Task-Based Instruction in Enhancing Conversational Skills of Thai Students at Grade 11, YouTube as Teaching Media

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Abstract

Students' English communication abilities in Thailand remain poor due to a lack of a wide range of activities to practice English. Learning English in authentic contexts enables students to develop intrinsic motivation and demonstrate acquired language competency. This study aims to enhance English conversational performances and investigate students' motivation after receiving instruction by integrating TBI and YouTube. The design of this study was pre-experimental research, which used the one-group and pretest-posttest analysis. The sample group included 39 eleventh-grade students from a government senior high school in Mahasarakham province, Thailand chosen by a purposive sampling process. The listening and speaking tests, as well as the intrinsic motivation scale, were used in this study. Data were analyzed by the paired-sample t-test and descriptive statistics (i.e., the arithmetic mean, standard deviation, and percentage). The results revealed that combining TBI with YouTube improved students' English communication skills, and intrinsic motivation in learning. Based on the findings of this study, the researchers recommended that teachers employ the TBL approach and YouTube videos in class as instructional mediums. Furthermore, future studies could combine TBL with other forms of multimedia to help students learn more effectively and enjoyably.

Keywords: English learning, Tasked-Based Instruction (TBI), Tasked-Based Learning (TBL), motivation, YouTube

1. Introduction

As English has become a commonly used language of communication in the world, the Thai government has launched efforts to develop English communication skills to dramatically improve its citizens' English proficiency (The Ministry of Education, 2008). Despite the country's major tourism economy, English proficiency in Thailand remains poor. The Thai government mandated in May that schools conform their English teaching to the Common European Framework of Reference for Languages (CEFR) in order to standardize education across the country. They additionally established the lowly objective of all high school graduates achieving a B1 level in English. That is, students must understand the key points of subjects encountered on a daily basis at school, handle the majority of situations that are likely to arise while traveling in the area where the language is spoken, convey their own experiences, and generate simple linked text on familiar or personal interests. However, recent data show that the government's efforts have not achieved their goal (Education First, 2015). In addition, the National Institute of Educational Testing Service in Thailand (2021) also revealed that Thai students in grades 6, 9, and 12 correctly answered 39.22%, 31.11%, and 25.56% of the test, respectively, which was considered beneath the acceptable standard of 50%. Even worse, when compared to other countries where English is not the primary tongue, Thailand's English proficiency of Thai learners was ranked at a low competence level in 2018 and at a very low proficiency level in 2019–2021 (Education First, 2022).

Consequently, the researchers investigated approaches for teaching English as a second language in various types of textbooks and discovered that Task-Based Learning (TBL) is an efficient method of instruction. According to TBL specialists (e.g., Prabhu, 1987; Nunan, 1989; Willis, 1996, & Ellis, 2003), TBL successfully cultivates learners'

communication abilities with language learning suitable for a wide range of contexts through instructional tasks. In other words, the TBL is a strategy technique to use the target language through an input-based activity. Thus, its characteristics are underlined as meaningful learning through cognitive processes and participation in real-world language use.

Several studies showed that Task-Based instruction (TBI) is a systematic and efficient method for teaching a foreign language. Students who were taught using TBL had greater communication abilities than those who were instructed using conventional approaches (Nita, Rozimela, & Ratmanida, 2020; Anjum, Kayani, & Jumani, 2019). Meanwhile, social media are also an effective means to enhance students' motivation and English performances. It was found that media such as YouTube is a useful apparatus for enhancing learning, developing persistent learning, and making students more willing to practice English (Moghavvemi, Sulaiman, Jaafar, & Kasem, 2018). Additionally, watching YouTube videos in class helps students foster their communication skills and strengthens their comprehension of the lessons (Ilyas & Putri, 2020; Hussin, Gani, & Muslem, 2020).

As a result, this study attempts to integrate both TBI and social media to teach English. Therefore, this research aims to improve English conversational performances and examine students' motivation after obtaining instruction by integrating TBI and YouTube. Accordingly, three research questions were raised:

1. Can the instruction of integrating TBI and YouTube significantly enhance the English listening performances of Grade 11 students?

2. Can the instruction of integrating TBI and YouTube significantly enhance the English-speaking performances of Grade 11 students?

3. What level of intrinsic motivation do students exhibit after receiving instruction by integrating TBI and YouTube?

2. Literature Review

2.1 Theoretical Background

2.1.1 Meaning of Task-Based Learning (TBL)

According to Willis (1996), Task-Based Learning (TBL) is one of the language teaching techniques in a particular circumstance through giving tasks to learners. As stated by Nunan (1989), the tasks involve framework elements such as predetermined goals, activities, as well as teacher and student roles. In other words, it is designing a work plan and providing a natural setting that calls for learners to approach language pragmatically (Hashemi, Azizinezhad, & Darvishi, 2012).

2.1.2 Effectiveness of TBL

TBI or TBL is an effective means of learning languages. The capability to bring learning opportunities for learners at various levels is one of the benefits of this technique because it allows learners to express themselves with their existing language skills. The purpose of the task-oriented methodology is to boost students to tap into their natural driving force to acquire a language. Learners are exposed to spoken and written language in context through tasks, and texts. Besides, natural language acquisition is aided by the environment and their peers. These grounds allow learners to organize and validate their comprehension of language structures (Willis, 1996; Candlin & Murphy, 1987; Prabhu, 1987; Luo, Chano, Chittranun, Shu, & Nithideechaiwarachok, 2023). However, the important thing is that teachers should organize teaching lessons in an authentic context where learners are motivated to learn and apply language skills (Hashemi et al., 2012).

2.1.3 The TBL Framework

Willis (1996) proposed a framework to systematically develop learning lessons, which included the following three main phases: pre-task, task cycle, and language focus1
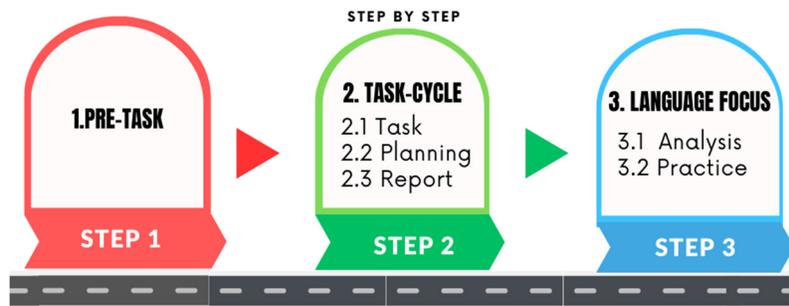
Figure 1. Willis's TBL Framework

The Pre-task Stage. The overall of this stage focuses on engaging students and giving assignments. Teachers can engage students in conversation by presenting topics, posing questions, and assigning projects. Students have been explained the tasks or samples of how it should be done to help them prepare for it.

The Task-Cycle Stage. This stage aims to determine how to proceed with teaching and learning. It has drawn up three steps: task, planning, and report. In the stage of Task, teachers can divide students into groups before starting work. In addition, they can offer ideas to students on how to finish projects and observe how learners progress while working. After students complete their assignments, they have to prepare an oral presentation with their classmates and deliver it in the reporting stage. Following the presentation, instructors can call attention to the work of other groups so that students can notice the appealing contents of each group.

Finally, that is the Language Focus Stage. It is divided into two steps: analysis and practice. In general, this stage involves evaluating language use and providing feedback to learners. Instructors can offer comments to their students or urge them to practice unfamiliar terms, phrases, and other things to prepare them for a challenging task similar to this one in the future.

2.1.4 The TBL Framework in the Research Context

In this research, the researchers applied Willis's (1996) outline to methodically create learning lessons that comprised the following three major phases: pre-task, task-cycle, and language focus.

Figure 2. The TBL Framework in the Research Context

To engage students, the courses in the Pre-Task Stage were illustrated with examples from YouTube. After presenting, the teacher examined the students' comprehension by asking questions about images, characters, sentence patterns, or other elements in the video clips. Then, the instructor explained further information, highlighted any noteworthy aspects of the lessons, gave the worksheets to the students, and clarified the instructions before working.

The worksheets were in the shape of a list of examples and questions with spaces for learners to write their answers. The students were asked to fill in the blanks or develop new English conversations based on the three themes (see Table 1).

In the Task-Cycle Stage, to urge the growth of the students' interpersonal and problem-solving skills, before starting work, the teacher separated the students into groups or pairs. The instructor had a duty to act as a facilitator, assisting the students in the process of problem-solving while offering them some guidance. After completing the assigned work, the students practiced English conversation with their partner or group and planned to present in front of the class during the reporting stage.

Finally, during the Language Focus Stage, the students were asked to review both their own and the other's performance. Furthermore, the instructor provided comments to help the students understand how well they utilize the target language and suggested areas for improvement, such as acting, pronunciation, grammar, and other aspects.

Table 1. Lesson Contents

Themes	Contents
Description of a person's appearances	Describing names, clothing, body shape, hairstyle, and residence.
Family introduction	Describing a person's name, siblings, marriage situation, offspring, and living environment.
Ordering meals at a restaurant	Ordering foods, main dishes, desserts, and drinks.

2.1.5 YouTube as the Main Support

Students are encouraged to learn more actively by the media (Prokopenko, Osadchenko, Braslavska, Malyshevska, Pichkur, & Tyshchenko, 2020). The YouTube website is more than just a channel where users can post images, material, or videos; it can also be utilized as a social media platform to impart knowledge. It has been demonstrated that employing videos and engaging media as educational instruments can improve students' English learning capabilities in listening comprehension, vocabulary and grammatical enrichment, as well as motivation (Pratama, Arifin, & Widianingsih, 2020; Lindstrom 1994). Due to these reasons, YouTube in this study was primarily employed to support students' English acquisition. The participants could watch the videos to understand the phrases and words in an authentic context and access native speakers' accents more naturally.

2.1.6 Intrinsic Motivation in Learning

Intrinsic motivation is defined as an inner force that drives learners to learn for their own satisfaction. Examples of intrinsically motivated conduct involve playing, exploring, and being curious. These activities are undertaken for one's fulfillment and happiness rather than being driven by other forces or demands (Ryan & Deci, 2017). Many researchers found that higher basic learning achievement was correlated with intrinsic motivation (Taylor, Jungert, Mageau, Schattke, Dedic, Rosenfield, & Koestner, 2014**).** Learners who were intrinsically motivated were more likely to engage in self-regulation to manage the learning process to achieve proficiency **(**Lim & Yeo, 2021; Bai & Guo, 2021). Thus, this research also examined the participants' intrinsic motivation after the instructional program.

2.2 Related Studies

2.2.1 Related Studies about TBI

TBI is an effective approach to teaching language skills for students (Bhandari, 2020; Nget, Pansri, & Poohongthong, 2020; Nita et al., 2020; Maghsoudi & Golshan, 2017; Campo, 2016). For instance, Nget et al. **(**2020) inspected the effect of the Task-Based method to improve the English-speaking skills of ninth-graders from Cambodia. They claimed that the TBI approach proved successful in boosting students' English-speaking abilities. It produced a suitable language environment and assisted in meeting learners' needs and interests. In addition, Maghsoudi and Golshan (2017) also studied how the TBL affects Iranian EFL students' listening abilities. The outcomes showed that students in the experimental group did better on the post-test than pre-test while the control group's listening abilities did not alter between the pre-test and post-test. However, the findings of other studies discovered that the effectiveness of TBI tends to be subject to many factors such as proper lesson design, task appropriateness, and support for students. Therefore, implementing TBI requires the trainer's support and a well-organized lesson that fits learners' abilities (Sholeh, 2020; Adiantika & Purnomo, 2018; Hashemi et al., 2012).

2.2.2 Related Studies about YouTube Media for Language Teaching

Social media is regarded as an effective pedagogical tool (Bolat, 2018). Numerous studies exposed the effectiveness of social media in advocating for learners' communication skills. For instance, Garachkovska, Parfeniuk, Haludzina-Horobets, Dmytrenko, Osaula and Grebnov (2022) discovered that YouTube media and blogs with

eye-catching visual material may captivate attention and encourage students to participate in active learning activities. Moreover, media resources on YouTube may be useful for group discussions, problem-solving exercises, interactive lectures, as well as demonstrations. Besides, instructing via YouTube videos was proven to enhance English competencies, motivation, and test performances. Nevertheless, educators must understand how to offer their students the appropriate material (Shoufan & Mohamed, 2022).

3. Method

3.1 Study Design and Participants

This research was conducted by Pre-Experimental Design (The one group, pretest-posttest-design). The population of this study consisted of 157 students in the 11th grade from a governemt senior high school, Thailand. A purposive sampling was used to select the sample group, which consisted of 39 students from one classroom. There were 7 males and 32 females at the ages of 16-17 taught by the TBL approach. The treatment lasted 2 months during the academic year, February 2022 to March 2022.

3.2 Evaluation Tools

3.2.1 The Listening and Speaking Tests

The assessment of participants' listening and speaking performances was conducted after the intervention program. In this study, the listening and speaking evaluation contents were developed according to the textbook (Fifty-Fifty's Book One: A Speaking and Listening Course by Warren Wilson & Roger Barnard). Pertaining to listening, 20 multiple-choice questions, which required the students to select one appropriate answer after listening to short dialogues, were designed to evaluate the participants' learning outcomes. In addition, the speaking assessment was composed of three questions related to three themes: a person's traits, a family, and ordering foods at a restaurant. The evaluator asked questions and presented a picture. Then the students were requested to describe the contents of all three themes. Therefore, it amounted to three minutes to complete this assessment.

Furthermore, the holistic rubric for measuring speaking performances, the standard outlined in the English Language Proficiency Assessment (The University of California, 2021) was adapted to measure the participants' speaking performances. Accordingly, the students were categorized into one of the following five levels: a. an excellent level refers to the student who can speak fluently and relate to the topic with a wide range of vocabulary and almost perfect grammar; b. a very good level means the student who can answer topic-related questions but sometimes struggles to select appropriate vocabulary with a few grammar errors; c. a good level includes the student able to describe a theme with limited vocabulary and grammar errors, sometimes hindering listeners' comprehension; d. a fair level represents the student who struggles to speak out vocabulary with many grammar errors and apparent incorrect structures and learners have difficulties understanding; e. a poor level is assigned to label the student who speaks in single words without correct grammar knowledge.

Regarding the quality of tools, the questions for the listening and speaking tests, as well as the comprehensive rubric of five speaking criteria were taken into consideration by 5 experts: one experienced English teacher with a focus on curriculum and instruction, one experienced English teacher in Teaching English as a Foreign Language (TEFL), one assistant professor of Applied Linguistics, one experienced English teacher who is the master in measurement and evaluation for education program, and one assistant professor of educational technology and communication. Besides, these experts also reviewed the TBL lesson plans about how the components were arranged, how much time was provided for each program, and how the teacher's and students' roles were established clearly during class.

After they examined every detail, the primary suggestions delivered by the specialists were to revise the time allotted for the tasks in each lesson plan, rephrase the statements in the holistic rubric for speaking assessment, clarify some items, and correct some grammatical errors in the listening and speaking tests.

All these comments were taken into account for editing the last copy. The final versions of the exams and the criteria for evaluating speaking were then altered for available use.

3.2.2 The Scale of Intrinsic Motivation

The motivation scale was developed according to the research of Purmama, Rahayu, and Yugafiati (2019), and Setiyadi, Mahpul, and Wicaksono (2019). The questions were designed with five-point options, ranging from strongly agree, agree, neutral, disagree, to strongly disagree. These options from strongly agree to strongly disagree were coded as 5, 4, 3, 2, and 1, respectively. Then, three educational psychologists assessed the questions to determine whether each item was appropriate. The specialists' main recommendations were to cut the number of

items and clarify some items' language. After receiving these comments, the final draft was modified before it was officially accessible for usage.

3.3 Data Collection

This research collected data in the second semester of the academic year, February 2022 to March 2022. An ethics approval was undertaken to be able to implement this study. Subsequently, consent was received from the Padungnaree School administration and each student's parents.

For the duration of the course, first, the students were given a pre-test for listening and speaking abilities. Then, the teacher presented six Task-Based lesson plans and YouTube videos, covering three topics: the person's traits, the family, and ordering foods at the restaurant. Each program took 2 hours, for a total of 12 hours.

After teaching, a post-test for listening and speaking was administered to the students. A listening test of 20 items took a total of 30 minutes to listen to the audio files and choose the correct answers. Then, the teacher requested the students to reply to three questions in three minutes by showing them visuals, asking questions, and allowing them about one minute to answer each item.

Though it was a pre-experiment research design, the variables were still under the control. Technology and communication gadgets were not permitted in the examining room. After the individual test, each student was directed to a room where a mentor monitored them.

After all the students were tested, they were asked to respond to the motivation scale. To reduce social desirability bias, every data was kept in terms of anonymity of responses. Finally, the data were gathered for statistical analysis.

3.4 Statistics and Data Analysis

The software, SPSS version 24 was used to generate descriptive statistics and describe the participants' performances in the speaking test and the scale of intrinsic motivation. Additionally, a paired sample t-test was conducted to determine if any significant difference was shown in the listening tests between the pre-and post-tests.

4. Results

This section represents the outcomes of the study as follows: the results of listening and speaking tests as well as intrinsic motivation in learning English. The sample group consists of 39 people (N=39).

The paired t-test of participants' listening performances revealed a significant difference in the accuracy number of items between pre-test (M=14.05, SD=1.82) and post-test (Mean =17.97, S.D.=1.94), t (38) =23.09, p<.001.

Table 2. The Results of the Speaking Test (N=39)

Levels	Pre-test			Post-test		
	The Number of Students	Mean	SD	The Number of Students	Mean	SD
Excellent	-	-	-	8 (20.51%)	4.71	0.12
Very good	7 (17.95%)	3.76	0.16	31 (79.49%)	3.96	0.28
Good	24 (61.54%)	3.11	0.25	-	-	-
Fair	8 (20.51%)	2.25	0.15	-	-	-
Poor	-	-	-	-	-	-
Overall	39 (100%)	3.05	0.53	39 (100%)	4.11	0.40

Table 2 represents the speaking performances of the participants in pre- and post-tests. The results showed that approximately 60% and 20% of the students in the pre-test were rated as having a good or fair level, respectively in comparing to almost 80% of them in the post-test were at a very good level. Further, 20% (N=8) of the students in the post-test scored as an excellent level while none reached up to this level in the pre-test.

Table 3. The Outcomes of the Intrinsic Motivation Scale (N=39)

Intrinsic Motivation Items	Mean	S.D.	Interpretation
1. Learning English is interesting.	4.15	0.58	agree
2. I want to broaden my English knowledge.	3.85	0.70	agree
3. I enjoy learning English.	4.00	0.68	agree
4. I want to improve my English grammar.	4.21	0.65	agree
5. I want to speak like a native speaker.	4.15	0.74	agree
6. I want to speak English fluently.	4.33	0.73	agree
7. I want to improve my English listening skills.	4.41	0.54	agree
8. Learning English helps me understand the cultures of English-speaking countries.	3.85	0.74	agree
9. Learning English helps me understand native English speakers.	3.95	0.68	agree
10. Learning English helps me access more knowledge sources.	4.28	0.64	agree
Overall	4.12	0.70	agree#

Table 3 presents the results of the students' intrinsic motivation scale. The participants displayed an average score of 4.12, indicating "agreement" with the ten questions. Notably, item 7, "I want to improve my English listening skills," had the highest mean score of 4.41. It was followed by item 6, "I want to speak English fluently," which had a mean score of 4.33. Furthermore, the respondents expressed that English serves as a valuable tool for accessing diverse knowledge, as indicated by item 10, with a mean score of 4.28, followed by item 4, "I want to improve my English grammar," which had a mean score of 4.21. Both item 1, "Learning English is interesting," and item 5, "I want to speak like a native speaker," obtained mean scores of 4.15, demonstrating that the students find the language inherently engaging and aspire to achieve proficiency. Item 3, "I enjoy learning English," presented a mean score of 4.00, indicating a positive overall attitude toward the learning process. On the other hand, the three lowest-rated statements (items 2, 8, and 9) elicited responses close to "agree." Their mean scores were 3.85, 3.85, and 3.95, accordingly. The findings show that the students are particularly motivated to enhance their English communication skills.

5. Discussion

The paired t-test results revealed that the participants' listening performances differed significantly between pre-and post-test. Also, in terms of speaking outcomes, all the participants were able to reach "very good" to "excellent" levels in the post-test, whereas around 80% of them performed "good" to "fair" levels in the pre-test. In addition, the students expressed high intrinsic motivation for learning English after the intervention. Therefore, the results of this study indicated that the combination of the TBL approach with YouTube successfully improved students' English learning performances.

These consequences may be due to the TBL processes, which may assist the students in developing language skills for various reasons. For instance, demonstrating YouTube videos in the first stage of TBL (Pre-task) could encourage the students to notice features of sentence structures. In other words, they may investigate a word in depth to comprehend its meaning, usage, and relevance in context in order to know how to construct new sentences. As a result, these processes not only allow the students to practice their listening abilities, but also help them understand the proper sentence structures for communication.

Furthermore, interaction-based learning was a crucial part of the successful TBL curriculum. Particularly in the TBL (Task-cycle) process, the students were divided into pairs or groups and worked together. They were required to generate English dialogues that addressed three themes: a person's characteristics, a family, and ordering meals at a restaurant. The teacher was responsible for being facilitator and guiding them through the problem-solving process during this stage. Then, the students practiced English conversations with their partner or group before presenting in front of the class. Therefore, it is obvious that the TBL tactical procedures may be regarded as a significant part of cooperative learning. This supports Vygotsky's (1978) assertion that interaction with others is the starting point for learning.

In addition, after the teaching program, the students demonstrated a high level of intrinsic motivation. Learners' high incentives may be due to the TBL technique and YouTube, which may contain captivating materials. The students may enjoy participating in English conversational activities and watching English video clips to understand how

individuals from other countries interact. Moreover, they may have acknowledged the significance of learning English for communication purposes.

These results generally concur with the findings found in the literature. Firstly, TBL is an effective approach to raising students' English conversational skills, which is evident in plenty of studies (e.g., Bhandari, 2020; Nget et al., 2020; Nita et al., 2020; Anjum et al., 2019; Maghsoudi & Golshan, 2017; Campo, 2016). Secondly, the effectiveness of students' development of communicative English skills can be increased by using social media (Puzanov, Volynets, Lesiuk, Kharamurza, Vashyst, & Sadivnycha, 2022). Seilstad (2012) claimed that YouTube has fascinating materials and helps students learn English more productively by making the teaching content relevant and specific. Nonetheless, Shoufan and Mohamed (2022) proposed that instructors must also understand how to deliver appropriate material to their students.

Certainly, this does not imply that TBL or YouTube are panacea for English learning. As professionals, Frey & Fisher (2010) highlighted that teachers need to closely consider the task demand and the instructional design. In addition, learners require support from peers and trainers. Without this assistance, some students may lose interest in a task since it becomes too complicated linguistically for them to accomplish. Furthermore, increasing the motivation of beginners depends on the surroundings, and the setting the standard of challenging work. These factors should also gain the attention of instructors to ensure the success of teaching through the TBL program.

The results of this study could serve as a starting point for English teachers as they develop their ideas for how to better support their students in the long term. However, this research lacks a control group and random sampling. Therefore, the cause of the successful results is open to alternative explanations such as the participants' maturity. To overcome the restrictions, a true experimental design is recommended in the future.

6. Conclusion

According to the findings of this study, combining TBI and YouTube successfully boosted students' English conversational performance and intrinsic drive to learn. That is, TBI is an effective method for designing English lessons and YouTube is a helpful medium to teach and practice English, respectively. As the Thai educational system as a whole has been searching for effective ways to build up the citizens' English capabilities, this study provides encouraging results on teaching practice. When lessons are designed in meaningful ways and students are urged to practice in authentic settings through social media, students' learning outcomes can be remarkably enhanced. Moreover, students' expression of intrinsic motivation implied that they are more likely to learn English spontaneously and endure learning to overcome difficulties regarding learning English. More inspiring, this cost-efficient teaching approach can be achieved at the teachers' level without any involvement of policy or legislation. Based on the findings, the researchers recommended that teachers use YouTube videos in conjunction with the TBL technique as pedagogical aids in the classroom. Additionally, future studies could integrate TBL with other types of multimedia to help students learn more constructively and enjoyably.

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Appendix A

The Speaking criteria

As for the holistic rubric of the speaking test, the five criteria were adapted from the speaking assessment of the University of California (2021) Step Two: Scoring Document Rubric and Supporting Materials For Test Administrator "on the fly" scoring of the Step Two Speaking task, all grades K-12.

Scores	Descriptors
5	The student can speak fluently and relate to the topic with a wide range of vocabulary and almost perfect grammar.
4	The student can answer topic-related questions but sometimes struggles to select appropriate vocabulary with a few grammar errors.
3	The student can describe a theme with limited vocabulary and grammar errors, sometimes hindering listeners' comprehension.
2	The student can speak out vocabulary with many grammar errors and apparent incorrect structures and learners have difficulties understanding.
1	The student frequently speaks in single words without correct grammar knowledge.

The judgments were as follows: excellent = 5, very good = 4, good = 3, fair = 2, and poor = 1

4.51-5.00	Excellent
3.51-4.50	Very Good
2.51-3.50	Good
1.51-2.50	Fair
1.00-1.50	Poor

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The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Informed consent

Obtained.

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The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.