

DEVELOPMENT OF TASK-BASED LEARNING AND BLENDED LEARNING INSTRUCTIONAL MODEL TO ENHANCING COMMUNICATION ABILITY FOR UNDERGRADUATE NORMAL STUDENTS

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Abstract

The objectives of this research were to 1) examine the factors affecting communication ability for undergraduate normal students, 2) develop task-based learning and blended learning instructional model to enhance communication ability for undergraduate normal students and 3) examine the effects of implementing task-based learning and blended learning instructional model to enhance communication ability for undergraduate normal students. There are 3 phases was conducted to answer research objectives 1, 2, 3. The sample group of Phase 1 were 75 formal students who enrolled Teacher's language and communication art Course semester 1 in academic year 2023, selected by Random Sampling and 3 lecturers who teach Teacher's language and communication art Course from Baise University, Yulin Normal University and Guangxi Science & Technology Normal University. 3 experts were confirmed the task-based learning and blended learning instructional model in Phase 2, and the sample group of Phase 3 were 50 students who enrolled Teacher's language and communication art Course of Baise University semester 1 in academic year 2024. The research instruments were 1) a set of questionnaires for students and interview for lecturers, 2) a set of questionnaires for confirming instructional model, 3) 2 units of lesson plan and 4) Scoring Rubric. Data were statistically analyzed by percentage, mean, and standard deviation.

The research results were as follows: There were 2 factors affecting communication ability for undergraduate normal students included internal factors and external factors from the students and the lecturers. The internal factors were psychology or physical, knowledge or skills, attitude. As for external factors were method of teaching, materials, environment. internal factors at a high level (\bar{x} =4.50) and external factors at a high level (\bar{x} =4.42). The top three had the highest mean for psychology or physical (\bar{x} =4.68), and knowledge or skills (\bar{x} = 4.65) with the lowest mean for method of teaching, (\bar{x} =4.58). After interviews with lecturers, internal factors include interest and value in course and communication ability, students' knowledge or skills, and students' learning activities and attitude; external factors include teaching methods and teaching materials, environment and classroom management, and Task-based learning and blended learning instructional model to improve digital literacy of undergraduate normal students included 5 components: 1) Principle and Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & Materials and 5) Evaluation. The model was 100% confirmed to utility, feasibility, propriety and accuracy standards as assessed by 3 specialists.

Keywords: task-based learning, blended learning instructional model, communication ability

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Introduction

The course "Teacher's language and communication art" is a teacher education course required by higher teacher training colleges and universities and is a compulsory course for the development of teacher training majors such as elementary education majors and preschool education majors. Through the study of this course, students are required to understand and master the basic theory and use of communication terminology, and have the ability to express and listen; understand the basic requirements and use of communication terminology of the teaching profession, and initially master the basic skills of communication terminology of the teaching profession, and be able to simulate the communication with students, parents, colleagues and leaders in specific situations, and be able to better express their thoughts, opinions and The course is designed to help teachers to express their thoughts, opinions and emotions. Through the study of this course, students will develop the ability of language expression and communication. (Baise University, 2023)

The report Facing the Future: Global Experiences in Core Literacy Education for the Twenty-first Century states that the first of the seven accomplishments most valued by economies and international organization" communication and cooperation". Communication is the process of transmitting and feeding back thoughts and feelings between people, and it is the basis of cooperation. Whether in school or at home, the success of education and teaching is predicated on the success of communication. Good language and communication skills are the competitive core competence that every educator must have. (The World Education Innovation Summit, 2019)

As normal university students engaged in education in the future, communication ability is one of their most important professional abilities. However, the current communication ability of some normal students is not too ideal. 1) some normal students are not timely and active in communication, lack the ability to think with others, and lack empathy; Liu (2020) found in the study of "communication ability cultivation" that students have insufficient communication cognition, and their ability to use professional knowledge to communicate is weak. Influenced by the traditional teaching methods, students are always in a passive state in their communication and have few opportunities to play their dominant position. Students have a single way of communication.2) most students are weak in using professional knowledge and communication knowledge (2019) In the study of "Cultivating Students' Communication Ability", it was found that students' communication consciousness was not strong, teachers and students' lack of communication willingness, lack of communication initiative and confidence, communication anxiety..3) some students have weak understanding, control ability, communication skills and expression skills. and lack of communication skills. Zheng (2022) found that Students express in a single way, and their oral expression and body language expression is weak. In conclusion, the increase of social requirements for students' communication ability and the deficiencies in students' communication ability urgently require us to take effective measures to improve them to improve students' communication ability.

So, the researcher study about task-based learning and blended learning instructional model to enhance communication ability for undergraduate normal students from the book, the journal and another researched was found that.

Task-based learning is a kind of learning method that is student-centered and teacher-oriented, and can stimulate students' learning motivation and interest, and cultivate students' teamwork, adaptability and communication ability. The advantage of imparting knowledge to traditional teachers, The teaching concept of students' passive reception has been changed into students' active learning, The multi-dimensional interactive teaching concept of group collaboration to solve problems and complete tasks, It is conducive to stimulating students' learning initiative, In the task-based learning, Teachers provide students with authentic and interesting teaching situations, Classroom teaching tasks to improve students' abilities according to students' actual design, And guide the students to complete the task one by one as required, Students learn knowledge and skills in the completion of the tasks, Taking the

performance of students and task results during task completion as the evaluation criteria, To summarize, evaluate, and test. Zhang (2022) study about the "task-based learning", and the results have found that the task-based learning can fully mobilize students' enthusiasm for learning, improve their enthusiasm for learning, and cultivate students' spirit of communication and cooperation. Gao (2020) study about the "task-based learning". The result had found the cultivation of students' communication ability in interactive task-based oral teaching. Through the analysis of experimental data, it is concluded that task-based oral teaching can improve students' communication ability.

Blended learning is "learners" subjectivity and teachers "dominant", offline teaching and online teaching complementary advantages of learning style, broke the boundaries inside and outside class, make teaching and learning become more relaxed and convenient, so through hybrid learning, rich online activities to the emotional communication between teachers and students, students, harmonious communication environment, high frequency interaction opportunities, will promote the development of students' communication ability. Ma (2019) study about "A mixed and practical study on the communication skills of students majoring in preschool education" The result had found that blended learning is beneficial to improve the communication ability of learners. Korkmaz (2020) in the study found that blended learning integrates different advantages of online and offline environments. Online concept learning can not only save time for offline classroom, but also feedback the learning situation of learners through online learning data, while offline learning can deepen the online learning content and cultivate students' ability. Qin (2017) Studying "Blended learning" and found that the intervention of network technology provides various forms of interaction between teachers and students. Teachers and learners can realize independent interaction online and offline and promote the communication between teachers and students.

As the rationale shown above, the author realizes the importance of studying "Development of Task-Based Learning and Blended Learning Instructional Model to Improve Communication Ability of Undergraduate Normal Students".

Objectives

- 1.To examine the factors affecting communication ability for undergraduate normal students.
- 2.To develop task-based learning and blended learning instructional model to enhance communication ability for undergraduate normal students
- 3.To study the results of implementing task-based learning and blended learning instructional model to enhance communication ability for undergraduate normal students.

Material and Method

Literature review

Task-Based Learning

Task-based teaching emerged in the 1980s, which emphasizes "learning by doing" and is the extension and development of communicative teaching method. It originated from the Bangalore Project in India. In 1983, he conducted an experiment with students aged eight to twelve in the Bangalore region of India. He changed the traditional teaching method of teaching, designed the teaching content into three tasks: poor information difference task, poor reasoning difference task and poor view difference task, and studied by allowing students to complete the task. Prabhu (1987) submitted a report on the implementation of the Bangalore Project to the British Council in June, proposing task-based teaching methods. Peter S. (1986) defines the task as the activity in which learners reach some results or conclusions through the process of thinking by themselves in his classic book *Second Language Pedagogy*. He classified the tasks in the task-based teaching, and meanwhile, he divided the classroom teaching into three stages: "pre-task, task and feedback". (Peter S,1986)

The definition of Task-Based Learning

There are scholars to define the meaning of definition of Task-Based Learning as follows:

Wills (1996) defined the task as an activity in which learners communicate with the language of their purpose.

Ellis (2003) defines a task is a language activity mainly for the purpose of expressing meaning. As a task, these four criteria must be met: first, the basic point of the task is information; second, the task has some poor information difference; third, the student must use the language knowledge acquired and non-language knowledge including body movements and expressions to complete the task; finally, the task should have a very clear communication results to achieve the purpose of communication.

Rogers (2012) defines task-based language teaching as the basic of this teaching method, and taking the task as the central plan is the method of teaching and education through planning and organizing language.

Cheng (2004) defined task-based language teaching as a teaching approach, which is based on tasks. Here, many tasks are designed, and students complete communicative activities.

Yu (2021) The definition of task-based teaching mode refers to the teaching mode with classroom interaction and real situational communication as the core unit and implementing the teaching plan as the center.

From the definition above, Researchers all recognize the proposition of task-based teaching, which should be student-centered, learn the language by completing tasks, and perform tasks carefully in class. These tasks are meaningful, related to practical life and in-depth communication activities, to promote autonomous and automatic language learning.

Constructivist theory

Constructivist learning theory holds that knowledge is not obtained through teaching, but is constructed by meaning The way of obtained, (Piaget,2001),Piaget (1970) advocates that learning is not a simple information storage and output, among which the more important is the conflict between new knowledge, new experience and learners' existing knowledge and experience, and thus, as well as the reorganization of cognitive structure, which is the process of interaction between learners and learning style, learning environment and learning content. From the positive point of view, to acquire new knowledge is based on the original experience. From the reverse point of view, the addition of new knowledge will inevitably change the original knowledge to a certain extent, which may be rich, complementary, adjusted, reformed or even overturned. This is a two-way construction process (Wen and Jia,2002). Therefore, under the constructivist theory, learning is not a simple information accumulation, it contains the conceptual change and structural reorganization caused by the conflict of new and old knowledge; the learning process is the interaction between old and new knowledge. In this process, "context" ", " collaboration "" , "conversation", "and" meaning construction " are the four elements or four attributes in the learning environment (He Kekang, 1998).

In blended learning, online learning can make full use of resources and tools such as the Internet to create personalized interactive learning situations for students, so that they can experience the process of actively building a knowledge system in independent learning, while offline learning can use the cooperation and communication with teachers and peers to further improve its system. Therefore, the constructivist learning theory can be used as the primary scientific theoretical basis of mixed learning, and the two are also very compatible.

Learning Theory by Doing

American Pragmatism educator Dewey put forward the theory of "learning by doing". In Dewey's view, the knowledge acquired in schools is related to social activities. The purpose of education is to establish effective links between them, so that knowledge can be transformed into different work experiences or forms in knowledge education activities during teaching. (luo.1995).

Educators must provide an environment where children can learn by doing, guiding them to choose what they want to do and participate in activities. Of course, the activities or

designs must be tailored to the students' experience patterns and scope and be linked to their needs. The educational philosophy of "learning by doing" must replace rigid book learning with rich activities and experience accumulation of teaching tasks. Students should actively participate in teaching activities, and in this process, promote students' active participation in learning and cultivate active exploration. The teaching concept of "learning by doing" is a strong theoretical foundation for task-based teaching. From the perspective of task-based teaching method, tasks are the practical content of the educational concept of "learning by doing". Educators with autonomous learning and exploration abilities must be in a real situation, and during the task implementation process, they must systematically carry out teaching tasks based on their existing knowledge. They must complete tasks based on their own problems and solutions. The design task must be linked to the student's life and learning situation, and based on the student's life experience, the real task must be designed within the student's ability range. (zhao.2021)

Roles of Teachers and Students

Roles of teachers

In task-based teaching, teachers play different roles in different task stages. In the pre-task stage, the teacher is the designer of the task, in the task stage, the teacher is the classroom, the supporter, the supervisor, and the participant of the activity; the post-task stage is the answer and disseminator of students' questions.

Roles of students

Compared with the traditional teaching mode, the task-based teaching mode emphasizes the student-centered, students are the main body of learning, participate in the design of teaching activities, discussion and communication, students are the center of task teaching activities, in the classroom teaching. Most of the time in class, students perform tasks independently or in groups.

Strengths and Weaknesses of Task-based learning

Strengths of Task-Based Learning

1. It advocates student-centered teaching activities, which can mobilize students to actively participate in them and stimulate students' interest in learning.
2. It pays attention to the participation and experience of learners, the interaction and cooperation between teachers and students and students, which is conducive to improving students' learning, language communication and communication ability and team spirit.
3. In task-based teaching activities, every student can think independently and participate actively, which is conducive to maintaining the enthusiasm of learning, the realization of students' personalized development, the cultivation of logical thinking ability and the improvement of comprehensive quality
- 4.Task-based teaching pays more attention to the exchange of information and the authenticity of learning activities. In the process of completing the task, the students can acquire the language through the interaction.
- 5.In task-based teaching, students can find and solve problems in the process of completing tasks, which is conducive to training students to use language to overcome difficulties, complete tasks, and develop cognitive ability and deal with problems.

Weaknesses of Task-Based Learning

1. Lack of real-time monitoring: it is difficult for students to supervise all their individual activities in place.
2. It is not easy to grasp the design of teaching tasks, and the class hours are insufficient.

Blended Learning

Blended learning first appeared in the field of enterprise training. Many companies organize employees to conduct both online and offline hybrid learning, which to a certain extent reduce the cost investment and increase the related business revenue (Hu,2014). Over the years, traditional classroom teaching has also been challenged by online teaching in education. Many predict that traditional classroom teaching will disappear soon. Therefore, as an offline school, it must keep pace with The Times. While adhering to the traditional

classroom teaching, it should also cater to the online classroom teaching in the era of information technology. Give full play to the advantages of traditional offline classroom teaching, strive to integrate information online teaching into traditional classroom teaching, and provide new teaching methods, teaching strategies and teaching modes for the better integration of traditional classroom teaching and information online teaching, and hybrid teaching arises under this background. Nowadays, mixed teaching has become the development trend of higher education teaching reform (Ma,2017).

The definition of blended learning

There are scholars to define the meaning of definition of blended learning as follows:

Garnham (2020) defined blended learning as that face-to-face classroom teaching has not been replaced, and students must return to the classroom while learning online.

Singh (2017) defines blended learning as a learning method that matches "appropriate" learning technology with "good" Learning styles and teaches "correct" skills to "appropriate" learners at "appropriate" time to achieve optimal results, that is, the 5R definition.

Wasoh (2016) defines blended learning as a learning situation that combines the Internet communication equipment and the real classroom teaching environment with the online learning environment.

Driscoll (2015) believes that the teaching design of blended learning should combine multiple teaching methods to fully mobilize students' enthusiasm and achieve effective teaching; We can see that teaching design in a blended learning environment emphasizes student-centered approach and fully integrates multiple educational technologies and teaching methods.

He (2005) believes that blended learning is about combining the advantages of traditional face-to-face learning with the advantages of online learning.

From the definition above, it can be concluded that blended learning refers to rely on Internet communication equipment, the online learning environment and the real classroom teaching environment, according to the learning content, learning objectives, learner demand characteristics, selection and integration of appropriate learning methods, mode, media, technology, environment, to optimize the learning process, achieve learning goals, as far as possible to meet the needs of students visualization of a teaching method

Cooperative learning Theory

As a kind of teaching theory, the theory of Cooperative learning takes groups as the basic unit. In the process of "teaching" and "learning", it focuses on common learning tasks, and carries out learning and exploration activities through interaction and cooperation between teachers and students, students and students. There are five basic elements of Cooperative learning: positive mutual assistance, face-to-face interaction, individual responsibility, Interpersonal communication, group self-evaluation This requires that when designing the blended learning mode, we should give full play to the advantages of group Cooperative learning and learn together and explore learning tasks based on autonomous learning. In the process of group Cooperative learning, create a good online and face-to-face communication environment for students, improve the frequency of students' communication, and then provide the possibility for students to improve their communication ability. (liu.2013)

Constructivism learning theory

Constructivism believes that knowledge does not exist objectively but is actively acquired by learners through meaning construction in physical and social environments. Therefore, the occurrence of learning cannot be separated from the environment. Teachers are only providers of teaching resources, and teaching should be learner centered.

In blended learning, learners can acquire knowledge through both online learning and face-to-face classrooms. At this time, teachers can leverage internet platforms and information technology to fully leverage their dominant position in the teaching process and pay attention to the learners' learning process. This is consistent with the learner centered and teacher led ideology in constructivism. Constructivist learning theory mainly includes the following aspects: Firstly, constructivism emphasizes that the inner psychology of learners and the

external environment of learning are complementary. Secondly, constructivist learning theory emphasizes that students are the subject of learning, rather than passive recipients of knowledge infusion and external stimuli. Thirdly, constructivist learning theory emphasizes the construction of a learning environment in the process of effective meaning construction, with four attributes of "scenario, cooperation, dialogue, and meaning construction", guiding the creation of real scenarios as a prerequisite for the goal of "meaning construction". Blended learning is a mixture of online learning and face-to-face learning in the classroom, and at a deeper level, it is a mixture of dominance and subjectivity. It not only respects the subjective status of students' cognition, but also plays a leading and inspiring role of teachers, reflecting the perspective of constructivist theory (Wang,2018)

Roles of Teachers and Students

Roles of teachers

In blended learning, teachers play a leading role in guiding, enlightening and monitoring the teaching process in teaching. Teachers are the roles of instructors of students 'learning, collaborators, course developers, and students' learning advisers. First, teachers still play the role of teaching in traditional teaching. By recording online videos, they provide online learning materials and provide students with ways to acquire knowledge by analyzing the key and difficult points in the offline classroom. Secondly, teachers are also the guides of teaching. After students master the basic knowledge points through the online learning platform, teachers need to guide students to find problems, solve problems and build knowledge; in group projects, students are inspired to formulate project propositions and conduct collaborative learning. Finally, teachers are still the administrators and supervisors of the teaching process, and they should reasonably organize and arrange the teaching activities in each stage to ensure the orderly progress of teaching.

Roles of students

In blended learning, students play a central role in participating, autonomous, and creative processes. Students become the protagonists of the learning process, and the teaching process becomes the process of learners actively constructing knowledge. The role of students in teaching is no longer passive in receiving knowledge, but as the main body of the entire teaching, actively engaging in exploratory learning. Students can be positioned as individuals and team members. As individuals, students need to complete online teaching content and master basic theoretical knowledge through online discussions, seeking help from teachers, and other means; As team members, students are members of the group, completing project activities through group division of labor, collaborative exploration, and using corresponding technical means. Students are in a dominant position in teaching and have the initiative to learn.

Strengths and Weaknesses of Blended Learning

Strengths of Blended Learning

1. To provide convenience for students 'learning and teachers' teaching, broaden teaching sources, enrich educational resources, and realize students' personalized learning.
2. Mobilize students' enthusiasm and initiative in learning and give full play to the leading role of teachers in the teaching process.
3. Students can choose the appropriate time and place to study online, have more time to conduct activities in class, give students an environment and opportunity to communicate, promote their deep learning, and cultivate their communication skills.
4. Students can give students a rich online communication environment and opportunities through online discussion and teachers 'online q & A, increase the frequency of interaction between students and students, teachers and the media, promote the improvement of students' interest in learning, and improve their online communication ability to a certain extent.
5. To Cultivate students' various abilities of independent learning, inquiry learning, collaborative learning and so on.

Weaknesses of Blended Learning

1. There is some external monitoring and supervision in online learning, which affects the learning effect for students with low self-discipline.

2. Teachers need to pay more attention to online teaching management, which increases the difficulty of work.

Communication ability

Definition of communication ability

There are scholars to define the meaning of communication ability as follows:

Kathleen (1957) defined Communication ability as the degree to which your behavior is suitable for the situation and helps you achieve personal or relational goals." Communication ability has an evaluation function for special situations, and without specific communication context parameters, it is impossible to make an appropriate evaluation of this skill.

Ronald (1986) defined communication ability as a skill that obtains what you want from others in a way that is acceptable to you and others to maintain relationship.

Span (1995) defined Communication ability as an individual's ability or tendency to reflect cross situational and cross content communication skills, which can command individual communication behavior, allowing different stimuli to lead to similar behavior.

Zheng (2022) defined Communication ability as the personality traits that adjust cognition and skills according to the communication context and the characteristics of the object during the communication process and use appropriate and effective communication behaviors to transmit knowledge, skills, and emotional information, meeting the needs of both parties and the situation in communication.

From the definition above, it can be concluded that Communication ability refers to the ability of individuals to adjust their communication cognition, awareness, and skills based on the communication context and target audience, and transmit knowledge, skills, and emotional information through effective communication behavior, to achieve specific communication goals during the specific communication process.

Material and Method

This research used mixed method of research. This research is divided into three phases.

Phase 1 was conducted to answer research objective1: To examine the factors affecting communication ability for undergraduate normal students.

Phase 2 was conducted to answer research objective2: To develop task-based learning and blended learning instructional model to enhance communication ability for undergraduate normal students.

Phase 3 was conducted to answer research objective3: To examine the effects of implementing task-based learning and blended learning instructional model to communication ability for undergraduate normal students.

Phase 1 Factors affecting are internal and external factors to enhance communication ability for undergraduate normal students in Guanxi province by table 1.

Table 1 Conduct research from Phase 1

| Topics | Details |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research process | Phase 1 was conducted to answer research objective 1 |
| Research objective | To examine the factors affecting communication ability for undergraduate normal students. |
| Conduct research | Designing instrument 1 (The questionnaire for students) Designing instrument 2 (The interview for the lecturers) Assess the validity by 3 experts |
| Target group | 1.The former 75 students of Teacher's language and communication art course in the semester of academic year 2023 from 3 colleges in Guangxi Province. 2. The lecturers who are teaching Teacher's language and communication art course from 3 colleges in Guangxi Province. |
| Instrument | 1.Questionnaire for students Part 1: is about Common data of the respondent in overall ((N=75) Part 2: About internal and External Factors. 6 items of internal factors 6 items of external factors Part 3: Suggestion 2. Interview for the lecturers. Part 1: is about Common data of the respondent in overall. Part 2: 10 questions. 5 questions for internal factors. 5 questions for internal factors. Part 3: Suggestion |
| Data analysis | 1.Descriptive Statistics i.e., Frequency, MEAN (x) standard Deviation (S.D.) for questionnaires 2.Content analysis for interview |
| Output | Internal and external factors affecting communication ability for undergraduate normal students, Internal factors include psychology or physical, knowledge or skills, and Attitude, and the external factors include Method of Teaching, Materials, and Environment. |

Phase 2 was conducted to answer research objective 2: To develop task-based learning and blended learning instructional model to enhance communication ability for undergraduate normal students.

Table 2 Conduct research from Phase 2

| Topics | Details |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research process | Phase 2 was conducted to answer research objective 2 |
| Research objective2 | To develop task-based learning and blended learning instructional model to enhance communication ability for undergraduate normal students |
| Conduct research | Designing instrument (the questionnaire for IOC) Designing instrument about the questionnaire on confirming the instructional Assess the validity by 3 experts |
| Target group | by 3 experts through Item-Objective Congruence (IOC) according to the criteria |

| | |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Instrument | The handout for 3 experts through Item-Objective Congruence (IOC). |
| Data analysis | Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100%. |
| Output | The task-based learning and blended learning Instructional model the appropriateness of which is confirmed by experts for further implementation |

Phase 3 was conducted to answer research **objective 3**: To examine the effects of implementing task-based learning and blended learning instructional model to communication ability for undergraduate normal students.

Table 3 Conduct research from Phase 3

| Topics | Details |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research Process | Phase 3 was conducted to answer research objective 3 |
| Research objective | To examine the effects of implementing task-based learning and blended learning instructional model to communication ability for undergraduate normal students |
| Conduct research | Design handouts and implement teaching in accordance with the principles and steps, goals and content, teaching methods and evaluation of teaching based on task-based learning and blended learning instructional model |
| Target group | 1.The 50 students who enroll in Teacher's language and communication art course from class section A are obtained by simple random sampling. 2.by 3 experts through Item-Objective Congruence (IOC) according to the criteria. |
| Instrument | The lesson plans and rubric scoring for 3 experts through Item-Objective Congruence (IOC) |
| Data analysis | Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100%. Descriptive analysis i.e. mean and standard deviation. The communication ability of undergraduates Normal Students good level $\geq 80\%$. |
| Output | The suitability of the Lesson plan and rubric scoring will be confirmed by experts and can be used for teaching experiments. |

Results and Discussion

In the study of “Development of Task-based Learning and Blended Learning instructional Model to Enhance Communication Ability for Undergraduate Normal Students”, the researcher studied the documents concerning the following.

The Common data of the respondent in overall (n=75)

The common data of the respondent in overall the most gender is female, 76%, Male is accounting for 24%, There are some differences in the proportion of men and women. Since the number of girls studying in normal majors is generally more than that of male students, the sample is in line with the actual gender of the major. The most age is between 18 and 20 years, or 85.3%. 21-23 accounted for 14.7%, from which the respondents aged 18-23 years old accounted for all the respondents.

The result of questionnaire from students in overview (n=75)

It is observed that the overall level of internal factors is high ($\bar{x} = 4.50$), with a small standard deviation ($S.D=0.459$). This indicates that 90% of the respondents strongly agree that internal factors such as "Psychology or Physical, Knowledge or Skills, and Attitude" have an impact on the communication ability for undergraduate normal students. Among all internal factors, No.1 (emphasizing communication awareness) is the highest mean ($\bar{x} = 4.68$), and No.2 (emphasizing the psychological cognition of using communication tools) is ($\bar{x} = 4.56$), This indicates that the majority of undergraduate normal students believe that communication ability positively impacts personal growth, professional development, learning ability, cognitive skills, academic performance, and physical and mental health. The mean of No.3 (Communication skills emphasizing verbal and non-verbal) is ($\bar{x} = 4.65$) and No.4 (emphasis on learning new knowledge and techniques) is ($\bar{x} = 4.43$). This shows that ordinary undergraduate normal university students highly recognize the importance of communication skills and learning new knowledge skills. The mean of No.5 (attitudes emphasizing participation in classroom learning activities) is ($\bar{x} = 4.37$) and No.6 (attitudes emphasizing participation in extracurricular learning tasks) is ($\bar{x} = 4.35$). This shows that undergraduate normal university students strongly agree that actively participating in classroom activities and completing extracurricular tasks is conducive to the development of communication skills. It can be seen from that. factor No.1 is the highest mean, follow factor by No.3, and the fewest mean is factor No.6.

For external factors affecting communication ability for undergraduate normal students overall found at high level ($\bar{x} = 4.42$). with a small standard deviation ($S. D. = 0.499$). This indicates that more than 88% of respondents strongly agree that external factors such as "Method of Teaching, Materials, Environment" have an impact on the communication ability for undergraduate normal students. Among all external factors, the mean of No.7 (emphasizing the feedback and evaluation of teaching) is ($\bar{x} = 4.48$). and No.8 (emphasizing various teaching methods) is ($\bar{x} = 4.59$). This indicates that most undergraduate normal students believe that the professional knowledge of teachers, modern teaching skills, the design of teaching activities, and methods of teaching evaluation play an important supportive role in enhancing their communication ability. The average of No.9 (emphasizing textbook content) and No.10 (emphasizing the diversity of course resources) are high ($\bar{x} = 4.45$), ($\bar{x} = 4.36$). This indicates that the teaching content and a variety of materials can improve students' communication ability. The average of No.11 (emphasizing classroom atmosphere and classroom management) is ($\bar{x} = 4.41$) and No.12 (emphasizing classroom environment) is ($\bar{x} = 4.24$). This indicates that an appropriate classroom environment and management are beneficial for undergraduate normal students to actively participate in communication ability learning activities, and Comfortable environment is conducive to enhancing their communication ability. As can be seen from the above data, Considering only each item, it was found that factor No.8 is the highest mean, follow factor by No.7, and the fewest mean is factor No.10.

The lecturers interview analysis results

The common data of the respondents in Guangxi Province overall (N=3)

The common data of the respondents in Guangxi Province. The most gender is female, accounting for 66.7%, the most Experience teaching is 7-9 yrs., making up 66.7%, the most age is 30-40 years, making up 66.7%.

Interview Lecturers Results

After the results from interview with the 3 lecturers, the factors affecting Undergraduate normal students' learning achievement can be concluded as follows.

Internal Factors

Psychology or Physical:

1) The lecturer stated in the interview in the course teaching process, students will emphasize the correct understanding of the purpose and value of communication, only realize that this thing is important, there will be a real action. Normal university students generally realize that communication skills have a profound impact on future development, and also express their willingness to devote themselves., But most of them still have a certain communication psychological barrier, timid fear and not confident.

2) The lecturer mentioned this in the interview Physical and mental health, correct communication and cognition, and emotional control are very helpful to effective communication.

3) The lecturers said that students' experience of success or failure will affect their communication ability, and when each effective communication with them, they will gain a sense of achievement and pride, and be more willing to invest in the communication practice.

4) The lecturer believes that students' motivation will affect the development of communication skills, and if students are not interested in something, she is not willing to act.

Knowledge or skills

1) The lecturer mentioned in the interview that the current communication skills of Undergraduate normal students are not strong, partly due to the weak grasp of the relevant knowledge and skills of communication theory, Students need to master the communication theories and skills learned systematically in the class first.

2) The lecturer believes that students are good at effectively applying their communication theories and communication skills to the specific situation of life, study and work, which is very important to improve their communication ability.

3)The lecturer told the students in the interview that in addition to the communication theory and skills, other knowledge, such as psychology, is also important

Attitude

1) The lecturers expressed only a positive and enthusiastic attitude towards the communication course, which contributed to the learning activities and tasks.

2) After completing the pre-class work carefully and after the task after class, I thought hard in the task completion process, listened carefully to the group discussion and communication, and expressed bravely, which is conducive to gradually improving my communication skills.

3) The lecturers believe that justice and equality should treat every student, respect and treat students sincerely, encourage and praise students, and patiently guide students more, which are conducive to stimulate students to participate in communication practice activities and develop their communication skills

External Factors

Teaching Methods:

1) In the interview, the lecturers stated that the teaching mode and teaching methods have a great impact on the development of students' learning and ability. Regular case teaching, situational simulation, group cooperation, mixed teaching and other methods to stimulate students' learning enthusiasm and learning motivation.

2) In the process of teaching activities, students should be constantly encouraged to speak, ask questions, discuss, and strengthen the interaction between teachers and students and

students, to improve their participation and enthusiasm in classroom activities and promote the development of students' communication ability.

Materials

1) Lecturers said that the selection of textbooks is selected based on professional development and professional ability orientation, highlighting the practical and applied characteristics, and is conducive to the cultivation of communication ability.

2) The lecturers said that the class selected cases and materials that are closely related to learning life and future career and uploaded relevant materials and videos through various learning platforms for students 'self-study, which is conducive to expanding the research of students' communication theory.

3)The lecturers emphasized that online learning also expanded students' learning channels, using opportunities and frequencies to strengthen communication between teachers and students.

Environment

1) The lecturers think that the classroom is spacious, convenient for desks and chairs, complete equipment, democratic classroom management and ensure a good learning environment, which is conducive to students to maintain a good learning state.

2) The lecturers said that small-scale classes are more conducive to student communication activities, and they are 3-5 study groups, students have more time to discuss and communicate, and teachers have convenient and effective guidance and feedback.

3) The lecturers said that helping each other and encouraging each other can help them develop their abilities, because some students are afraid of showing their side in front of the teacher but feel more relaxed between their peers. Mutual learning between peers can promote common progress.

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