

Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students

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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อประเมินปัจจัยที่ส่งผลกระทบต่อความสามารถในการอ่านภาษาอังกฤษในวัฒนธรรมจีนของนักศึกษาปริญญาตรี ข้อมูลการวิจัยเก็บจากประชากรจำนวน 150 คน และกลุ่มตัวอย่างผู้สอน 3 คน จาก 3 มหาวิทยาลัยในมณฑลยูนนาน ได้แก่ Southwest Forestry University, Yunnan Normal University, and Kunming University of Science and Technology เครื่องมือในการวิจัยครั้งนี้ใช้ แบบสอบถามสำหรับนักศึกษาและแบบสัมภาษณ์สำหรับผู้เชี่ยวชาญ สำหรับการวิเคราะห์ข้อมูลเชิงปริมาณใช้ค่าร้อยละ ค่าเฉลี่ย และ ส่วนเบี่ยงเบนมาตรฐาน ส่วนข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหา ผลการวิจัยพบว่า ปัจจัยภายในและภายนอกที่ส่งผลต่อความสามารถวัฒนธรรมการของจีนจากกลุ่มของนักเรียนจากมหาวิทยาลัยในจีน 3 วิทยาลัย ในระดับที่สูง สำหรับการสัมภาษณ์อาจารย์ ผู้วิจัยพบว่าปัจจัยภายในที่อาจารย์ระบุได้แก่ แรงจูงใจของนักเรียน ความสามารถในการแก้ปัญหาของนักเรียน และความร่วมมือในการทำกิจกรรมของนักเรียน ส่วนปัจจัยภายนอกที่อาจารย์ระบุได้แก่ การจัดการเรียนรู้ สื่ออุปกรณ์และแหล่งเรียนรู้ และการประเมินการเรียนรู้ คำสำคัญ: การจัดการเรียนรู้โดยใช้ภาระงานเป็นฐาน วัฒนธรรมจีน ความสามารถในการอ่านภาษาอังกฤษ

Abstract

The purpose of this research aimed to examine the factors affecting Chinese culture English reading ability of undergraduate students. The data collected from the group of 150 students and 3 lecturers of Yunnan Province: Southwest Forestry University, Yunnan Normal University, and Kunming University of Science and Technology. The research instruments were the questionnaire for students and interview protocol. The data were statistically analyzed by finding frequency, mean and Standard Deviation (SD.) in quantitative data and used content analysis in qualitative data. The result revealed that the internal and external factors affecting the Chinese culture reading ability from group of students of Southwest Forestry University, Yunnan Normal University and Kunming University of Science and

Technology are found to be at a high level. For the finding from interview lecturers, they identified the internal factors that the development of students' learning motivation, problem-solving ability, and the cooperative activities among students can help improve students Chinese culture English reading ability. For the external factors, the most affecting factors are: 1) Instruction; 2) Teaching material and resources; and 3) Evaluation.

Keywords: Task-based Instructional Model, Chinese culture, English Reading Ability

Background

Chinese Culture English Course is a required and very important ESP (English for Specific Purpose) course for the students majoring in Teaching Chinese to Speakers of Other Languages. Through the learning of this course, students are supposed to spread Chinese culture in English fluently in their future career. The instructional principles of this course should obey to the following ones 1) The principle of student-centered and teacher guided. The center of learning is students, so it is necessary to put students at the center and advance the curriculum based on their needs, so that students can actively master the language in language practice, 2) Encourage collaborative learning among students. Develop students' communication and team collaboration abilities using collaborative learning methods, 3) Cultivate students' interest in learning and self-learning ability, 4) Emphasize the principle of communication and emphasize the communicative function of language, 5) Create a real language environment, allowing students to feel the functions of language in the real language environment, not just staying in the textbook. The curriculum objectives of this course are as the follows: 1) Knowledge objective: Students should master the knowledge of English expressions related to Chinese culture, the knowledge of Chinese culture and cross-cultural communication 2) Competence objective: Students should possess the ability of Chinese culture English listening, speaking, reading, writing, and translation abilities at level of CET-4 or CET-6; Students should also be able to promote Chinese culture in English effectively; Students should possess cross-cultural communication abilities and cooperation abilities. 3) Emotional goals: Students should love the Chinese culture, and have a sense of responsibility to promote Chinese culture to the world in English (Southwest Forestry University, 2023).

Though TBI has been applied by English teachers of China gradually, especially in the reading classroom for being able to read is critical in contemporary life, the present situation of reading in China is not satisfactory, because many teachers are still

using teacher-centered methods, which do not attach enough importance to the improvement of learners' communicative competence (Zan, 2012). And as for the students attending to the Chinese Culture English course, even though they have finished their EGP (English for General purpose) course which had laid down some language basic for them, they still encounter with some difficulties to be solved. The problems of the students of this course mainly focus on the following points: 1) Lack of the knowledge of learning theories and strategies. 2) Feel difficult in understanding the language input including listening and reading and expressing for the output including speaking, writing and translating. 3) Of the five abilities mentioned in point 2, reading turned out to be one of the most difficult abilities for the students. 4) Poor cooperating and team-work ability. 5) Poor inter-cultural communication abilities.

Upon the situation mentioned above, Task-based instruction turned out to be suitable for this course a lot. Since the TBI has emphasizes on meaning negotiation and performing tasks to solve problems. During the process of performing tasks, the target language is used by the learner for a communicative purpose (Wu, Liao & DeBacker, 2016). In this regard, task-based instruction is known as one of the most effective methods applied to ESP courses because it emphasizes target language use by the learners for communicative purposes (Khatib & Dehghankar, 2018). That is why in spite of the rising and falling of different theories and methods, TBLT has been able to optimally cope with the new trends and findings in cognitive and educational psychology (Baralt & Gómez, 2017). Willis's framework has also been extensively used in ESP courses, more specifically in receptive skills and subskills. (Khatib & Dehghankar, 2018). This demonstrates the truth that the TBI is very appropriate to be applied in the ESP course to improve the English skills.

There are lots of research findings related to using Task-based instructional Model to confirm the possibility of improvements of English reading ability. Abdussalam, Kamariah, Salah & Alia & Hafez (2019) examined the effectiveness of task-based instruction (TBI) in improving the reading comprehension ability of EFL students at the University of Tabuk. The findings of this study revealed that task-based instruction was effective in increasing the reading comprehension ability. Styati & Khasanah (2022) did research to investigate the impact of task-based instruction on reading skills for the students of the junior high school of SMPN 4 MDN. The results show that the students who are treated using task-based

instruction are more effective than those who are treated using conventional teaching methods. It means that teaching reading by using task-based instruction has a better influence on students' reading skills. Maryam & Abbas (2022) did research investigating the impact of task-based language teaching (TBLT) on Iranian intermediate EFL learners' reading comprehension ability. The results represented that TBLT had a statistically significant effect on the reading comprehension of Iranian intermediate learners. Zhou (2017) carried out a study in Leshan Normal University, China. The result proves that the application of TBI to college English reading teaching can greatly intrigue non-English majors, and the TBI can improve non-English majors' reading ability. Chalak (2015) did research focused on improving reading comprehension ability through Task-based Instruction (TBI) in Iran. The findings suggest that using flexible and interactive tasks in English classes improves reading comprehension ability of Iranian EFL learners.

As the rationale shown above, the author realizes the importance of studying "Development of Task-based Instructional Model to Improve Chinese Culture English Reading Ability of Undergraduate Students".

Objectives of the Study

This objective of this study was to examine the factors affecting Chinese culture English reading ability of undergraduate students.

Hypotheses

The formulated hypotheses were as after implementing task-based instructional model, students' Chinese culture English reading ability will be higher than before the experiment.

Definition of Terms

The factors affecting Chinese culture English reading ability refers to the internal and external factors collected from students using questionnaire and interviews for lecturers designed by the researcher. The internal factors involve the information about students while external factors consist of information about the teacher and circumstances. In addition, the factors will be obtained by structured interviews with the lecturers.

Development of the Task-based Instructional Model refers to a new instructional framework which consists of the stable teaching activities and procedures.

Such a developed instructional model with 5 components: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, is confirmed by the experts in 4 aspects: 1) Utility Standard, 2) Feasibility Standard, 3) Propriety Standard and 4) Accuracy Standard (Stufflebeam and Social Impact, 2012) as the follows:

Utility Standard are intended to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility Standard are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety Standard are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results

Accuracy Standard are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

Task-Based Instructional Model refers to a teaching model of a series of activity in details designed by teachers to achieve a certain learning goal, including goals, steps, order, pace, product (such as a paper, book report, etc.), learning strategy, assessment, participation, etc, Materials (i.e. materials or resources used to complete tasks) and target language (Richards, 2000).

In this study, the stages of the mode will be designed as follows:

1. The pre-task stage

It is the preparation and warm-up stage for task-based teaching activities. The main task of this stage is for the teacher to introduce the theme and task, in order to help students understand the background of the task activity and help them recall language form knowledge related to the task, in order to activate learners' knowledge reserves. You can also introduce new vocabulary that is helpful for completing tasks, laying a solid foundation for further development of the task.

2. The task cycle stage:

It includes three parts: executing tasks, planning, and reporting.

2.1 Executing tasks: students execute tasks in pairs or in groups, and can express ideas and viewpoints in any language form without paying attention to the correctness of the language. Teachers provide guidance and control when necessary.

2.2 Planning: during the planning phase, teachers should explain the time, object, purpose, and form of the report to students, and students should be prepared to report to the entire class on the completion of the task.

2.3 Reporting: during the reporting stage, each group sends one student to report on the implementation of their group's tasks, which can be done orally, in writing, or through audio recording. Teachers give appropriate evaluations after students' report. The language focus stage includes analysis and practice. The teacher analyzes the language errors that students encounter during the reporting stage, and explains new words, phrases, sentence structures, and grammar knowledge to help students systematically master language rules and guide them in practicing the key and difficult points of the language.

3. The language focus stage:

The final stage of Willis' teaching model is language focus, also known as language analysis. The students have completed the task at this stage, and it is necessary to master and internalize the language forms learned. This means that, students need to transition from the knowledge from language meaning to language form at this stage.

Chinese Culture English Reading Ability refers to the ability of reading the materials about Chinese culture in English. As for the testing tools for the ability above, the testing paper designed by the researcher will be used. The students' Chinese culture English reading ability can be examined by the pre-test and post-test papers. Since this course is an ESP course which is under the categories of College English in China, this study adopts the reading ability assessment criteria of *The National College English test syllabus* (2016) to assess the reading ability. The dimensions of the reading ability are: 1) Understand explicit information, 2) Understand implicit information, 3) Use language features to understand articles and 4) Use reading strategies.

Southwest Forestry University refers to a public university located in Kunming City, Yunnan Province, China. It is the only forestry university independently set up in the

West part of China, it contains the majors of the forestry, science, industry, agriculture, literature, law, art and so on. The university originated in 1938 and was officially renamed as Southwest Forestry University in the year 2010. This university can award degrees from Bachelor degree and Master degree to Doctor degree.

Literature Review

Chinese Culture English Course

According to *the Handbook of College English Teaching* issued by the Chinese government (College Foreign Language Teaching Steering Committee of the Ministry of Education, 2020), the Chinese Culture English Course is an ESP (English for Specific) course in the series of the Chines College English courses. As for the requirement for this course from *the Handbook*, the ESP course should combine the content of a specific subject with the objective of the English language teaching. *The handbook* states that “ESP courses should highlight the instrumental characteristics of college English. Universities should establish ESP courses that reflect the characteristics of their universities and majors in accordance with their talent development goals and student growth needs”. So, the Chinese Culture English Course in the Southwest Forestry University is designed for the undergraduates majoring in Teaching Chinese to Speakers of Other Languages, and according to the syllabus of the Southwest Forestry University, the principle and objectives are as follows (Southwest Forestry University, 2023):

Principle

1. The principle of student-centered and teacher guided. The center of learning is students, so it is necessary to put students at the center and advance the curriculum based on their needs, so that students can actively master the language in language practice.
2. Encourage collaborative learning among students. Develop students' communication and team collaboration abilities using collaborative learning methods.
3. Cultivate students' interest in learning and self-learning ability.
4. Emphasize the principle of communication and emphasize the communicative function of language.
5. Create a real language environment, allowing students to feel the functions of language in the real language environment, not just staying in the textbook.

Objectives

1. Knowledge objective: Students should master the knowledge of English expressions related to Chinese culture, the knowledge of Chinese culture and cross-cultural communication.
2. Competence objective: Students should possess the ability of Chinese culture English listening, speaking, reading, writing, and translation abilities at level of CET-4 or CET-6; Students should also be able to promote Chinese culture in English effectively; Students should possess cross-cultural communication abilities and cooperation abilities.
3. Emotional objectives: Students should love the Chinese culture, and have a sense of responsibility to promote Chinese culture to the world in English.

Curriculum Structure

This course is a compulsory course for the undergraduate students majoring in teaching Chinese as a foreign language, it counts for 2 credits, and the total class hours are 32, and weekly class hours are 2 hours. There are four units chosen by the research for implementing the developed model in the present study (Chinese Characters , Chinese Festivals, Chinese Food, and the wisdom of Confucius). In each unit, Appreciating and understanding and Reading activities are focused with 4 hours).

Development of Task-based Instructional Model Course

Definition of Instructional Model

it can be concluded that instructional model refers to a relatively stable framework and program of teaching activities established under the guidance of certain teaching ideas or theories. The instructional model employed in the present study involve 5 components i.e. principle and rationale, objectives, contents, methods of teaching & materials and evaluation (He, 1997; Joyce, Weil & Calhoun, 2021; Li, 1994; Metzler, 2017; Yang, 2019; Yu & Ma, 2003)

Components of Instructional Model

the instructional model employed in the present study involve 5 components in line with the theories above, i.e. principle and rationale, objectives, contents, methods

of teaching & materials and evaluation (He, 2008; Li, 1996; Metzler, 2017; Yang, 2019; Zhu, 1998).

Confirmatory Factor Analysis

To ensure the appropriateness of developed instructional model before implementation, the developed instructional model is confirmed depending on program evaluation standards in 4 aspects: 1) Utility Standard are intended to ensure that the developed instructional model will serve the information needs of intended users, 2) Feasibility Standard are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal., 3) Propriety Standard are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results and 4) Accuracy are intended to ensure that the developed instructional model shows a measure of closeness to a true value. (Stufflebeam and Social Impact, 2012)

Task-based Instruction

Task-based teaching is strongly based on a series of theories. As with taxonomies of task characteristics, *theoretical rationales* motivating empirical research into task-based learning have also become more elaborate over this 30-year period, reflecting a development from the early emphasis on how task-based learning can facilitate comprehension of input through interaction and negotiation of meaning to more recent emphases on how task-based learning can facilitate attention to output and the development of increasingly target like speech production (Robinson, 2011).

1. The Input Hypothesis

The important hints of the Input hypothesis can be summarized as follows: First, a large number of target language inputs are crucial to the second language learners; Second, in order to achieve the expected results, for what and how to input, it should be determined from the basic needs and learning level of learners.

Input hypothesis has a great impact on task-based teaching, it turns out to be a basic theoretical support of task-based teaching. Affected by this, task-based teaching advocates exposure to real language materials, while not paying so much attention to language forms and grammar knowledge, it concerns the learners' perspectives by

designing “tasks” with appropriate difficulty level and organize the classroom based on tasks. From this aspect, Prabhu’s cognitive rationale for TBLT is thus compatible with Krashen’s (1982) claim that *comprehensible input* is necessary for learning and that “the effort to work out meaning-content” promotes incidental learning of tacit or implicit knowledge(Robinson, 2011), so the explicit instruction in grammar was avoided in “the Bangalore Project”.(Krashen, 1982; Robinson, 2011)

2. The Output Hypothesis

output can the language abilities that learners are developing be forced to operate.

That’s the reason why the Task-based instruction puts great emphasis on output and the completion of each 'task' involves the output form of verbal or written ones.

3. The Interaction Hypothesis

The interactive hypothesis has become the theoretical basis for Task-Based Instruction. By the interaction between students, the teachers design “tasks” with interactive activities by focusing on meaning, and the students participates in completing the tasks and tries to complete them by joining the group activities effectively.

4. Constructivism

Constructivism is mainly rooted in the research of Piaget (1964) and Vygotsky (1978). It believes that learners must discover and transform complex information independently and to test new information with the rules that they have already known, and adjust the old rules when they are not applicable (Salvin, 2012).That is to say learning and development are kind of social and collaborative activities, which can not be taught. Knowledge is actively constructed by learners themselves through participating in the world around them rather than passively transmitted by others. Therefore, teachers cannot just “tell” the knowledge to the students, the students must use their own brains to construct the knowledge. Teachers can promote students' construction process in various ways, students can be provided with opportunities to autonomously discover or apply certain concepts, the teaching process can make students sensitive to strategies and actively apply them to their learning. (Guskey & Anderman, 2008). So, the Task-based Instruction, in support of the constructivism theory, believes that learning process should be filled with real meaning, and task-based

learning should be a student-centered one with the assistance of the teachers. The tasks should be designed properly according to the needs and circumstances of the students, and the task-based activities should stimulate the students' self-motivation to learn the knowledge.

Research Methodology

This research used Mixed Method Research. This research aimed to examine the factors affecting Chinese culture English reading ability of undergraduate students. The data collected from the group of students and lecturers. The details were shown as follow.

- Data from students

Population

Group 1: The former students enrolled in the first semester of Chinese Culture English Course majoring in Teaching Chinese to Speakers of Other Languages from three Universities in academic year 2022 :Class 1: 50 students from Southwest Forestry University, Class 2: 50 students from Yunnan Normal University, Class 3: 50 students from Kunming University of Science and Technology.

Research instrument

The questionnaire for students

Designing instrument 1 (The questionnaire for students)

1. Study Chinese Culture English course and factors affecting Chinese culture English reading ability.
2. A questionnaire was designed for the students of Chinese Culture English course about the factors on 2 factors: Internal factors (15 Items) and external factors (15 Items) that improve the Chinese Culture English reading ability.
3. Submit the draft of questionnaire to the instructors to check whether it is correct and complete.
4. Assess the validity of questionnaire on factors to improve Chinese culture English reading ability for the students at Southwest Forestry University by 5 experts through Index of Item-Objective Congruence (IOC) according to the criteria shown below. (Phongsri, 2008).

- **Data Collection**

1. Ask for permission for data collection.
2. Collect data from the assigned students using the developed questionnaire.

Data Analysis Descriptive Statistics i. e., Frequency, Mean (μ), Standard Deviation (σ)

- **Data from lectures**

Population

3 lecturers of Chinese Culture English course in 3 colleges of Yunnan Province: 1 lecturer from the Faculty of Southwest Forestry University, 1 Lecturer from the Faculty of Yunnan Normal University, and 1 lecturer from the Faculty of Kunming University of Science and Technology.

Research instrument

The researcher used interview protocol which has process to develop as follow.

1. Research related literature of Chinese culture English teaching, Task-based Instructional model and factors affecting the cultivation of Chinese culture English reading ability.
2. Design the draft of open-ended interview on 2 factors : Internal factors and external factors (10 questions) affecting on the cultivation of Chinese culture English reading ability.
3. Give the first draft of the open interview to the instructor to check for correctness and completeness.
4. Five experts used the project-goal consistency index (IOC) to evaluate the effectiveness of open interview on factors influencing students' Chinese culture English reading ability under Task-based Instructional model according to the following criteria (Phongsri,2008).

Data Collection

1. Ask for permission for data collection.
2. Collect data from the assigned lecturers using the developed interview.

Data Analysis

Content analysis

Results

Analysis results serving objective about examining the factors affecting Chinese culture English reading ability of undergraduate students. The common data of the respondents from three universities in overall shows that most of respondents were the female. The most common age distribution is relatively concentrated on, the 21-23 years as shown in the table 1 below.

Table 1 Common data of the respondent in overall (N-150)

Data		Southwest Forestry University		Yunnan Normal University		Kunming University of Science and Technology	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Gender	Male	14	28.00	19	38.00	11	22.00
	Female	36	72.00	31	62.00	39	78.00
	Total	50	100	50	100	50	100
Age	Below 17 yrs.	0	0.00	0	0.00	0	0.00
	17-20 yrs.	22	44.00	19	38.00	21	42.00
	21-23 yrs.	28	56.00	31	62.00	28	56.00
	Over 23 yrs.	0	0.00	0	0.00	1	2.00
	Total	50	100	50	100	50	100

In addition, internal and external factors affecting the Chinese culture reading ability of Southwest Forestry University, Yunnan Normal University and Kunming University of Science and Technology are found to be at a high level as shown in the table 2 below.

Table 2 The result of questionnaire about internal and external factors affecting the Chinese culture reading ability from Southwest Forestry University, Yunnan Normal University and Kunming University of Science and Technology

Data	Factor	μ	σ
Southwest Forestry University	Internal Factor	4.30	.652
	External Factor	4.37	.624
Yunnan Normal University	Internal Factor	4.34	.625
	External Factor	4.34	.669
Kunming University of Science and Technology	Internal Factor	4.26	.612
	External Factor	4.41	.593

For the data from interviews with three lecturers, the factors that affect the Chinese culture English reading ability of college students are summarized as shown in table 3.

Table 3 The factors that affect the Chinese culture English reading ability of college students

Factors	Details
Internal factors	
Motivation of the students:	Three lecturers all emphasize on students' motivation during their learning, since it can help enhance students' Chinese culture English reading ability, and also it can improve their final learning effect for the Chinese culture English course. Two lecturers believe that with a high motivation, students will take the initiative in learning the knowledge not only in a team but also by themselves. In addition, one lecturer believes that the biggest reason for the students who perform poorly in their learning is because of the lack of learning motivation.
Problem-solving ability of the students	Three lecturers all believe that students' problem-solving ability is very important in the learning process and can help with the improvement of the students' Chinese culture English reading ability. Two lecturers believe problem-solving ability for the students should be cultivated during the whole process of teaching and learning. One lecturer believes that problem-solving ability is not only helpful in the students' learning process but also important for their future career development.

Table 3 The factors that affect the Chinese culture English reading ability of college students (Continued)

Factors	Details
The cooperative activities of the students	All of the three lecturers believe that the students' cooperative activities in the class are very important. The three lecturers mentioned that: 1) Cooperative activities can improve students learning effect of the Chinese culture English course and help students enhance their Chinese culture English reading ability, since through the cooperation and negotiation with their peers, students can learn more from other students' perspective and make clear of their own clue of learning; 2) The cooperative activities like pair work or group work with their peers can help students develop their communicative skill which is a very important one for the 21 st century students; 3) Cooperative activities can stimulate students to participate in the learning process spontaneously and arouse their motivation in learning the course.
External factors	
Instructions	All the three lecturers believe that instruction the teacher adopt during their teaching is a key factor to affect students learning effect. The three teachers suggest the following improvement in the implementation of the instructions: 1) A student-centered instruction with the assistance of the lecturer is recommended, since it can stimulate the motivation of the students and also push the learning process forward on the basis of the real need and situation of the students. 2) The instructions with cooperative activities should be adopted in the classroom, since it is helpful for cultivating students' motivation and sense of responsibility in learning. 3) Two lecturers believe the implementation of Task-based instruction is very suitable for the Chinese culture English course, since it can help students participate spontaneously in their learning and improve their English ability in the process of finishing the tasks.

Table 3 The factors that affect the Chinese culture English reading ability of college students (Continued)

Factors	Details
Teaching materials and resources	Three lecturers all believe in the increase of the language input in the teaching materials and resources. Two lecturers mentioned that with the vast input of listening and reading, student can build their own language structures and make a richer and freer output of speaking and writing, so the vast English language input is a prerequisite of the output in English language learning, and such a concept should be buried into the design of the teaching materials and resources.
Evaluation	All lecturers believe that the way of evaluation for a course is an important guidance of the teaching for it can give the feedback from the students to the lecturers, and it can simulate the motivation of the students during their learning. All lecturers believe that the evaluation should combine the processive one with the summative one. Two lecturers mention that the processive evaluation to assess the performance of the students working in a group can stimulate their learning motivation and improve their learning effect. One lecturer believes that the evaluation from their peers can enhance the level of student participation and motivation in the learning process. According to the analysis on the interview of the lecturers above, it is found that there are many factors affecting Chinese culture English reading ability. For the internal factors, the most affecting ones are: 1) Motivation of the students; 2) Problem-solving ability of the students; and 3) The cooperative activities of the students.

Conclusions and Discussions

The finding from questionnaire showed that the internal and external factors affecting the Chinese culture reading ability from group of students of Southwest Forestry University, Yunnan Normal University and Kunming University of Science and

Technology are found to be at a high level. For the finding from interview lecturers, they identified the internal factors that the development of students' learning motivation and problem-solving ability and the cooperative activities among students can help improve students Chinese culture English reading ability. During the process of performing tasks, the target language is used by the learner for a communicative purpose (Wu, Liao & DeBacker, 2016). For the external factors, the most affecting factors are: 1) Instruction; 2) Teaching material and resources; and 3) Evaluation. That is why in spite of the rising and falling of different theories and methods, TBLT has been able to optimally cope with the new trends and findings in cognitive and educational psychology (Baralt & Gómez, 2017).

For the conclusions of the external factors to improve Chinese culture English ability, the factor of instructions is recommended to be student-centered, and designed around tasks and with proper cooperative activities; The factor of teaching materials and resources should contain more language input; The factor of evaluation should combine the processive evaluation with the summative evaluation.

Recommendations for Further Research

To development of Task-based instructional model to improve Chinese culture English writing ability of Undergraduate Students and to study the results of implementing Task-based instructional model to improve Chinese culture English writing ability of Undergraduate Students.

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