toti, 2018). Padlet is tremendously helpful for in-class activities. Padlet provides the amount of time for a debate by using smartphones or electronic devices. Students can share many ideas on the wall in a short time since students do not need to wait for their turn to speak or to express their thoughts; many ideas can be presented at the same time (Fisher, 2017). It is also a versatile tool that allows teachers to give students feedback instantly or gather students' feedback (Jong & Tan, 2021). Consequently, Padlet allows students to participate in class activities and actively engage in a lesson (Fiester & Green, 2016).

Quizizz is one of the e-learning Web-apps (Degirmenci, 2021). It is a free online platform for teachers to conduct both assessments in class and as homework (Munawir & Hasbi, 2021). Quizizz features game-like elements including avatars, themes, memes, and music that make learning fun. Quizizz allows teachers to create questions as interactive online quizzes for students. There are different designs of questions like true or false, multiple choice, matching, fill in the blanks, etc. When taking the test in class simultaneously, students can view their live ranking on the leaderboard. When the quiz is over, teachers can check the report of students' performance (Zhao, 2019). The feature of Quizizz is providing questions that students can answer the questions and review their responses at the end by using their smartphones, tablet, or computer (Nugraha, Salsabila, & Ramadhiani, 2021). Furthermore, students may monitor their progress as they complete

the online quizzes (Rahayu & Purnawarman, 2019). Quizizz can be seen as a useful and entertaining application for students to manage self-access learning (Degirmenci, 2021).

Canva is one of the practical technologies. It is a graphic-design tool website for creating infographics, flyers, and slides (Neltner, 2015). Canvas makes a fantastic choice for content creation and sharing tools in the form of infographics because it offers a simple user interface and a drag-and-drop image editor that also allows for text insertion (Canva, 2022). Integrating Canva into the classroom is beneficial for students. According to Smaldino, Lowther, Mims, and Russell (2015), Canva allows students to work collaboratively. Canva facilitates its users to create and design artwork collaboratively with their teams. The users can invite their team members to work together at the same time (Canva, 2022). For this reason, students have an opportunity to create and design their assignments together. Furthermore, Canva can promote students writing and reading skills. Using Canva to create infographics fosters students to use their writing skill and to think and recall the reading passages. Similarly, as students construct and interpret their infographics using tools like Canva, their capacity for comprehending and analyzing the texts may also develop (Krauss, 2012). Lastly, Canva offers its users a user-friendly experience and does not require them to have professional design talents; instead, it provides inspiration for learning as they advance their computer literacy skills. (Wertz & Saine, 2014).

To sum up, the technology which is frequently used in classrooms is Kahoot!, Padlet, Quizizz, and Canva.

In conclusion, technological advancement plays a vital part in our life, especially in 21st-century classrooms. Technology is important in the classroom because it offers both teachers and students many advantages. Therefore, the incorporation of technology into classrooms seems to be interesting in language teaching.

#### 5. Related studies

There are many research studies on implementing task-based language teaching to enhance student's reading comprehension. The study conducted by Namaziandost et al. (2019) in Iran aimed to examine the effects of content-based language

teaching (CBLT) and task-based language teaching (TBLT) in teaching reading comprehension to Iranian EFL students. The participants were 40 pre-intermediate Iranian EFL students from a private language institute who were separated into two groups: CBLT and TBLT. The instruments were Oxford Quick Placement Test and reading passages. The findings showed that students in the TBLT group outperformed those students in the CBLT group in posttest scores. Task-based language teaching is more effective than content-based language teaching when teaching inspecting to Iranian EFL students.

Besides, Sukma, Rozimela, and Ratmanida (2020) examined the effectiveness of task-based language teaching on Indonesian students' reading comprehension. The participants were 36 students from senior high school in Padang. They were taught by using five different tasks created based on task criteria. The findings showed that the five different tasks enhance the students' reading comprehension and the average reading test score, with the drawing task appearing to be the most beneficial task for several reasons.

In addition, Astuti and Priyana (2020) conducted a study employing task-based language teaching to develop students' reading comprehension ability. The participants were 36 eighth grad students at Negeri Yogyakata. The study lasted four months. The instruments were an English reading comprehension test and authentic materials. The result revealed that after learning through task-based instruction, students' average score increases.

Ashrafi (2020), the study aimed to measure the effects of task-based language teaching on Iranian secondary school students' reading comprehension. The participants were 60 high school students which were divided the experimental group and the control group. The results of the study showed that the experimental group, which was taught using task-based approaches, outperformed the control group, which was taught using traditional methods.

Furthermore, the study conducted by Rosa, Tasnim, and Fitriyah (2021) aimed to enhance junior high school reading comprehension. The participants were eighth-grade students from a junior high school in Jember. The study lasted five meetings. The

instruments were descriptive texts and reading comprehension tests. The result revealed that the average and percentage of students' scores increased.

There are also some studies on the use of task-based language teaching to enhance students' reading comprehension in Thailand. Rodprasit, Wuttiprajack, and Chanupakara (2019) investigated the effects of the instructional package to develop students' reading comprehension; in order to design these instructional packages, the researcher based on task-based language teaching and surveyed students' opinions about the instructional packages to develop students' reading comprehension. The participants were 34 eleventh-grade students from Kanchanaburi. The research instruments consisted of lesson plans, an English reading comprehension skill test, and a questionnaire. The results showed the post-test score was higher than pre-test scores and students' opinions about the instructional packages were highly positive.

In addition, Bootsanthear (2020) examined the effectiveness of task-based language teaching on students' reading comprehension when combined with Bloom's taxonomy questions. The participants were 40 ninth-grade students in Bangkok, selected by cluster sampling. The instruments were task-based language teaching activities, Bloom's taxonomy questions, and comprehensive reading tests. The study lasted five weeks. The results of the study revealed that after learning by task-based learning with Bloom's taxonomy questions, the students' reading comprehension scores were higher than before learning, and students' opinions on task-based language teaching were highly agreed.

Koolpluksee (2020) studied students' reading comprehension before and after learning reading using task-based teaching. The participants were 67 second-year students chosen via purposive sampling procudure. The instruments were lesson plans based on task-based teaching and English reading comprehension tests. The results revealed that after learning with task-based teaching, the students' average scores increased. The pos-test score outperformed the pre-test score significantly.

From all the above-mentioned, many researchers conducted studies to improve students' reading comprehension by using task-based language teaching with traditional materials and activities.

There is only one study that is different from the previous discussion. It is the study of the incorporation of online learning activities using task-based language teaching. Thaptim-on (2021) conducted a study to investigate the efficacy of a reading instructional model based on task-based language teaching and online learning activities and student satisfaction with task-based language teaching and online learning activities. The participants were 25 second-year English students from the Humanities and Social Science faculty. The instruments were a reading comprehension test and a questionnaire. The findings showed the students' post-test mean score was significantly higher and their satisfaction with the reading teaching model employing task-based language teaching and online learning activities was very strong.

There were many studies that incorporated task-based language teaching with traditional activities or materials. However, there are limited studies about integrating technology into task-based language teaching. Therefore, in terms of technological advancement, it has become an integral element of modern society, including everyday life and education. In order to fill this literature gap, this study sought to study the effects of the integration of technology into task-based language teaching on the reading comprehension of Thai secondary school students. It can be an alternative way for teachers who are interested in technology and task-based language teaching and develop students' reading comprehension.

# Chapter III

# Methodology

This study aims to measure the effects of the integration of technology into TBLT on reading comprehension of Thai secondary school students and to identify the students' opinions about the integration of technology into TBLT. This chapter illustrates the research design, population and participants, instruments, validity and reliability, data collection, and data analysis.

# 1. Research Design

This study relied on a mixed-method research design aiming to study the effects of the integration of technology into TBLT on reading comprehension of Thai secondary school students and to examine the students' opinions about the teaching method. This research employed both quantitative and qualitative data collection. The quantitative data included the pre-test and post-test scores of an English reading comprehension test and the scores obtained from the first part of a questionnaire. The qualitative data were from the open-ended section of a questionnaire. The research design was also shown in figure 1.

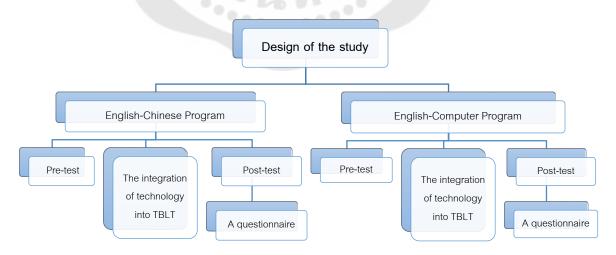


Figure 1 Research design

# 2. Population and Participants

This study was conduct at the public secondary school in Bangkok. The population were 125 twelfth-grade students in the Language (English) program in the first semester of the 2022 academic year.

The reasons for choosing the population were 1) the twelfth-grade students in Language (English) program are required to study the reading and writing course in order to develop their reading ability, 2) the twelfth-grade students are at the suitable level to manage themselves for further English proficiency tests, such as public exams. Therefore, this study was beneficial for them.

The participants were 56 twelfth-grade students chosen via purposive sampling procedure. They were divided into two groups: 28 English-Chinese program students and 28 English-Computer program students. The participants were taught by using the integration of technology into TBLT.

The criteria for choosing the participants were 1) students enrolled in the Reading and Writing 5 course in the first semester of the 2022 academic year, and 2) they had different backgrounds and they were heterogeneous. Although both groups study in language (English) program, there were some differences since the students in the English-Chinese studied linguistics, literature, and cultures whereas the students in the English-Computer studied science and mathematics. Therefore, they were ideal to be participants in this study.

#### 3. Research Instruments

The research instruments included lesson plans, an English reading comprehension test, and a questionnaire.

# 3.1 Lesson plans

Nine lesson plans used in this study were designed by the researcher. The process of designing the lesson plans was as follows:

- 1. Review the strands and indicators in the Basic Education Core Curriculum B.E 2551 (MOE, 2008) and the school's curriculum.
  - 2. Choose the expected outcome identified in the course description.

# 3. Write the objectives of the lesson.

The reading passages were selected using the following criteria: 1) the passages were authentic and 2) the difficulty of the reading passages was at the intermediate level which was appropriate for students at this level.

Table 1 Materials

Lesson	Titles	Sources
1	How to protect yourself from COVID-19	Newspaper
2	Should you eat three meals a day?	Magazine
3	What is the Crypto?	Online article
4	Know Your Personality	Online article
5	Japanese Philosophy	Online article
6	A New Business in Town	Newspaper
7	K-Drama: A Global Trend	Online article
8	What is the Golden Ratio of Facial Aesthetic	Magazine
9	Cannabis is now legal in Thailand	Newspaper

To design all lesson plan, three stages of TBLT proposed by Ellis et al. (2019) were employed. This model is chosen because it was proposed for language teaching. This model includes three main stages including pre-task, main-task, and post-task stages. In each stage of teaching, technology was integrated. The details were explained as follows:

The pre-task stage refers to the first stage in which teachers inform students about the topic and tasks in order to arouse their interest and raise their expectations and motivate them to participate in the lesson. The teacher informs students about the topic and tasks and motivates them in lessons. Canva is used to present the information related to the reading passage and Kahoot! is used to motivate students' and review the vocabulary.

The main-task stage is the main stage in which students engage in a series of tasks that have to complete in pairs or in a small group and tasks proposed by Richards and Rodgers (2014) are employed. This stage focuses on task completion and outcome in communication aspects rather than on linguistic accuracy. Students were asked to use their mobile phones, tablets, or computers while doing tasks. In this stage, students are expected to discuss and share their ideas with their peers. Students can use their mobile phones or tablets while doing tasks. Padlet and Quizizz are employed in this stage. Padlet is used to facilitate students to share their ideas while reading, while Quizizz is used to assess students' understanding after reading.

The post-task stage refers to follow-up activities that build on the main task. The purpose is to evaluate their performance by a) asking them to repeat a task, b) addressing language forms that are problematic for them in the main-task stage, and c) engaging them in reflection activities. Students are asked to use the technology to repeat or revise their tasks in order to review the content they learned. Students are asked to evaluate their performance: finding errors of their tasks and revising them. Canva is utilized to review the lessons by creating posters, infographics, or presentations.

# 3.2 An English reading comprehension test

The test were twenty multiple-choice items. It was to measure four reading comprehension skills, namely reading for topic, reading for main idea, reading for details, and reading for word meaning.

Table 2 Test components

Reading comprehension skills	Numbers of Item
Reading for topic	1,5,10,20
Reading for the main idea	2,6,11,12,17
Reading for details	3,7,8,13,14,18
Reading for word meaning	4,9,15,16,19

#### 3.3 A questionnaire

The questionnaire was designed by the researcher to examine the students' opinions about the integration of technology into TBLT. It consisted of two parts: the first part consisted of ten items designed as a five-point Likert Scale and the second part was an open-ended section where students could express their ideas about teaching reading comprehension through the integration of technology into TBLT.

#### 4. Validity and Reliability

To examine tge validity, all research instruments were validated by three specialists in the field to determine the appropriateness of language using an evaluation form—The Item-Objective Congruence Index (IOC). The items with score higher than or equal to 0.5 were selected and those with the score less than 0.5 were revised according to the suggestions.

To examine the reliability and item facility, all research instruments were determined in the pilot study phrase with a group of students who were not the participat of this study. The dtat were analyzed using the reliability co-efficient Cronbach's alpha. The reliability of the instruments was 0.80. Since Cronbach's alpha value was higher rhan 0.70 which means the instruments were strong enoguht to be employed in this study.

## 5. Data Collection

There were two experimental groups in this study: the English-Chinese program students and the English-Computer program students. In first week, the participants were asked to complete the pre-test. After the pre-test, they were taught by using the integration of technology into TBLT for three weeks. After instruction, the participants were asked to do the post-test and complete the questionnaire. This study lasted for 5 weeks.

# Week1

Pretest

# Week 2 - Week 4

 Teaching by using the integration of technology into TBLT for 9 periods.

#### Week5

- Posttest
- A questionnaire

Figure 2 Data Collection Timeline

# 6. Data Analysis

The quantitative data and qualitative were analyzed as follows:

Quantitative data

- 1. The scores from the pre-test and post-test of the English reading comprehension test were analyzed by mean scores  $(\bar{X})$ , standard deviations (SD), t-test analysis and ANCOVA.
- 2. The data from the first part of the questionnaire were analyzed by mean scores  $(\bar{X})$  and standard deviations (SD)

The data from the questionnaire were scored as follows:

Opinion		Score
Strongly Agree	SUV	5
Agree	₽••••	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

The levels of students' opinions were determined as follows:

Score		Level
0 - 0.99	=	Highly Negative
1.00 – 1.99	=	Negative
2.00 – 2.99	=	Average
3.00 - 3.99	=	Positive
4.00 – 4.99	=	Highly Positive

#### Qualitative Data

The data from the second part of the questionnaire were analyzed by the content analysis using the following procedures: 1) transcribe the data, 2) create and define categories, 3) place items in categories, and 4) summarize and analyze results. Then the data were discussed descriptively with a logical explanation.

#### 7. Ethical Considerations

All students volunteer to be in this study. All students sign the consent form before the experiment. Students were informed the scope and objectives of the study. They were aware of all the study's requirements and realized that participating in the project did not disadvantage them. On the contrary, they gain English language knowledge. They were assured that they had the right to withdraw from the study at any time. Confidentiality and anonymity were ensured because all data was stored securely and students' identities were kept using a coding system.

# CHAPTER IV

# Findings

The results of this study are presented based on the research objectives including to parts. First, it is about students' reading comprehension including the effects of the integration of technology into TBLT on reading comprehension of students in the English-Chinese program and the English-Computer program and the comparison of the effects of the integration of technology into TBLT on the English-Chinese program to those of students in the English-Computer program. Second, it is about students' opinions about learning English reading comprehension through the integration of technology into TBLT.

# 4.1 Students' Reading Comprehension

To measure the effects of the integration of technology into TBLT on students' English reading comprehension. The data from the pre-test and post-test were analyzed by using mean score, standard deviations, the *t*-test analysis, and ANCOVA. The results are presented in Table 3, Figure 3, Table 4, Table 5, Table 6, Table 7, Table 8, and Table 9.

Table 3 Descriptive Data of Students' Reading Comprehension

	Before Tr	reatment	After Treatment		
Group 	М	SD	М	SD	
English-Chinese program Students	11.93	1.72	15.14	1.75	
English-Computer program Students	10.04	1.75	13.25	1.53	

Regarding table 2, the pre-test mean score of the English-Chinese program students was 11.93 (SD=1.72), and the pre-test mean score of the English-Computer program students was 10.04 (SD=1.75). After treatment, the post-test mean score of the English-Chinese program students was 15.14 (SD=1.75) and the post-test mean score

of the English-Computer program students was 13.25 (SD = 1.53). The mean scores are also illustrated in Figure 3.

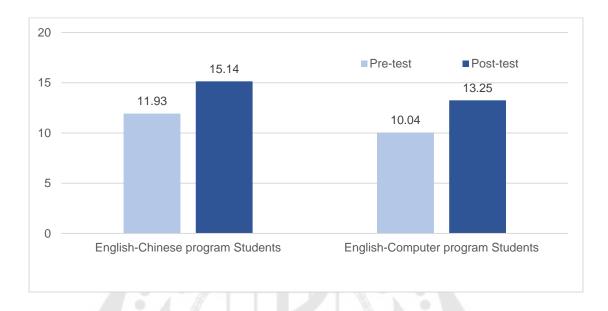


Figure 3 The Pre-test Mean Score and Post-test Mean Score of the English-Chinese program students and the English-Computer program students

# 4.1.1 The effects of the integration of technology into TBLT on reading comprehension of Thai students in English-Chinese program

Table 4 The comparison of the Pre-test Mean Score to Post-test Mean Score of English-Chinese program Students

Time	N	Mean	Max	Min	SD	<i>t</i> -value	df	p-value
Pre-test	28	11.93	15	8	1.72	40.44*	0.7	0.000
Post-test	28	15.14	19	12	1.75	12.41*	21	0.000

p < 0.05

Regarding table 4, the analysis revealed that there were statistically significant in the pre-test and post-test mean scores of the English-Chinese program students (t = 12.41, p < 0.05). The pre-test score was 11.93 (SD = 1.72) while post-test mean score was 15.14 (SD = 1.75). Hence, the post-test mean score was significantly higher than the

pre-test mean score. The analysis of *t*-test showed the positive effects of the integration of technology into TBLT on students' English reading comprehension.

Table 5 The Comparison of the Pre-test Mean Score to the Post-test Mean Score of Students' Reading Comprehension skills of Students in the English-Chinese program

Reading	Time	N	Mean	SD	<i>t</i> -value	df	<i>p</i> -value
comprehension skills							
Reading for topic	Pre-test	28	2.78	.68	3.80	27	.000
	Post-test	28	3.32	.61			
Reading for main idea	Pre-test	28	3.14	.70	6.60	27	.000
	Post-test	28	3.92	.81			
Reading for details	Pre-test	28	3.35	.87	6.00	27	.000
	Post-test	28	4.21	.88			
Reading for word meaning	Pre-test	28	2.64	.87	8.00	27	.000
	Post-test	28	3.60	.88			

<sup>\*</sup>p < 0.05

Regarding table 5, the analysis indicated that there were statistically significant differences in the pre-test mean scores and the post-test mean scores of all reading comprehension skills, namely reading for topic (t = 3.80, p < 0.05), reading for main idea (t = 6.60, p < 0.05), reading for details (t = 6.00, p < 0.05), and reading for word meaning (t = 8.00, p < 0.05). It can be concluded that students in the English-Chinese program improved all skills of reading comprehension. This indicates the integration of technology into TBLT has positive effects on students' reading comprehension.

# 4.1.2 The effects of the integration of technology into TBLT on reading comprehension of students in the English-Computer program

Table 6 The Comparison of the Pre-test Mean Score to Post-test Mean Score of the English-Computer program Students

Time	N	Mean	Max	Min	SD	<i>t</i> -value	df	p-value
Pre-test	28	10.04	13	7	1.75	40.00*	0.7	0.000
Post-test	28	13.25	16	10	1.53	12.93*	27	0.000

p < 0.05

Regarding table 5, the analysis revealed that there were statistically significant in the pre-test and post-test mean scores of the English-Computer program students (t = 12.93, p < 0.05). The pre-test score was 10.04 (SD = 1.75) while post-test mean scores was 13.25 (SD = 1.53). Hence, the post-test mean score was significantly higher than the pre-test mean score. The analysis of t-test showed the positive effects of the integration of technology into TBLT on students' English reading comprehension.

Table 7 The Comparison of the Pre-test Mean Score to the Post-test Mean Score of Students' Reading Comprehension skills of Students in the English-Computer program

Reading	Time	N	Mean	SD	<i>t</i> -value	df	<i>p</i> -value
comprehension skills							
Reading for topic	Pre-test	28	2.71	.66	3.44	27	.000
	Post-test	28	3.28	.66			
Reading for main idea	Pre-test	28	1.96	.63	6.00	27	.000
	Post-test	28	3.10	.79			
Reading for details	Pre-test	28	3.11	.78	3.20	27	.000
	Post-test	28	3.82	.90			
Reading for word meaning	Pre-test	28	2.25	.84	4.86	27	.000
	Post-test	28	3.10	.92			

 $<sup>^*</sup>p < 0.05$ 

Regarding table 7, the analysis indicated that there were statistically significant differences in the pre-test mean scores and the post-test mean scores of all reading comprehension skills, namely reading for topic (t = 3.44, p < 0.05), reading for main idea (t = 6.00, p < 0.05), reading for details (t = 3.20 p < 0.05), and reading for word meaning (t = 4.86, p < 0.05). It can be concluded that students in the English-Computer program improved all skills of reading comprehension. This indicates the integration of technology into TBLT has positive effects on students' reading comprehension.

# 4.1.3 The comparison of the effects of the integration of technology into TBLT on reading comprehension of the English-Chinese program students to those of students in English-Computer program

To compare the gain of reading comprehension of the English-Chinese program students to that of the English-Computer program students, ANCOVA was conducted. The estimated marginal means were used to obtain results. The mean scores of the both groups were adjusted. The adjusted and unadjusted mean scores of English-Chinese program students and English-Computer program students are demonstrated in Table 6.

Table 8 Unadjusted and Covariance Adjusted Descriptive Statistic

	Before Treatment			After Tre	eatment	After Treatment	
Group				(Unadjusted)		(Adjusted)	
_	N	М	SD	М	SD	М	SE
English-Chinese	20	11.02	1 70	15.14	1.75	14 50	0.25
program students	28	11.93	1.72	13.14	1.73	14.53	0.25
English-Computer	28	10.04	1 75	10.05	1.53	12.06	0.25
program students	۷0	10.04	1.75	13.35	1.33	13.86	0.25

Table 9 The Analysis of Covariance of English-Chinese program Students and English-Computer program Students

Source of Variance	SS	df	MS	F	Sig
Before Treatment	69.06	1	69.06	47.15	0.000*
Between Groups	4.66	1	4.66	3.19	0.800
Error	77.62	53	1.47		

p < 0.05

Regarding table 9, the analysis showed that there were no statistically significant differences (F = 3.19, p > 0.05) in the gain of the English-Chinese program students (M = 14.53, SE = 0.25) and that of the English-Computer program students (M = 13.86, SE = 0.25). This points out that the effects of the integration of technology into TBLT on students' English reading comprehension of the English-Chinese program students and the English-Computer program students were similar.

In summary, the analysis of quantitative data indicates that the integration of technology into TBLT had positive effects on English reading comprehension of both English-Chinese program and English-Computer program students. In addition, the integration of technology into TBLT had similar effects on students who had different background.

# 4.2 The students' opinions about learning English reading comprehension through the integration of TBLT

To examine students' opinions about learning reading comprehension through the integration of technology into TBLT, the data were collected from the questionnaire consisting of quantitative and qualitative data.

# 4.2.1 Quantitative data

The quantitative data from the first part of the questionnaire, mean score and standard deviations were employed to analyze the data Then, the mean score was described into five levels from highly negative to highly positive. The results are presented in table 10.

Table 10 Opinions about Learning English Reading Comprehension through the integration of TBLT

Statement	N	М	SD	Level
1. Activities in class allow me to practice	56	4.44	0.68	Highly positive
reading skills.				
2. Activities in class help improve my reading	56	4.17	0.71	Highly positive
skills.				
3. Activities in class allow me to learn reading	56	4.30	0.60	Highly positive
with enjoyment.				
4. Activities in class enhance my reading	56	4.25	0.74	Highly positive
comprehension.	16			
5. Activities in class allows me to interact with	56	4.32	0.72	Highly positive
others and work collaboratively.				
6. Activities in class provide me with the	56	4.28	0.65	Highly positive
opportunity to use the English language in				
class.	$\dashv_{A}$	000		
7. Group work process in classroom	56	3.96	0.76	Positive
activities leads me to express my thought				
confidently.				
8. Using technology in reading class allows	56	4.45	0.69	Highly positive
me to learn with enjoyment.				
9. Using technology encourages me to	56	4.48	0.69	Highly positive
participate in learning activities.				
10. I can apply activities I learned to the	56	4.35	0.74	Highly positive
reading in daily life.				
Average	56	4.30	0.40	Highly positive

According to Table 8, the results of students' opinions about learning English reading comprehension through the integration of TBLT were highly positive (M = 4.30). The item with the highest score was "Using technology in reading class offers me with learning with enjoyment." (M = 4.48), followed by "Using technology encourages me to participate in learning activities." (M = 4.45). The statement "Activities in class allow me to practice reading skills." (M = 4.44) was rated the third place, and the fourth was "I can apply activities I learned in the reading class to daily life." (M = 4.35). The statement "Activities in class allows me to interact with others and work collaboratively." (M = 4.32) was rated the fifth. These results suggest that students favored the integration of technology into TBLT. Students responded that this teaching method provided them with an opportunity to practice their reading comprehension, encouraged them to learn reading in the class by using technology. Additionally, it also allowed them to use the English language in the class and they felt that the class activities were enjoyable.

Although there were statements that received high scores, there were some statements that received the lowest scores. There were "Activities in class allow me to learn reading with enjoyment." (M=4.30)," Activities in class provide me with the opportunity to use the English language in class." (M=4.28), "I can enhance my reading comprehension better through classroom activities." (M=4.25), "Activities in class do not help me to improve my reading skills." (M=4.17), and "Group work process in classroom activities leads me to express my thought confidently." (M=3.96). It is important to note that even the statements that received the lowest percentage of the agreement had a positive response.

According to the results, which based on the mean score, revealed that students' opinions about learning reading comprehension through the integration of technology into TBLT were at a highly positive level. That is, the students' opinions about the integration of technology into TBLT for teaching reading comprehension were positively impacted, and students favored the integration of technology into TBLT.

#### 4.2.2 Qualitative data

In this study, students were asked to complete the second part of the questionnaire where they could express their opinions about learning reading comprehension through the integration of technology into TBLT. The students were asked to write in the student's native language (Thai) to avoid a language barrier in conveying their opinions. The qualitative data were analyzed using content analysis. The results were as follows:

It was found that tasks in the integration of technology into TBLT helped students learn reading comprehension. Tasks provided students with chances to read the passages meaningfully while doing the given tasks which led them improve their understanding what they have read. All students (100%) agreed that tasks in the integration of technology into TBLT offered them opportunities to learn reading comprehension. For example, one student said, "I could learn the reading skills from the reading passages through the use of tasks." Some students added that tasks offered them chances to generate their understanding about the passages. One student also expressed, "I could improve my reading skills because the tasks required me to think and generate ideas and this led me to better understand the passages." Some students said that tasks in the class offered them to read the passages and allowed them to learn reading comprehension efficiently. Most students (85%) asserted that they could better understand the reading passages by completing tasks. For example, one student expressed, "Tasks helped me comprehend the passages correctly because it required careful reading to finish it." One student also expressed, "I had chances to read meaningfully and talk to my peers while doing the given tasks."

Furthermore, tasks in this method allowed students to improve other language skills. While completing the given tasks, students were required to talk and discuss with their peers or answer the questions in the class, in addition, they were also expected to use their writing skills. Seventy-five percent of students said that tasks helped them improve not only with reading skills but also other skills which supported reading comprehension. They added that tasks allowed them to practice reading, writing, and

speaking skills because students were asked to present their tasks in either written or spoken forms. One student said, "Tasks required me to write and speak after reading the passages in order to share my thoughts with my peers. Another student added that tasks helped them to learn new vocabulary. For instance, one student said, "Tasks helped me to memorize words and definitions that were useful for understanding the passages." Both writing and speaking are required to allow students to express their understanding of the reading. It can be concluded that tasks in class helped students to learn reading comprehension and other skills.

Additionally, the integration of technology into TBLT allowed students to work together. This method provided students with an opportunity to work collaboratively. In the process of learning, students were asked to work in groups because students would understand the passage clearly when they had the chance to talk and work with their peers. Most students (85%) expressed that activities in the class allowed them to work with their peers. For example, one student said, "I could discuss and express my thoughts with my friends, it made me better understand the passages. Other students added, "Activities in class required working in a group in which students could share their thoughts while reading." Many students stated that when they faced difficulties while reading or doing tasks, they could ask and discuss with their friends in order to understand the passages. Some students expressed that they favored learning in groups because they could discuss and work with their friends, and this allowed them to share their thoughts freely. Additionally, they could improve their reading comprehension while doing tasks with their peers. These opinions suggest that students favor working with their peers because students could help each other while reading.

Moreover, the integration of technology into TBLT allowed students to develop their reading comprehension through the use of authentic materials. The use of authentic materials supported students to learn reading since it offered students with various forms of information that allowed students to explore the target languages. All students (100%) responded that the use of authentic materials offered them the to learn reading. For instance, one student said, "I could expose to the passages that I had seen in my daily

life that helped me understand it easily." Some students added that they had an opportunity to read the passages from various sources, such as magazines, newspapers, and websites, which supported their reading. Most students (85%) stated that the authentic passages from many sources allowed them to learn reading in class. For example, two students expressed that learning reading comprehension through the use of passages which different from textbooks helped them to understand the language used in real situations. In addition, authentic passages were more important for students to learn reading because when students were exposed to the target language variously, they could develop their language skills, especially reading (Lightbrown & Spada, 2006). These opinions indicated that authentic materials could develop students' reading and lead to their reading comprehension enhancement.

Regarding the results of students' opinions about learning reading comprehension through the integration of technology into TBLT, it was found that this method motivated students to learn reading. The integration of technology encouraged students to participate in the class activities because technology made the class more interesting which motivated them to learn reading. All students (100%) responded that this method could increase their motivation in class. For example, one student said, "The activities in class were interesting and could increase their motivation to participate in class activities." Most of the students (80%) also felt that learning reading through the use of the integration of technology into TBLT made them feel enthusiastic in class. One student stated, "I felt eager to learn reading and wanted to join the class activities." Additionally, some students responded that they were eager to join in class activities when many technologies were used such as Kahoot!, Quizizz, and Padlet. These opinions suggest that the integration of technology into TBLT could motivated students to learn reading.

Additionally, the teaching method allowed students to learn with enjoyment. According to the class activities, students had chances to use many platforms of technology. Students had fun and enjoyed doing the activities and tasks. Most of the students (90%) said that they had fun and enjoyed learning reading through the use of

the integration of technology into TBLT. For instance, two students commented that the activities and technology used in the class offered them to learn with enjoyment. Additionally, they enjoyed and felt relaxed while participating in class activities that used technology. Many students asserted that the activities in class are more challenging. For instance, one student said, "It was very exciting when playing Kahoot! with my friends." Other students added that using Padlet made the class more fun because they enjoyed sharing their thoughts on the Padlet walls. That is, the use of the integration of technology into TBLT in the reading class allowed students to learn with enjoyment.

More importantly, the implementation of the integration of technology into TBLT created a positive environment in class. The teaching method allowed students to learn reading in a non-threatened classroom. Students were freely express their thoughts with their peers. This teaching method offered students to learn reading in a non-threatened environment. Students could speak and express their thought freely while reading. All students (100%) agreed that learning reading through the integration of technology into TBLT created the positive environment. For example, one student stated, "I liked the vibe of the class because I could express my thoughts freely." Another student commented that "I had less stress in the reading class because the activities offered me to work with friends." Some students stated that I felt more confident to share my thoughts or answer the questions. One student commented, "I could share my idea on the Padlet wall and express my thoughts with my friends without the teacher's interference." Another student said, "Even though I wasn't particularly strong at English, I felt at ease and loved learning to read when it was done effectively with friends and technology." To sum up, students could learn to read in a positive environment by using the integration of technology into TBLT.

These results show that students had positive opinions about learning reading comprehension through the integration of technology into TBLT. From the students' opinions above, they improved their reading comprehension, enjoyed doing the tasks in the class, working collaboratively with their peers, and learning reading with the use of authentic material. Moreover, the integration of technology into TBLT increased students'

motivation, provided students to learn with enjoyment, and created a positive environment for students to learn reading.

The results from the quantitative and qualitative data reveal that students had positive opinions about learning reading comprehension through the integration of technology into TBLT. They favored and thought that this teaching method helped develop their reading comprehension, allowed them to work collaboratively with their peers, and motivated them to learn reading.



# Chapter V

#### Conclusion and Discussion

The aim of this study was to measure the effects of the integration of technology into TBLT on reading comprehension of students in the English-Chinese program and the English-Computer program. Furthermore, the study also identifies the students' opinions about learning English reading comprehension through the integration of technology into TBLT. Additionally, this chapter includes of the conclusion that discussed the objectives of the study, research methodology, and the results of the study. Furthermore, it contains a discussion, the implications of the study, limitations, and recommendations for further studies are presented as well.

#### Conclusion

The objectives of this study were as follows.

- 1. To measure the effects of the integration of technology into TBLT on reading comprehension of students in the English-Chinese program.
- 2. To measure the effects of the integration of technology into TBLT on reading comprehension of students in the English-Computer program.
- 3. To compare the effects of the integration of technology into TBLT on reading comprehension of students in the English-Chinese program students to those of students in the English-Computer program.
- 4. To identify the students' opinions about learning English reading comprehension through the integration of technology into TBLT.

The participants were 56 twelfth-grade students who enrolled in English Reading and Writing 5 course in the first semester of the 2022 academic year at the secondary school in Bangkok. They were chosen via a purposive sampling procedure. The experimental were divided into two groups: 28 English-Chinese program students and 28 English-Computer program students. Both groups were taught through the integration of technology into TBLT. There are three research instruments used in this study included

nine lesson plans based on three stages of TBLT, the English reading comprehension test, and the questionnaire. The quantitative data was analyzed by using mean scores, standard deviations, *t*-test analysis, and ANCOVA while the qualitative data was analyzed by using content analysis.

The findings of study were:

First, the integration of technology into TBLT had positive effect on enhancing English reading comprehension of students in the English-Chinese program. Therefore, the post-test mean score were higher than the pre-test mean score (t = 12.41, p < .05).

Second, the integration of technology into TBLT had positive effect on enhancing English reading comprehension of students in the English-Computer program. Therefore, the post-test mean score were higher than the pre-test mean score (t = 12.93, p < .05).

Third, the results revealed that there were no significantly differences in the gain of English reading comprehension of the English-Chinese program students and that of the English-Computer program students (F = 3.19, p > 0.05). This means that the integration of technology into TBLT had similar effects on students who had different backgrounds.

Fourth, the results revealed that students' opinions about learning English reading comprehension through the integration of technology into TBLT were highly positive. It indicates that learning reading comprehension through the integration of technology into TBLT had positive effects on students' opinions of the English-Chinese program students and the English-Computer program students. Moreover, the results of the open-ended section from the second part of the questionnaire supported the first part of the questionnaire responses, revealing that students favored learning reading comprehension through the integration of technology into TBLT. They thought that this teaching method helped them learn reading comprehension through tasks, allowed them to work collaboratively, and offered them to learn reading through the use of authentic materials. Furthermore, this method increased their motivation to learn reading, provided them to learn with enjoyment, and created a positive leaning environment.

#### Discussion

According to the results, the integration of technology into TBLT was an effective teaching method to improve Thai secondary school students' English reading comprehension. More importantly, students improved all skills of reading comprehension namely reading for topic, reading for main idea, reading for details, and reading for word meaning. There are many reasons to explain these results.

Firstly, the integration of technology into TBLT supported students to learn reading comprehension through the use of tasks. Similar to the idea of Ellis (2003), tasks helped students better understanding the lessons because the goals of tasks were to foster students to use their linguistic knowledge and understanding in order to express the meaning. In the present study, students were required to read the passages in groups in order to complete the given tasks. Like the idea of Nunan (2004), tasks were required students to manipulate, understand, produce, and participate in lessons in order to express the meaning of the tasks. For example, according to the class activities, students were asked to find the main idea of the paragraph and share their understanding to their peers. As the results, the post-test mean score of their reading comprehension of both groups were significantly higher than the pre-test. This can be seen in the results of the questionnaire statement "Activities in class enhance my reading comprehension" which received a highly positive level (M = 4.25). Also, from the open-ended section, the students commented that tasks offered them the opportunity to learn and practice their reading comprehension. For example, after reading the passages, students were asked to discuss with their peers and complete the tasks by doing note taking on the Padlet wall. These findings were in line with the ideas of Thammineni (2012) who mentioned that tasks in TBLT require students to expose to various forms of the target language such as newspapers, advertisement posters, and online articles while completing the given tasks in order to practice their reading. It can be said that tasks supported students to learn reading comprehension.

Secondly, this teaching method provided students an opportunity to work collaboratively which led them to reading comprehension improvement. According to

Richards and Rodgers (2014), one of the most important components of TBLT is students are required to take part in group activities in order to learn and practice the target language. In this study, students were asked to compete the given tasks in groups where they could talk and share their ideas while reading. Like the idea of Gök & Michel (2021), in the main-task stage, students engaged in a series of tasks needed to complete independently, in pairs, or in a small group. That is, students had to work with their peers while doing the tasks. This can be seen from the statements of the questionnaire "Activities in class allow me to interact with others and work collaboratively" (M = 4.35). This indicates that students had more chances to interact with others and work with their peers collaboratively. Moreover, from the open-ended section, students stated they favored learning in groups because they could discuss and work with their friends which allowed them to share their thoughts freely. It made them more confident in leaning process. These findings were consistent with the study of Bao & Du (2015) which found that TBLT could encourage students not only to participate actively in class but also to work collaboratively with their peers. Consequently, students could learn reading comprehension while discussing and sharing their thoughts among their peers in the process of learning. These can be implied that the teaching method enabled students to work together with their peers and led to improve their reading.

The third reason is authentic materials. In this study, students had chances to read the passages from various sources, such as, newspapers, magazines, and online articles in the class. Like the ideas of Ellis (2009), TBLT offered students substantially more exposure to the target language via authentic materials in the forms of written text which were useful for students to learn and understand the lessons. The authentic materials could also arouse students' interest which made them participate in the class and complete the given tasks meaningfully. This can be seen from the students' responses in the interview revealing the authentic passages from many sources allowed them to learn reading through real-world language which addressed their interests. Similar to the ideas of Long (2015), authentic language which students might encounter in their daily lives could stimulate their interest to learn and enhance their motivation in the

lessons. That is, the authentic materials helped students learn reading, and resulting in their achievement.

Regarding students' opinions results, the students in this study favored learning reading comprehension through the integration of technology into TBLT.

Students responded that they favored learning English reading comprehension through TBLT. Firstly, tasks in the class motivated students to learn reading. This is in the line with Ellis (2003) who emphasized that the most crucial advantage of TBLT was increasing students' motivation in the language class. In the present study, tasks and activities allowed students to talk with their peers and offered an opportunity to perform the tasks in both speaking and writing. Students responded that the activities and tasks increased their motivation in reading class. One student said, "Tasks like Quizizz in class motivated me to learn and made me feel enthusiastic to participate in class activities." Like the ideas of Degirmenci (2021), Quizizz featured like game-like elements, and this features motivated and encouraged students to participate in class activities. Another student stated, "Activities and tasks, such as sharing ideas with peers, were interesting and it motivated me to read." Similar to the ideas of Toti (2018), the use of Padlet in the class enabled students to real-time share their ideas in the class, and this made the lesson more interesting. These findings were in line with the study of Hadi (2013) which found that tasks in TBLT encouraged students to have more motivation and made the class much more interesting, and this aroused students to learn the language. It can be concluded that tasks in TBLT could promote students' motivation to learn reading.

Second, students enjoyed reading the passages from authentic materials. TBLT provided students with an opportunity to read from many sources. Many students commented that they favored reading the passages that related to their daily life such as the passage about singers, social movement, and technology. In the present study, students were asked to read about a K-drama passage which was from the website in order to find the details of the passage. One student said, "I liked reading the passage about singers and series or dramas." Another student stated, "I thought reading authentic passages increased my motivation to read rather than textbooks." Like the ideas of Syafri

(2011), authentic materials awaken students' interest which could motivate students learning activities and was more effective than using the non-authentic materials.

Third, this teaching method created a positive learning environment. According to Clark (2016), who found that students learned and developed their knowledge and skills in an environment that was both positive and safe. In the present study, students could talk and ask their friends or the teachers freely while learning. Some students asserted that this teaching method created a positive learning environment by allowing them to express their thoughts freely and discuss among their groups without being afraid of mistakes and interferences of the teacher. This can be seen from the students' responses reporting that they enjoyed learning reading and participating in class activities because of the classroom environment. These findings were consistent with the study of McDonough & Chaikitmongkol (2011) which found that TBLT could create a positive learning environment where students had the opportunity to think and speak what they felt without feeling threatened during the learning process and increased their motivation in learning. Similar to the ideas of Pienimali, Kinnula, & livari (2021), integrating technology into task-based teaching made the class more positive, enhanced students' motivation and offered a more entertaining atmosphere. It can be implied that this teaching method created a non-threatened environment which supported students to improve their reading comprehension.

Furthermore, the integration of technology played a crucial part in this study. The students' opinions revealed the interesting results about the integration of technology into TBLT. First, the integration of technology allowed students to learn reading with enjoyment. Like the ideas of Sailer et al. (2021), the use of technology in class increased students' enjoyment in learning process since it offered students to learn while having fun. Students enjoyed and were and willing to participate in class activities because the technological tasks allowed them to interact with their peers and express their thoughts. In this study, students were allowed to work in groups and play games or do online quizzes. One student said that doing Kahoot! And Quizizz in the class was fun, and we were willing to join the class activities. Similar to the ideas of Nikoletta-Zampeta et al.,

(2020), the implementation of gamification and online activities improved students' performance in the classroom and fostered them to be active learners. This contributed to increasing engagement, providing opportunities for speaking, decreasing anxiety, and increasing enjoyment. This can be seen in the questionnaire statement "Activities in class allow me to learn reading with enjoyment" which was rated at a highly positive level (M = 4.30). These findings were in line with the research of Poonsakvorasan and Chattiwat (2013) which found that students could learn reading with enjoyment while doing the given tasks through the use of technology. It can be concluded that enjoyment is one of the elements of learning which helped students learn or gain new knowledge when they had fun in the process of learning.

Second, the integration of technology increased students' participation in class activities. According to Schindler et al. (2017), the use of technology enables students to engage in class activities by using online platforms, social networks, and digital games. In the present study, students were allowed to use technology such as Kahoot!, Quizizz, Canva, and Padlet while reading, and it made students actively participated in the lesson, as reported in the open-ended section. Students also commented that playing game such as Kahoot! and Quizizz made them feel enthusiastic in class and were willing to participate in class activities. Another student stated that Padlet was one of her favorite tools because she liked sharing ideas through words without others' interference. These findings were consistent with the study of Tavakoli et al. (2019) which found that using educational technology such as online quizzes motivated students to learn or practice their language skill and had positive opinions toward learning activities. Similarly, Sailer et al. (2021) stated that students were very enthusiastic and motivated when they used technology in class because it could increase students' confidence by allowing them to learn while having fun, generating social dynamics, and creating happy moments that increased motivation and promoted learning. In conclusion, the integration of technology into TBLT supported students to complete tasks and learn with enjoyment and led them to their English reading comprehension achievement.

Although the integration of technology into TBLT provided students with many advantages, there were some challenges while implementing this teaching method into the class. First, it was time-consuming. In this study, students needed more time to complete their tasks. Similar ideas to Anukul (2017), in TBLT class, students had to read the passages carefully and discussed them with their peers. Since the limitation of time, students encountered difficulty with time management in completing their tasks, so they could not submit their tasks in time. This is in line with the ideas of Long (2015) who stated that in the process of learning, students needed to complete a variety of tasks which result in a workload for them. Furthermore, the teacher also encountered this challenge. The teacher had to spend much time preparing the lesson because tasks needed to be designed based on task criteria. Similar ideas to Lai & Lin (2015), teachers spent much time designing the lesson plan and tasks. Furthermore, another challenge is the difficulty. In the class, students were asked to work in groups. Each group consisted of students with different backgrounds, so the teacher needed to know the student's abilities in order to facilitate the activities properly. Like the ideas of Nunan (2004), students in each group contained students with different educational backgrounds, and the teacher needed to consider the student's abilities.

In conclusion, the integration of technology improved students' reading comprehension supported by many reasons including allowing students to learn reading comprehension through the use of tasks, providing students an opportunity to work collaboratively, and offering students to learn reading through authentic materials. Furthermore, students also favored learning reading comprehension through the integration of technology. Although there is no control group in this study; when comparing the final exam of the students in this study to those students who learned through a traditional method, the achievement of students in this study was outperformed. Hence, this can be suggested that the integration of technology into TBLT was effective in enhancing students' English reading comprehension.

#### Implications of the Study

This study revealed that using the integration of technology into TBLT was an effective tool to enhance students' English reading comprehension. This study found that this teaching method was beneficial for the students not only for enhancing their English reading comprehension, but also supporting their learning experiences; for example, it promoted students' motivation, allowed them to learn with enjoyment, and created a positive environment for learning in class. The findings of this study might help teachers or educators adopt this teaching method to teach English reading comprehension. Moreover, the present study could be applied to formulate and develop a curriculum or lesson plans in order to create an active learning class with the use of technology. The results of this study found that the integration of technology into TBLT helped students to develop their English reading comprehension, it may be helpful for teachers who are interested in applying technology into classrooms in the educational field. It would also be beneficial to use the integration of technology into TBLT to teach other language skills, for instance, reading, writing, speaking, and listening.

# Limitations of the Study

The participants in this study were a particular group of students which were 12th-grade students at the public secondary school. Hence, the results of this study might not be representative of students in other settings. In addition, this study limited to four reading comprehension skills, namely reading for topic, reading for the main idea, reading for details, and reading for word meaning. Therefore, the results might not generalize to other aspects of teaching English reading comprehension. Finally, the students were taught by the researcher; the results, therefore, are subject to bias and confounding, which may influence the outcome.

#### Recommendations for Future Studies

Regarding the findings of this study, the potential benefits of the integration of technology into TBLT had positive effects on students' reading comprehension and opinions. Although the results of this study reveal the benefits of this teaching method,

there are some interesting points to study which might build upon and strengthen the findings. This study involved students at the secondary school level. It might be a good idea to investigate the effects of the integration of technology into TBLT on students at different levels or in different subjects. Additionally, this study was limited to only four skills of reading comprehension, namely it would be more interesting to apply this teaching method to other reading skills. Moreover, there were four technology platforms used in this study. It might be great to compare the effects of each technology platform on students' reading comprehension.



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APPENDIX A

The English reading comprehension test 

**English Reading Comprehension Test** 

Directions: Read the passage and choose the correct alternatives

Passage 1 (items 1-4)

Nutritionists weigh in on the best (and worst) foods to eat when you test positive.

Eating plenty of fruits and vegetables is a great way to build up general health and immune health. Fruits and veggies high in immune-supporting micronutrients like vitamins A, C, D, and zinc.

The prebiotic fiber in whole grains provides "food" for healthy bacteria to flourish in the digestive system. A thriving microbiome is associated with a better-functioning immune system—most likely because beneficial bacteria in the digestive tract reduce inflammation.

Of the three macronutrients—protein, fat, and carbs—protein is known for its ability to build muscle and repair tissues. It also serves as the backbone of all your cells, including immune cells. Getting too little of it <u>impairs</u> immune function, your immune system may not work properly, and puts you at greater risk of infectious disease, according to research published in the British Journal of Nutrition.

In general, processed, and high-sugar foods like fast food, fried food, soda, and sweets promote inflammation in the body, making it harder for your system to fight off sickness. To feel your best, steer clear of foods in these categories.

1. What is the passage about?

Reading for topic

- a. The risk of having too little macronutrients during COVID-19
- b. How to have better food after COVID-19
- c. Vitamins A, C, D, and Zinc help strengthen the immune system.
- d. Prebiotic food is good for healthy bacteria.
- 2. Which of the following best states the main idea of the last paragraph?

Reading for the main idea

- a. Processed food should be avoided in order to recover from illness.
- b. All processed foods have negative side effects.
- c. Patients with inflammation should cut down on processed foods.

- d. Processed food contains high sugar, carbohydrate, and fat.
- 3. According to the passage, the author mentions all EXCEPT... Reading for detail
- a. Healthy bacteria benefits your immune system.
- b. High proteins help reduce inflammation.
- c. The richer Microbiome, the better your immune system is.
- d. Vitamin A, C, D are usually found in micronutrients foods.
- 4. The word **impair** in the passage is closest in meaning to... Reading for word
- a. repair b. destroy c. develop d. raise meaning

#### Passage 2 (items 5-9)

# Should we be eating three meals a day?

It's likely you eat three meals a day – modern life is designed around this way of eating. We're told breakfast is the most important meal of the day, we're given lunch breaks at work, and then our social and family lives revolve around evening meals. But is this the healthiest way to eat?

Intermittent fasting, where you restrict your food intake to an eight-hour window, is becoming a huge area of research. Giving our bodies at least 12 hours a day without food allows our digestive system to rest, says Emily Manoogian.

"Having a fasting period every day could reap some of these benefits," she says. "It gets into the idea that fasting puts the body in a different state, where it's more ready to repair and surveil for damage and clear misfolded proteins." Misfolded proteins are faulty versions of ordinary proteins, which are molecules that perform a huge range of important jobs in the body. Misfolded proteins have been associated with a number of diseases. Moreover, fasting could also improve our glycaemic response, which is when our blood glucose rises after eating, says Antonio Paoli. Having a smaller blood glucose increase allows you to store less fat in the body, he says.

Intermittent fasting is more in line with how our bodies have evolved, Anderson argues. She says it gives the body a break so it's able to store food and get the energy to where it needs to be and <u>trigger</u> the mechanism to release energy from our body stores.

5. What is the best topic of this passage?			Reading for topic	
a. Intermittent fa	esting	b. Eating three meals	a day	
c. The importan	t meal of the day	d. Let the body repair	· itself	
6. What is the m	ain idea of paragrap	h 3?		Reading for the main idea
a. Fasting allows	s the body to repair i	tself.		
b. Fasting is ber	neficial for the body.			
c. Fasting helps	decrease blood glud	cose.		
d. Fasting prepa	ares the body to repa	air misfolded proteins.		
7. According to	the passage, it is me	entioned of that having a	a smaller	Reading for detail
blood glucose in	ncrease			
a. allows your b	ody to store more fat	b. lets you store less t	fat	
c. prevents you	from blood clotting	d. modifier your mood	d instantly	
8. Misfolded pro	teins are described	as		Reading for detail
a. the main caus	se of many serious ill	nesses		
b. the most impo	ortant molecules of th	ne body		
c. faulty version	s of ordinary proteins	3		
d. the reason fo	r people to do interm	ittent fasting		
9. In the passag	e, the word <b>trigger</b> is	s closet in meaning to		Reading for word
a. prepare	b. stop	c. continue	d. start	meaning

# Passage 3 (items 10-16)

#### Batman Review

Matt Reeves' "The Batman" isn't a superhero movie. Not really. All the trappings are there: the Batmobile, the rugged suit, the trusty butler Alfred and Caped Crusader, seeking his own nighttime justice in a Gotham City. But in Reeves' confident hands, everything is breathtakingly alive and new. As director and co-writer, he's taken what might seem like a familiar tale and made it epic. His "Batman" is more akin to a gritty, '70s crime drama than a soaring blockbuster. With its kinetic, unpredictable action and a series of high-profile murders driving the plot, it sometimes feels as if the Zodiac killer is terrorizing the citizens of Gotham.

This is unmistakably a Matt Reeves film. He accomplishes here what he did with his gripping entries in the "Planet of the Apes" franchise: created an electrifying, entertaining spectacle, but one that's grounded in real, emotional stakes. The script from Reeves and Peter Craig forces this hero to question his history as well as confront his purpose.

With Robert Pattinson taking over the role of Bruce Wayne, we have an actor who's not just prepared but hungry to explore his dark instinct. In the harsh light of day, Pattinson gives us hungover indie rock star vibes. But at night, you can see the rush he gets from executing his version of vengeance, even beneath the tactical gear with eye black. Pattinson is at his best when he's playing characters who make you uncomfortable. Even more than Christian Bale in the role, Pattinson is so skilled at making his beautiful, angular features seem unsettling.

Despite the overlong running time of nearly three hours, this is a film that's consistently viscerally gripping. The coolest Batmobile yet—a muscular vehicle that's straight out of "Mad Max: Fury Road. During a fight at a thumping nightclub, you can feel every punch and kick. Greatly magnifying the power of scenes like these is the score from veteran composer Michael Giacchino. Best known for his Pixar movie music. Working with artists and craftspeople operating at the top of their game, Reeves has made a movie that manages to be <u>ethereal</u> yet weighty at the same time. Cinematographer Greig Fraser pulls off the same sort of stunning magic trick he did with his Oscarnominated work "Dune". His use of shadow and silhouette is masterful. And the costume design from the great Jacqueline Durran put just the right finishing touch on the film's cool, edgy vibe.

10. What is this article mainly discussed?

Reading for topic

- a. The background story of Matt Reeves' Batman version
- b. The creation and development of Matt Reeves' Batman
- c. The different version of Matt Reeves' Batman
- d. The masterful skills of the actors and the crew
- 11. Which of the following best states the main idea of paragraph 3?

Reading for the main idea

- a. The author praises Pattinson's performance.
- b. Pattisson is one of the best actors in "The Batman."
- c. The author portrays the day and night scenes in the movie.
- d. The characteristics of Bruce Wayne and Batman are in contrast.
- 12. Which of the following best states the main idea of paragraph 4?

Reading for the main idea

- a. The author explains the plot of Batman 2020.
- b. Pattinson's performance in this movie is incredible and memorable.
- c. There are two experts who work collaboratively in Reeves' Batman.
- d. This movie lasts for three hours, and it makes the audience the audience feel inside the movie.
- 13. It is mentioned in this article that ...

Reading for detail

- a. The Batman screenplay was written solely by Matt Reeves.
- b. In the previous Batman franchise, Christian Bale portrayed Bruce Wayne.
- c. Greig Fraser won an Oscars for his Cinematography in Dune.
- d. Jacqueline Durran composed the music for Reeves' Batman.

14. According to the passage, the author positively reviews all of

Reading for detail

Reeves' Batman EXCEPT ...

a. The coolest Batmobile

b. Pixar movie music

c. The gritty and electrifying actions d. The duration of Reeves' film

15. The word **kinetic** in the article is closest in meaning to...

Reading for word

a. inactive

b. passive

c. dynamic

d. motionless

meaning

16. In the article, the word **ethereal** is closest in meaning to...

Reading for word

a. rough

b. light

c. heavy

d. fuzzy

meaning

#### Passage 4 (items 17-20)

The MBTI is an assessment that identifies one's 4-letter personality type, with each letter corresponding to a specific personality preference or tendency. The MBTI Assessment comprises 93 questions and typically takes about 20-25 minutes to complete. There are no right or wrong answers on The Myers-Briggs test. Those who complete the MBTI test are asked to answer as honestly as possible, without outside interference. Those who take the indicator are asked to answer questions about how they act most of the time. The Myers-Briggs test online comprises four dichotomies, or four pairs of opposite personality functions, making up 16 personality types.

At its core, the theory behind the MBTI test is based on the fact that the world's population is made up of these 16 different types of people—hence the 16 MBTI Personality Types.

The MBTI is a self-report inventory designed to identify a person's personality type, strengths, and preferences. The questionnaire was developed by Isabel Myers and Katherine Briggs based on their work with Carl Jung's theory of personality types. Today, the MBTI inventory is one of the most widely used psychological instruments in the world.

17. What is the main idea of this passage?

Reading for the main idea

- a. The MBTI assessment that comprise 93 questions and takes about20-25 minutes to complete.
- b. Myers-Briggs personality test assessment that identifies a person's personality type.
- c. A self-report inventory based on Carl Jung's theory.
- d. Who worked behind the theory of MBTI test.
- 18. Which sentence is **NOT TRUE**?

Reading for detail

- a. MBTI was developed by Isabel Myers and Katherine Briggs.
- b. According to Carl Jung theory of personality types there are 16 types of people in the world.
- c. It takes about less than half an hour to complete the 93 questions of MBTI Assessment.
- d. The Myers-Briggs test online consists of four pairs of opposite personality functions.
- 19. In the article, the word dichotomies are closest in meaning to...

Reading for word

a. difference

b. characteristic

meaning

c. personality

- d. behavior
- 20. What is the best topic of the paragraph 2?

Reading for topic

- a. Self-report test
- b. Carl Jung's theory
- c. MBTI inventory
- d. MBTI was developed by Isabel Myers and Katherine

APPENDIX B

15 A Sample of lesson plans

#### Lesson Plan

Disease and Pandemic Level: 12<sup>th</sup> grade

Topic: Covid-19 Time: 50 minutes

#### Lesson Overview

In this lesson, students will learn about reading passage of how to reduce the virus, then practice identifying topic from the reading passage.

# Lesson Objectives

1. Students can answer questions from the passage correctly.

2. Students lean vocabulary about Covid-19.

3. Students can identify the topic of the reading passage.

#### Contents

# Vocabulary

respiratory (adj.)	relating to breathing
curbside (n.)	the side of the street or path
pandemic (adj.)	a disease that exists in almost all of an area or in almost all of a group of people
infection (n.)	a condition in which bacteria or viruses that cause disease have entered the body
isolate (v.)	to separate something from other things with which it is connected or mixed
disease (n.)	illness of people, animals, plants, etc., caused by infection or a failure of health rather than by an
	accident.

inadequately (adv.) in a way that is not good enough or too low in

quality

ventilate (v.) to cause fresh air to enter and move around a

closed space

proximity (n.) the state of being near in space or time

precautions (n.) an action that is done to prevent something

unpleasant or dangerous happening

Passage: COVID-19: Reduce Virus Spread Guide

# Learner's Competencies

1. Communication capacity

2. Thinking capacity

3. Technological application capacity

#### Materials

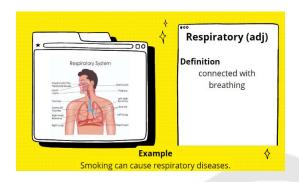
- 1. Video clip
- 2. Worksheet
- 3. PowerPoint Presentation
- 4. Electronic devices

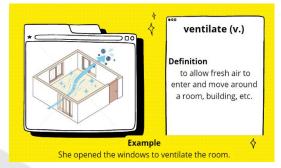
# Teaching procedures

Activities Details	Technology Tools
Pre task stage	
1. Plays a video related to a reading passage.	Video Clip
2. After showing the video, ask students to discuss the following questions:	
1) How has your routine changed since the COVID-19 outbreak?	
2) How can you protect yourself when going to a public place	
during the COVID-19 outbreak?	
3. Ask students, "Can you guess what the passage that we are going to	
read today?"	Canva
4. Present some difficult words of the reading passage.	Kahoot
5. Have students plays Kahoot game in pairs to review the vocabulary.	
Main task stage	
1. Ask students to divide into groups of four and participate in a jigsaw	
activity.	
- Give each student a part of the reading passage.	
- Ask students to read their part then ask students to work with the	
members of their group and rearrange the pieces of the passage in order.	Padlet
2. Have students discuss their parts with the rest of the group and discuss	
the whole reading passage together.	
3. After discussion, asks, "What is the passage about?"	
4. Discuss with students about the topic of the reading passage.	
5. Teacher discuss with students about what a topic is.	Quizizz
6. Have students work in groups again to do an online quiz.	
7. Have students report their tasks and check the answers together.	
Post task stage	
Give students feedbacks about their tasks.	
2. Explain topic of the passage and how to find the topic.	
3. Discuss with students to conclude the lesson.	
4. Ask students to work in groups and create a poster about	Canva
COVID-19 based on the task from the main-task.	

# Examples of technology used in class activities

# Canva





# Kahoot

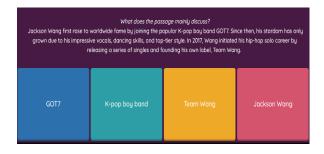




#### Padlet



#### Quizizz



#### Lesson Plan

A New Business in Town Level: 12<sup>th</sup> grade

Topic: Interview Time: 50 minutes

#### Lesson Overview

In this lesson, students will learn about reading passage of the interview about a new business in town, then practice reading for details from the reading passage.

# Lesson Objectives

- 1. Students can answer the questions from the passage correctly.
- 2. Students learn vocabulary from the interview.
- 3. Students can find the specific information of the reading passage.

#### Content

# Vocabulary

romantic (adj.)

delicate (adj.)	lightweight or fragile; easily broken
entirely (adv.)	completely, totally
functional (adj.)	useful, practical, not decorative
harm (v.)	to damage, injure, or hurt something or someone
objection (n.)	an expression of disagreement or disapproval
on good terms with (phrase)	friendly to, getting along well with

an idealistic impression

thick (adj.) heavy; the opposite of thin

equipment (n.) the things that are needed for a particular

purpose or activity

handcrafted (adj.) made with skill by hand, not by machine

Passage: Community development: A new business in town

# Learners' Competencies

1. Communication capacity

2. Thinking capacity

3. Technological application capacity

# Materials

- 1. Video clip
- 2. Worksheet
- 3. Canva Presentation
- 4. Electronic devices

# Teaching procedures

Activities Details	Technology Tools
Pre-task stage	
1. Plays a video related to a reading passage	Video Clip
2. After showing the video, ask students to discuss the following	
question	
1) What is the video about?	
2) What kind of business were mentioned?	
3. Ask students, "Can you guess what the passage that we are going to	
read today?"	Canva
4. Present some difficult words from the reading passage.	Kahoot
5. Have students plays the Kahoot game in pairs to review the	
vocabulary.	
Main-task stage	
1. Ask students to divide into groups of four and participate in a jigsaw	
activity.	
- Give each student a part of the reading passage.	
- Ask students to read their part then ask students to work with the	
member of their group and rearrange the pieces of the passage in order.	
2. Have students discuss their parts with the rest of the group and a do	Padlet
note-taking activity together.	
3. After discussion, ask, "What is the passage about?"	
4. Discuss with students the details of the reading passage.	
5. Teacher discusses with students how important the details are.	
6. Have students work in groups again to do an online quiz.	Quizizz
7. Have students report their tasks and check the answers together.	
Post-task stage	
1. Give students feedback about their tasks.	
2. Explain how to find details of a passage.	
3. Discuss with students to conclude the lesson.	
4. Ask students to work in groups and create an interview conversation	Canva
about jobs based on the task from the main-task stage.	

# Examples of technology used in class activities

# Canva





# This chair is not very attractive, but it is \_\_\_\_, so I keep it. Oichi Answers A New Business in Town This chair is not very attractive, but it is \_\_\_\_, so I keep it. Oichi 4749 6 out of 9 4530 6 out of 9 thick on good terms with

Padlet Quizizz





#### Lesson Plan

Beautifully broken Level: 12<sup>th</sup> grade

Topic: Japanese Art Time: 50 minutes

#### Lesson Overview

In this lesson, students will learn about reading passage of the Japanese art which is about Kinsugi and Wabi-sabi, then practice reading for main idea from the reading passage.

# Lesson Objectives

4. Students can answer the questions from the passage correctly.

5. Students learn vocabulary from the interview.

6. Students can find the main idea of the reading passage.

#### Content

# Vocabulary

flaw (n.)

imitate (v.)	to copy something; to do something in the same

a mistake or imperfection

way

incident (n.) one event or occurrence

modest (adj.) a characteristic of not talking about your

achievement or successes

piece (n.) a complete artwork, such as a painting or

sculpture

practice (n.) a method or way of doing something

smash (v.) to break something with force, and into may

pieces

value (v.) to consider something as important

pottery (n.) pots, dishes, and other articles made of

earthenware or baked clay

enhance (v.) to increase or further improve the good quality,

value or status of somebody/something

Passage: Beautifully Broken

# Learners' Competencies

1. Communication capacity

2. Thinking capacity

3. Technological application capacity

# Materials

- 1. Video clip
- 2. Worksheet
- 3. Canva Presentation
- 4. Electronic devices

# Teaching procedures

Activities Details	Technology Tools
Pre-task stage	
Plays a video related to a reading passage	Video Clip
2. After showing the video, ask students to discuss the following	
question	
1) What do you think about the broken glass or bowl?	
2) Do you want to keep it or not? Why?	
3. Ask students, "Can you guess what the passage that we are going to	
read today?"	Canva
4. Present some difficult words from the reading passage.	Kahoot
5. Have students plays the Kahoot game in pairs to review the	
vocabulary.	
Main-task stage	
Ask students to divide into groups of four and participate in a jigsaw	
activity.	
- Give each student a part of the reading passage.	
- Ask students to read their part then ask students to work with the	
member of their group and rearrange the pieces of the passage in order.	Padlet
2. Have students discuss their parts with the rest of the group and a do	
note-taking activity together.	
3. After discussion, ask, "What is the passage about?"	
4. Discuss with students about the main idea of each paragraph.	
5. Teacher discusses with students about what the main idea is.	Quizizz
6. Have students work in groups again to do an online quiz.	
7. Have students report their tasks and check the answers together.	
Post-task stage	
Give students feedback about their tasks.	
2. Explain how to find details of a passage.	
3. Discuss with students to conclude the lesson.	
4. Ask students to work in groups and write a review passage about the	Canva
old stuff that is valuable for them based on the task from the main-task	
stage.	

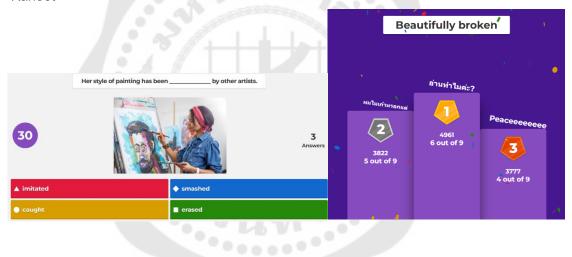
# Examples of technology used in class activities

# Canva





# Kahoot



# Padlet Quizizz



# What is the main idea of this paragraph? Apples can be used to make many aldicious treats. Some people like to slice apples and dip them in caramel. Others like to cook apples and make them into applesauce. You might enjoy cutting apple and baking them in pie. Many people like to just pick an apple off a tree and take a big bite. There are many ways to enjoy this wholesome food. You have to cook apples before you can make apple pie. You can use apples to make apple pie. You can make many kinds of treats from apples. Apples are good for your health.

APPENDIX C

S 62.1 -4. The questionnaire

# The Questionnaire on Students' Opinions about

Teaching English Reading Comprehension through the integration of technology into TBLT.						
Name						
	This questionnaire has been designed to identify your opinions about	teach	ing re	eading	J	
compre	hension class. Please read the statements below carefully and check the ap	propr	iate cl	noices	6	
that ref	lect your opinions.					
Direction	ons: Use the scale below to answer the questionnaire items.					
1 = Stro	ongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree					
No.	Items	1	2	3	4	5
1	Activities in class allow me to practice reading skills.					
2	Activities in class help improve my reading skills.					
3	Activities in class allow me to learn reading with enjoyment.					
4	Activities in class enhance my reading comprehension.					
5	Activities in class allows me to interact with others and work					
	collaboratively.					
6	Activities in class provide me with the opportunity to use the English					
	language in class.					
7	Group work process in classroom activities leads me to express my					
	thought confidently.					
8	Using technology in reading class allows me to learn with enjoyment.					
9	Using technology encourages me to participate in learning activities.					
10	I can apply activities I learned to the reading in daily life.					
Suggestions and Comments						

