# Enhancing analytical reading and writing skills in ESL for vocational students: A hybrid instruction of collaborative learning and task-based learning teaching

check for updates

Chen Xuyang[1+]
Nirat Jantharajit[2]
Phichittra Thongpanit[3]

[1,2,3]Nakhon Phanom University, Nakhon Phanom, Thailand.
[1]Email: 19902018ccc@gmail.com
[2]Email: n20jann@hotmail.com
[3]Email: phichittra@npu.ac.th

(+ Corresponding author)

## ABSTRACT

This study delves into the efficacy of collaborative learning (CL) in nurturing critical thinking, bolstering reading comprehension, and fostering effective communication within diverse educational settings. It further investigates the constructive role of task-based learning teaching (TBLT) in elucidating learning objectives, bolstering motivation, and refining analytical reading and writing proficiencies. Drawing upon social constructivism and language acquisition theory, the research proposes an integrated instructional approach that melds CL with TBLT to cultivate vocational students' analytical reading and writing skills. This instructional methodology comprises nine sequential steps: establishing learning objectives, task selection, group formation, task clarification, provision of resources and support, supervision, encouragement of interaction, assessment of learning outcomes, and iterative adjustment. Moreover, the study underscores the imperative of tailoring English language pedagogies to suit the unique requirements of non-English speaking contexts. Instructional strategies which integrate CL with TBLT are theorized to be effective in promoting analytical reading and writing skills in vocational students. The study emphasize the adaptation of teaching strategies to diverse linguistic contexts, and promoting inclusive learning environments tailored to non-English speaking countries' needs.

**Contribution/ Originality:** The originality of this study is the proposal of an integrated instructional approach that combines Collaborative Learning with Task-Based Learning Teaching to improve vocational students' analytical reading and writing skills. This study emphasizes the importance of adapting instructional strategies to different linguistic contexts and meeting the needs of non-English speakers.

## 1. INTRODUCTION

In the current globalized society, English serves not only as a universal means of communication but also as an indispensable key skill in vocational development. However, vocational students often encounter a series of unique and formidable challenges in English disciplines, which involve the specialized nature of their chosen fields and the complexity of studying English as a non-native language, particularly in non-English-speaking countries such as China, Japan, and Thailand (Gan, 2013; Sasaki, Suzuki, & Yoneda, 2006).

These countries not only possess unique and centuries-old traditional official languages (first languages) but also have largely been non-immigrant countries, greatly limiting the proliferation of English as a Second Language (ESL) in recent times (Clark & Casillas, 2015; Menking, 2015). However, with the increasing demand for highly

skilled talents and factors such as international trade and the international service industry driving forces, English learning in these countries has been on the rise annually. Currently, English holds official or special status in over 70 countries worldwide, serving as the international language for over 2 billion users to engage in cross-cultural communication, a number expected to continue growing in the coming years (Rao, 2019).

Given the growing prominence of World English in global exchanges, the predominant position of native language proficiency in ESL teaching is undergoing reconsideration (Al Tale, 2023). For vocational students, seizing this trend to enhance future employability becomes a crucial opportunity. Vocational students urgently need to cultivate higher levels of analytical reading and writing skills in English courses to meet the diverse professional demands across various fields and effectively integrate into the competitive landscape of the professional arena.

One of the primary challenges lies in the specific domain-specific English issues vocational students face in their respective fields. Each professional field has unique terminologies, expressions, and norms, making it crucial for students to proficiently understand and utilize these domain-specific language elements. For instance, in the aviation industry, students need to master aviation terminologies, aircraft models, aviation regulations, etc. Friginal, Mathews, and Roberts (2019) while students in medical fields need to grasp disease names, medical equipment vocabularies, etc (Liu, 2023).

Furthermore, the ESL learning environment for vocational students differs significantly from that of native language students. Vocational students often prioritize the acquisition of professional knowledge and skills in their studies, potentially overlooking English learning. Some vocational students may perceive English learning as having no direct relevance to their future careers, especially in fields highly relevant to the local context. Zakirova and Gilmiyarova (2016) pointed out that mastery of professional knowledge and skills is crucial for vocational students' future careers. However, the use of English is seen as a stepping stone to higher levels, for example, in China, English proficiency is one of the necessary conditions for vocational students to advance to undergraduate levels (Zhang & Liu, 2023). Additionally, due to English not being their native language, vocational students may face challenges in expressing professional viewpoints accurately and fluently, posing substantial obstacles to their career development.

In this context, enhancing vocational students' analytical reading and writing abilities in ESL courses becomes particularly urgent and critical. This not only pertains to their academic performance in professional disciplines but also relates to whether they can further enhance their academic backgrounds and even engage in in-depth academic exchanges and collaborations with peers on the international stage. To address this issue, educators need to actively seek teaching methods and strategies tailored to the characteristics of vocational students. collaborative learning (CL) and task-based learning teaching (TBLT), as teaching methods emphasizing student participation and practical language application, are considered effective approaches to improving vocational students' analytical reading and writing abilities. By delving into the application of these two teaching methods, vocational students' ESL learning can be better guided, enabling them to better adapt to the diverse demands of future professional fields.

## 2. THEORETICAL FRAMEWORK

### 2.1. CL Theory

Aristotle once proposed that creating a cooperative and relaxed school environment can effectively stimulate individuals' intrinsic drive for knowledge and help unleash their potential (Chowdhury, 2018). In the 1st century, the Roman Quintilian School emphasized that students could benefit more from teaching each other, with its core concept being that collective learning can mutually motivate individuals, thereby promoting individual learning outcomes. During the Renaissance period, the Czech educator Comenius explicitly stated in his works that students' sources of knowledge are not limited to teachers but can also be obtained through exchanges with peers. During the

Enlightenment period, philosophers such as Rousseau in France, Locke in Britain, and Jefferson and Benjamin Franklin in the United States all proposed ideas of CL (Knutsen, 2020).

Apart from initial practices of CL in certain individual teachings, in the 18th century, Joseph Lancaster and Andrew Bell widely promoted cooperative learning groups in Britain (Johnson, Johnson, & Smith, 1998). By the early 19th century, this CL approach was introduced to the United States and gradually developed. Educators Parker and Dewey made significant contributions during this process. Parker believed that schools were ideal places to achieve democracy, allowing children to learn and live together. His "Quincy Education Reform" achieved significant results (Katz, 1967). Dewey regarded CL as an important component of the "learning by doing" teaching method (Gibbons & Gray, 2002).

Although CL has been extensively studied, significant differences exist in research perspectives, practice methods, learning modes, and terminology across different countries. For example, Dillenbourg (1999) defined CL as situations where two or more people learn together or attempt to learn something together. Chiu (2008) considered CL as a method and environment where learners participate in joint tasks, where each person depends on and is responsible for each other. Kreijns, Kirschner, and Jochems (2003) regarded CL as a method to organize and promote classroom teaching, with its core feature being students' cooperation during the learning process. Mitnik, Recabarren, Nussbaum, and Soto (2009) believed that CL is based on knowledge creation within a group, where members actively interact and take on asymmetric roles through sharing experiences.

Although CL takes various forms, its common core feature is interpersonal interaction and collaboration. Additionally, there are forms of CL characterized by teacher-student interaction, teacher-to-teacher interaction, and complete interaction. Regardless of the form of CL, they all include five basic elements: positive interdependence, ensuring group members collaborate; face-to-face interaction, promoting direct communication among group members; individual responsibility, ensuring each member is responsible for their own learning; cooperative skills, cultivating the organizational, communicative, and collaborative skills needed by group members in group learning; and collective processing, encouraging group members to self-monitor and provide feedback to improve learning outcomes.

### 2.2. TBLT Theory

People gradually focus on the practical application of communicative teaching methods, with "tasks" becoming key. By identifying, organizing, and executing tasks, communicative purposes can be achieved. The understanding of "task" varies from person to person. Candlin (1984) defined a task as a series of sortable, distinguishable problem-solving activities involving learners independently selecting and applying various cognitive and communicative strategies while exploring and achieving predefined or emerging goals. Richards and Rodgers (2014) considered tasks as actions of dealing with and understanding language, while Long (1980) defined them from a non-linguistic perspective as paid or unpaid work done by oneself or others. Nunan (1989) regarded tasks as learning activities in which teachers control and regulate, and students acquire information, process thoughts, and eventually output language, consisting of task objectives, input, activities, teacher-student roles, and environment. Skehan (1998a) summarized previous understandings, defining tasks as activities primarily focusing on meaning, requiring language communication to solve problems, resembling real-world activities, completing tasks before evaluating results.

Gattegno (1963) introduced "The Silent Way," indicating that the ability to solve language problems is similar to TBLT. However, the true origin of TBLT lies in the Bangalor Project. Prabhu (1987) implemented TBLT theory in southern India, believing that students' learning outcomes are better when they focus on tasks rather than language. He categorized task activities into four types: rule-based, form-based, goal-based, and meaning-centered, advocating that teachers should not overly emphasize grammar and error correction, as students will automatically internalize grammar systems while focusing on language meaning, drawing attention to TBLT.

Candlin (1987) proposed a series of criteria for task selection and difficulty assessment, including cognitive complexity (complexity of task content, number of participants, and number of task elements), communicative pressure (pressure from communication partners), uniqueness and universality (clarity of task goals and required understanding patterns), linguistic complexity (complexity of language rules and completing tasks with language rules), and process continuity (familiarity with task types and learners' ability to relate new tasks to familiar ones).

Long (1980) and Long and Crookes (1992) suggested that language acquisition must occur through conversational interaction, believing that modified interaction is an indispensable mechanism for language acquisition. Willis (2021) provided operational guidance for teachers in classroom teaching. In her book "A Framework for TBLT," she proposed five principles for task implementation: meaningful and practical language exposure; language use; tasks prompting students to use language; attention to language itself at some point in the task cycle; highlighting language to varying degrees at different times. More importantly, Willis proposed three steps (PTS) for TBLT: pre-task, task-cycle (including task, planning, and reporting), and post-task (including analysis and practice).

Meanwhile, Skehan (1998b) advocated for the application of cognitive learning theory to task-based language teaching, bringing new development to task-based language teaching. Cognitive teaching advocates reasonable allocation of students' attention through reasonable design and completion of tasks in a communicative environment, thereby achieving balanced and sustainable language development. Ellis (1999) further proposed that the theoretical basis of TBLT is the Input & Interaction Hypothesis, emphasizing that what students need is not simple language forms but understandable input and appropriate opportunities for output.

## 3. IMPACT OF CL ON ANALYTICAL READING AND WRITING SKILLS

### 3.1. Promotion of Critical Thinking by CL

CL provides vocational students with a diversified learning environment, enabling them to acquire information from different perspectives and experiences. Despite teachers possessing rich teaching experience, the static nature of teaching experiences often makes it difficult to innovate teaching methods (Karolčík & Marková, 2023). Especially in vocational colleges, older teachers often perceive traditional teaching methods as safe, while new course designs may pose a probability of triggering teaching accidents. In CL, vocational students engage in in-depth discussions and exchanges when facing texts, stimulating multi-perspective thinking by sharing personal viewpoints and understandings. This diversified thinking helps cultivate students' critical thinking, enabling them to actively question, analyze, and evaluate viewpoints and arguments in texts. Research by Johnson, Johnson, and Smith (2014) indicates that CL can stimulate cognitive conflicts among vocational students, prompting them to think deeply about issues and thereby enhancing their level of critical thinking.

### 3.2. Enhancement of Reading Comprehension Levels through CL

Due to reasons such as educational quality, faculty strength, textbook quality, learning environment, and family background, vocational students may not have received sufficient training in reading and language skills during the basic education stage, resulting in insufficient ESL reading comprehension abilities (Atem & Gelişli, 2022; Nguyen, Nguyen, Pham, Nguyen, & Truong, 2021). Within the framework of CL, vocational students no longer read in isolation but discuss text-related issues collectively through group discussions. This CL approach helps stimulate students' interest in reading and enhances their reading motivation. Moreover, interactions within groups enable students to collectively interpret challenging points and supplement each other's knowledge, greatly promoting the improvement of reading comprehension levels. CL contributes to enhancing students' understanding of complex texts because, through cooperation, students can jointly interpret and analyze complex information in texts, thus gaining a more comprehensive understanding of the text (Roseth, Johnson, & Johnson, 2008).

### 3.3. Effective Communication Methods in ESL Classrooms through CL

Vocational students may face language barriers, especially when the target language is non-native. Insufficient L2 learning abilities may make expressing thoughts and understanding others' viewpoints more challenging, and it may also make vocational students feel shy in communication situations, further exacerbating ESL language learning barriers, creating a cycle (Horwitz, 2010). Additionally, lack of practical communication experience, such as public speaking and teamwork, may affect their performance in real-life scenarios.

McIntosh and Kang (2023) suggest that through collaborative writing, students can negotiate with each other and collectively edit, further refining their writing expression and improving writing skills. CL provides students with opportunities for effective communication in ESL classrooms through activities such as group discussions and collaborative writing. Group discussions not only facilitate mutual communication among students but also cultivate clarity and logicality in expressing viewpoints. In addition, collaborative writing allows students to learn to work collaboratively on a piece of writing, which improves their ability to collaborate and develop teamwork.

## 4. IMPACT OF TBLT ON ANALYTICAL READING AND WRITING

### 4.1. TBLT Define the Analytical Reading and Writing Goals

TBLT instruction focuses on setting clear tasks, which provides a foundation for large vocational college students to set clear goals in analytical reading and writing. There is no evidence that unclear purpose is a direct cause of the poor ESL reading and writing. Despite the fact that it is important for students to clearly understand the purpose of their writing in order to effectively communicate their ideas (Aziz, Salam, & Said, 2023). Teachers can guide vocational students to focus on the screening of key information and the construction of logical structures in reading and writing by providing them with authentic and meaningful tasks, so that they can improve their analytical comprehension of texts and clarity of writing goals.

In terms of analytical reading, the task design of TBLT instruction usually requires vocational college students to solve problems, summarise information, or examine texts from different perspectives. This goal-specific design prompts them to use different reading strategies, such as reasoning, comparing, and contrasting, in a more targeted manner, which improves their ability to analyse texts in depth (Goldman et al., 2016). In the area of writing, writing tasks that set real-life scenarios require vocational college students to express their opinions clearly, which makes them pay more attention to the logical structure and organisation of information in their writing, and improves the clarity of their writing goals. The requirements of writing tasks are not only to convey information, but also to emphasise logical thinking and rational text structure.

### 4.2. Enhancement of Reading and Writing Motivation through TBLT

Although tasks are completed passively, teachers can choose to set interesting and real-life tasks, thereby enhancing vocational students' motivation for analytical reading and writing. The task design of this teaching method aligns with the actual needs and interests of vocational students, making them more willing to actively engage in reading and writing learning.

In analytical reading, TBLT tasks are often designed to solve real-life problems, stimulating vocational students' desire to solve problems or obtain a sense of satisfaction from task completion, thereby increasing their initiative in reading. Similarly, real-life writing tasks make vocational students feel that their writing can be useful in real life, thus igniting their enthusiasm for writing. This increase in motivation helps vocational students engage more deeply in the process of analytical reading and writing, thereby improving learning outcomes.

### 4.3. Effects of TBLT in ESL Classrooms Before and after

The implementation of TBLT in ESL classrooms before and after has significant effects on vocational students' analytical reading and writing abilities. Before class, receiving tasks stimulates vocational students' interest and

motivation for learning, laying a solid foundation for subsequent analytical reading and writing. Task design is required to be closely related to real life or the profession to facilitate the transformation of knowledge into future workplace scenarios (Naqsyabandiyah & Dehghanitafti, 2023). For example, tasks may involve solving professional problems, addressing workplace challenges, or participating in social practice activities. Such task designs enable students to relate learned knowledge and skills to practical scenarios, increasing the practicality of learning and thereby enhancing motivation. After class, task-based assignments are designed to consolidate language learning, allowing students to gain a deeper understanding and application of learned language knowledge. This design of task-based assignments helps translate classroom learning into practical applications, thereby improving students' language proficiency and overall capabilities.

## 5. INTEGRATION OF CL AND TBLT: AN EFFECTIVE APPROACH TO ENHANCING ESL ANALYTICAL READING AND WRITING SKILLS

### 5.1. Theoretical Foundations of CL and TBLT

The integration of CL and TBLT is based on their complementary and reinforcing nature in the learning process. The theoretical foundation of CL is rooted in social constructivism and cognitive psychology (Bonk & Cunningham, 1998). Social constructivism emphasizes learning as a social process, where vocational students can deepen their understanding and construct knowledge through interaction and cooperation with others (Amineh & Asl, 2015). The core idea of CL is that vocational students, through participation in group discussions, collaborative projects, and other forms, collectively construct knowledge, share experiences and thoughts, thereby stimulating each other's learning motivation. The theoretical basis of TBLT is mainly originated from the language acquisition theory (Long, 2014) which emphasises the acquisition of language through actual use of the language, rather than just through passive learning of grammatical rules.

Social constructionism emphasises the key role of cooperation and interaction in the construction of knowledge, while TBLT stresses the contribution of practical tasks to language acquisition. Instructors are able to create richer and deeper learning environments by synthesising these two theoretical foundations. According to Bayraktar and Donmez (2015) there are advantages to integrating these two theories in communication, cooperation and problem solving, learning from peers, and adaptability.

### 5.2. Integration of CL and TBLT in Analytical Reading

Within the framework of CL, groups selectively read materials, collectively analyze texts, and through discussion and cooperation, tackle complex issues, prompting vocational students to form a shared cognitive structure and enhance their diverse understanding of the text. In this process, vocational students elevate the depth of analytical reading within the group dynamic, sharing unique viewpoints and broadening individual perspectives. Simultaneously, TBLT, by designing authentic and practical tasks, requires vocational students to engage in analytical reading collectively within groups, scrutinizing texts from different angles, posing questions, and collaboratively seeking answers. Such real tasks stimulate vocational students' proactive engagement in reading, enabling them to extract key information from the text more purposefully. TBLT emphasizes the use of language in practical tasks, considering analytical reading within groups not only as theoretical learning but also as a test of the practical application of acquired knowledge.

CL provides a platform for vocational college students to explore, discuss and share together, enabling them to appreciate the value of different perspectives in their reading. On the other hand, TBLT, with the design of practical tasks, enables vocational college students to apply their analytical reading skills to the process of solving practical problems, emphasising the practical application of reading. An integration of the two teaching methods not only enabled vocational college students to engage in deeper analytical reading in team, but also fostered their analytical thinking in solving real-world problems.

### 5.3. Integration of CL and TBLT in Writing

The integration of CL and TBLT instruction in writing demonstrates powerful instructional outcomes. Vocational college students work together to develop a writing plan, discuss ideas, and make suggestions in groups to develop a more complete, in-depth thesis. TBLT requires them to express their ideas and information clearly with the primary goal of solving real-world problems or simulating workplace situations in order to develop logical structure and focus on practical application in writing.

Group work provides a diversity of perspectives and feedback based on CL, helping vocational undergraduates to consider issues more holistically in order to co-construct arguments, avoid one-sided perspectives and improve the quality of their writing. It comes from the strength of each member of the team, contributing unique insights to the overall writing, which makes the work richer and more comprehensive.

At the same time, the design of writing tasks for TBLT instruction makes it necessary for vocational college students to use language in real-life situations, which develops their ability to write practically in the vocational field. They not only practice writing on paper, but also combine writing with practical application based on the simulation of specialised workplace situations. This connection to real-world writing practice helps them better to understand and master the writing skills needed in a particular career field.

### 5.4. Steps for Designing and Implementing ESL Classroom Activities

### 5.4.1. Step 1 Establish Learning Objectives

The definition of learning objectives has a direct impact on the effectiveness of subsequent teaching and learning activities and on student learning outcomes. To determine learning objectives involves clarifying the course objectives and what students need to achieve in the ESL classroom. Faculty may define course objectives to ensure that teaching and learning activities are aligned with the overall curriculum framework through careful review of the teaching-based syllabus or lesson planning. It is also necessary to take into account the learning needs and ability levels of the students to ensure that the learning objectives are specific, feasible, and motivating. While defining the learning objectives, there is also a need to ensure that they are aligned with the objectives of CL and TBT and learning so as to provide clear guidance and direction for subsequent teaching and learning activities. Thus, teachers can establish a solid foundation for subsequent teaching and learning activities to ensure that students achieve effective learning outcomes.

### 5.4.2. Step 2 Select Appropriate Tasks

To select tasks that are closely related to the course content and learning objectives In an ESL classroom, such tasks can stimulate students' interest and motivate them to actively participate in the learning process. These tasks should be challenging to stimulate students' thinking and hands-on skills. For example, a group project can be designed in which students work together to complete a professionally relevant ESL oral presentation, thus improving their oral expression and teamwork skills. Moreover, problem-solving activities can also be designed for students to work together in groups to explore and solve some practical problems related to the course content, so as to develop their critical thinking and problem-solving skills. In addition, case studies are also an effective type of task. By asking students to analyse and discuss real-life cases, it can help them combine classroom knowledge with real-life situations, thus deepening their understanding of ESL language use and their ability to apply it. These suitable tasks can stimulate students' interest in learning and motivate them to achieve positive learning outcomes.

### 5.4.3. Step 3 Form Groups

Teachers should divide students into groups according to their interests, abilities and learning objectives to ensure each group can effectively complete the task. It is worth noting that the formation of groups should be done in such a way as to ensure that the members of each group have different levels of ability and learning styles, so as

to promote complementarity and cooperation among students. For example, a group can consist of a student with strong oral expression skills, another with outstanding writing skills, and another proficient in ESL grammar, allowing group members to learn from and complement each other, achieving better results in task completion. By forming groups rationally, teachers can stimulate students' teamwork spirit and improve their learning efficiency and outcomes.

### 5.4.4. Step 4 Clarify Task Requirements

Teachers should clearly explain the requirements, objectives, standards, and deadlines of tasks to students to ensure that they understand the purpose and completion criteria of tasks. By providing task instructions, conducting explanations, or discussions, teachers can convey task requirements to students and ensure their understanding and acceptance. Task descriptions should include specific content, mode of completion, resources required, assessment criteria, etc. to help students to prepare. In addition, teachers should elaborate on the importance of the task and its relevance to the course content to stimulate students' interest and initiative in learning, which can help students to clarify their learning objectives and improve the efficiency and quality of task completion, thus promoting their success.

### 5.4.5. Step 5 Provide Resources and Support

The provision of resources and assistance aids students in developing a more profound comprehension of the program's material and executing the assignments more effectively. Educators furnish pupils with adequate and pertinent resources—such as practical tools, pertinent materials, and technical assistance—to facilitate their accomplishment of academic assignments. In order to assist students in surmounting challenges and impediments during the learning process, instructors employ personalised guidance or facilitate group discussions. Real-time feedback mechanisms promptly detect and resolve issues that arise during the learning process, thereby safeguarding students against straying from the intended learning objectives. Each of these initiatives is specifically crafted to maximise the potential of students and assist them in effectively accomplishing their educational obligations.

### 5.4.6. Step 6 Supervise and Guide

Teachers should supervise the students' performance during the implementation within continuous classes, update the progress reports, and give advices to the individuals to make sure that instructions are achieved periodically. Teachers usually conduct weekly or monthly conferences with classes or individual students to evaluate their current performance, draw attention to incidental occurrences, or provide necessary support and encouragement wherever needed. Besides that, teachers may request their classes to give out reports on how well they have pursued their work during particular time frames or for that matter even check on their completion of assignments. Teachers can assist in overcoming the difficulties, maintaining the motivation drive, timely promotion of tasks towards set objectives, and eventually, guiding students towards maximized learning outcomes.

### 5.4.7. Step 7 Encourage Interaction and Collaboration

Facilitating group discussions is a highly efficacious approach to foster the exchange of ideas and investigation of challenges among students, thereby augmenting their capacity for cooperation and communication. Collaboration and interaction between pupils have the potential to substantially augment the learning process. For example, to encourage collaboration and interaction among students, educators may implement diverse approaches and even organise collaborative initiatives. By completing assignments and dividing responsibilities collectively, students effectively strengthen their cooperation. A fair allocation of responsibilities (e.g., leader, researcher, recorder) fosters student cooperation and contributes to the development of a positive team environment.

### 5.4.8. Step 8 Assess Learning Outcomes

In order to completely capture the students learning outcomes and staying effective, teachers cannot be carelessly assessment towards students learning and give them some timely feedback. Assessment also gives teachers an opportunity to use multiple sources of data to get a better understanding of the students' learning through recognising their own performance and perhaps learning areas that need improvement. However, it is critical to strike balance as feedback information should reach promptly after the completion of a given assessment in order to facilitate quick identification of learning outcomes and subsequent adjustments by the students. Appraisal helps the instructors not only in the process of ascertaining the quality of their own lecturing methods but also their own comprehension of the topics.

### 5.4.9. Step 9 Adjustment and Improvement

One continuous goal is to improve and innovate in teaching and learning. Teachers need to be very attentive to the comments and evaluation results from their students and promptly modify and enhance their teaching strategies and assignment design in their regular classroom activities. For additional curricular optimization, teaching reflections, student surveys, and group discussions can be used to gather student perspectives. Teachers should also examine their own teaching strategies, do self-evaluation, look for areas for development, and make necessary changes while considering the real requirements and input of the students.

## 6. CONCLUSION

The demonstrated effects of CL on analytical reading and writing include the facilitation of effective communication, a boost of reading comprehension, and the promotion of critical thinking. TBLT showed similar efficacy in imparting purpose clarity, enhancing learning motivation, and fostering enduring improvements in analytical reading and writing abilities. From the basis of social constructivism and language acquisition theory, an integrated approach that combines CL and TBLT is proposed to address the unique challenges encountered by students in vocational colleges. When supporting effective communication, promoting diverse learning environments, stimulating critical thinking, and enhancing reading comprehension, this integrated approach improves the analytical reading and writing skills of students.

In conclusion, it is significant to improve ESL skills in the background of educational reforms, especially analysing the key role of reading and writing skills in the professional development of vocational students. The challenges faced from non-English major students result in subject specialisation and cultural limitations of ESL learning, thus vocational studies necessitate innovative pedagogical approaches to improve general competence.

## REFERENCES

Al Tale, M. (2023). Future Saudi female teachers' perceptions of native-like English pronunciation and English as a Lingua Franca. *Saudi Journal of Language Studies, 3*(2), 113-125. https://doi.org/10.1108/SJLS-07-2022-0062

Amineh, R. J., & Asl, H. D. (2015). Review of constructivism and social constructivism. *Journal of Social Sciences, Literature and Languages, 1*(1), 9-16.

Atem, M., & Gelişli, Y. (2022). The quality of school textbooks as a factor in improving the quality of education. *TURAN: Stratejik Arastirmalar Merkezi, 14*(53), 27-33. https://doi.org/10.15189/1308-8041

Aziz, F. I. A., Salam, S. N., & Said, S. M. (2023). Improving English persuasive writing in Malaysia: A recommendation. *Asian Journal of Research in Education and Social Sciences, 5*(2), 63-72. https://doi.org/10.55057/ajress.2023.5.2.7

Bayraktar, D. M., & Donmez, N. O. (2015). Comparison of communication patterns of students in online and face-to-face collaborative learning environments with discourse analysis. *The Anthropologist, 22*(2), 265-275. https://doi.org/10.1080/09720073.2015.11891877

Bonk, C. J., & Cunningham, D. J. (1998). Searching for learner-centered, constructivist, and sociocultural components of collaborative educational learning tools. In K. S. K. Curtis Jay Bonk (Ed.), Electronic collaborators: Learner-centered technologies for literacy, apprenticeship, and discourse. In (pp. 25–50). University of Michigan: L. Erlbuam Associates.

Candlin, C. (1987). Towards task-based learning in C. Candlin & D. Murphy (eds.), Language learning tasks In (pp. 5–22). Englewood Cliffs, NJ: Prentice-Hall.

Candlin, C. N. (1984). *Implementing process curricula ESL: TheIssue of" task.* Paper presented at the 18th Annual TESOL Con-Vention.

Chiu, M. M. (2008). Effects of argumentation on group micro-creativity: Statistical discourse analyses of algebra students' collaborative problem solving. *Contemporary Educational Psychology, 33*(3), 382-402. https://doi.org/10.1016/j.cedpsych.2008.05.001

Chowdhury, M. (2018). Emphasizing morals, values, ethics, and character education in science education and science teaching. *Malaysian Online Journal of Educational Sciences, 4*(2), 1-16.

Clark, E. V., & Casillas, M. (2015). First language acquisition in the routledge handbook of linguistics. In (pp. 311-328). New York: Routledge.

Dillenbourg, P. (1999). *Collaborative learning: Cognitive and computational approaches advances in learning and instruction series elsevier science.* New York: Madison Square Station.

Ellis, R. (1999). *Learning a second language through interaction.* Amsterdam: Benjamins.

Friginal, E., Mathews, E., & Roberts, J. (2019). *English in global aviation: Context, research, and pedagogy.* London: Bloomsbury Publishing.

Gan, Z. (2013). Learning to teach English language in the practicum: What challenges do non-native ESL student teachers face? *Australian Journal of Teacher Education, 38*(3), 92-108. https://doi.org/10.14221/ajte.2013v38n3.3

Gattegno, C. (1963). Teaching foreign languages: The silent way. *Educational Explorers.*

Gibbons, J., & Gray, M. (2002). An integrated and experience-based approach to social work education: The Newcastle model. *Social Work Education, 21*(5), 529-549. https://doi.org/10.1080/0261547022000015221

Goldman, S. R., Britt, M. A., Brown, W., Cribb, G., George, M., & Greenleaf, C. (2016). Project READi disciplinary literacies and learning to read for understanding: A conceptual framework for disciplinary literacy. *Educational Psychologist, 51*(2), 219-246. https://doi.org/10.1080/00461520.2016.1168741

Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching, 43*(2), 154-167. https://doi.org/10.1017/S026144480999036X

Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). Cooperative learning returns to college what evidence is there that it works? *Change: The Magazine of Higher Learning, 30*(4), 26-35. https://doi.org/10.1080/00091389809602629

Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in University Teaching, 25*(4), 1-26.

Karolčík, Š., & Marková, M. (2023). How teachers perceive innovations in education. *Journal of Research in Innovative Teaching & Learning.* https://doi.org/10.1108/jrit-04-2023-0039

Katz, M. B. (1967). The" New departure" in quincy, 1873-1881: The nature of nineteenth-century educational reform. *New England Quarterly,* 3-30. https://doi.org/10.2307/363849

Knutsen, T. L. (2020). Enlightenment politics: The revolutionary rise of popular sovereignty in a history of international relations theory. In (3rd ed., pp. 128-168): Manchester University Press. https://doi.org/10.7765/9781784997274.00013.

Kreijns, K., Kirschner, P. A., & Jochems, W. (2003). Identifying the pitfalls for social interaction in computer-supported collaborative learning environments: A review of the research. *Computers in Human Behavior*, *19*(3), 335-353. https://doi.org/10.1016/S0747-5632(02)00057-2

Liu, C. Y. (2023). Specialized vocabulary in TED talks and TED-Ed animations: Implications for learning English for science and technology. *Journal of English for Academic Purposes*, *65*, 101293. https://doi.org/10.1016/j.jeap.2023.101293

Long, M. (2014). *Second language acquisition and task-based language teaching*. Malden, MA: John Wiley & Sons.

Long, M. H. (1980). *Input, interaction, and second language acquisition*. Los Angeles: University of California.

Long, M. H., & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly*, *26*(1), 27-56. https://doi.org/10.2307/3587368

McIntosh, S., & Kang, S. R. L. (2023). Critical reflections on collaborative writing: Editorial experiments in fostering equitable dialogue. *Qualitative Studies*, *8*(1), 363-387. https://doi.org/10.7146/qs.v8i1.136816

Menking, S. (2015). Thai and Japanese university students: Usefulness of English: What do Asian students really think about using English? *English Today*, *31*(2), 51-58. https://doi.org/10.1017/S0266078415000103

Mitnik, R., Recabarren, M., Nussbaum, M., & Soto, A. (2009). Collaborative robotic instruction: A graph teaching experience. *Computers & Education*, *53*(2), 330-342. https://doi.org/10.1016/j.compedu.2009.02.010

Naqsyabandiyah, N., & Dehghanitafti, N. (2023). Developing task-based learning materials to improve students' vocabulary mastery viewed from linguistic awareness. *Journal of Language and Literature Studies*, *3*(1), 37-52. https://doi.org/10.36312/jolls.v3i1.1088

Nguyen, N. B., Nguyen, H. B., Pham, X. H. T., Nguyen, N. N., & Truong, N. Y. N. (2021). Investigating difficulties of self-study in reading skills of English language students of the high-quality training program at Can Tho University. *International Journal of Science and Management Studies*, *4*(5), 72-80. https://doi.org/10.51386/25815946/ijsms-v4i5p107

Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

Prabhu, N. S. (1987). *Second language pedagogy* (Vol. 20). Oxford: Oxford University Press.

Rao, P. S. (2019). The role of English as a global language. *Research Journal of English*, *4*(1), 65-79.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. New York: Cambridge University Press.

Roseth, C. J., Johnson, D. W., & Johnson, R. T. (2008). Promoting early adolescents' achievement and peer relationships: The effects of cooperative, competitive, and individualistic goal structures. *Psychological Bulletin*, *134*(2), 223–246. https://doi.org/10.1037/0033-2909.134.2.223

Sasaki, M., Suzuki, T., & Yoneda, M. (2006). English as an international language in non-native settings in an era of globalization. *Comparative Sociology*, *5*(4), 381-404. https://doi.org/10.1108/CCSM-08-2017-0105

Skehan, P. (1998a). *A cognitive approach to language learning*. Oxford: Oxford University Press.

Skehan, P. (1998b). Task-based instruction. *Annual Review of Applied Linguistics*, *18*, 268-286. https://doi.org/10.1017/S0267190500003585

Willis, J. (2021). *A framework for task-based learning*. Oxford: Intrinsic Books Ltd.

Zakirova, V. G., & Gilmiyarova, S. G. (2016). The problem of developing professional expertise of vocational college students. *International Journal of Environmental and Science Education*, *11*(8), 1807-1819. https://doi.org/10.12973/ijese.2016.556a

Zhang, Z., & Liu, Y. (2023). From the perspective of ecological systems theory: A study on the factors influencing the willingness of chinese higher vocational colleges students on the degree program. *Advances in Education, Humanities and Social Science Research*, *7*(1), 360-360. https://doi.org/10.56028/aehssr.7.1.360.2023