

Enhancing Vocabulary Acquisition in Vocational Dramatic Arts Education

At Kalasin College: Task-Based Learning and Implications for English

Communication Skills

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Abstract

The COVID-19 pandemic has precipitated profound changes in global education, prompting rapid adaptation and innovation to sustain learning continuity. In Thailand, vocational education, emphasizing practical skills and language proficiency, faced pivotal adjustments. This study explores the efficacy of Task-Based Learning (TBL) in enhancing English communication skills, specifically vocabulary acquisition, within the Dramatic Arts program at Kalasin College of Dramatic Arts. Vocabulary acquisition is pivotal for effective communication and academic success, essential for students poised to represent Thai arts and culture internationally. Through integrating TBL, which engages students in real-world tasks, this research demonstrates significant improvements in vocabulary acquisition, overall language proficiency, and communication skills among vocational students. The findings underscore TBL's transformative impact on traditional teaching paradigms, empowering students for global professional environments. This study advocates for ongoing refinement of TBL methodologies, supported by continuous educator professional development and technological integration for effective remote and hybrid learning models. By equipping students with robust communication skills, educators play a crucial role in preparing them for successful global careers while promoting Thai cultural heritage on the international stage.

Keywords: Task-Based Learning, Vocational Education, English Communication Skills, Vocabulary Acquisition, Dramatic Arts, Thailand, COVID-19 Pandemic.

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1. Introduction

The COVID-19 pandemic brought unprecedented challenges to the global education system, necessitating rapid adaptations in teaching methodologies to ensure continuity of learning. In Thailand, these challenges were particularly pronounced in the vocational education, where hands-on, practical skills were crucial for student success. This study focused on addressing these challenges within the vocational education program in Dramatic Arts at Kalasin College, specifically targeting the enhancement of English communication skills, with a primary focus on vocabulary acquisition through Task-Based Learning (TBL).

Vocabulary acquisition was a fundamental component of language proficiency, serving as the building block for effective communication. For students in the Dramatic Arts program at Kalasin College, a strong vocabulary was essential not only for their academic success but also for their future careers, where they would represent Thai arts and culture on an international stage. Narisa Galaya's research underscored the importance of a robust vocabulary foundation in language acquisition, highlighting its critical role in understanding lesson content and facilitating overall language proficiency.

In 2022, CDAKS (Kalasin College of Dramatic Arts) Language test results revealed specific areas for improvement in students' vocabulary skills, prompting targeted instructional adjustments. This study aimed to explore and evaluate the effectiveness of Task-Based Learning (TBL) as a pedagogical approach to enhance vocabulary acquisition among students. TBL is an innovative teaching method that focuses on engaging students in meaningful tasks that promote active learning and practical application of language skills. These tasks were designed to mimic real-life scenarios, thereby enabling students to practice and apply new vocabulary in contexts that were relevant to their future careers in the dramatic arts.

In 2023, the integration of vocabulary-centric teaching methods with task-based instruction at Kalasin College of Dramatic Arts resulted in significant improvements in students' vocabulary acquisition. These promising outcomes indicated the potential for further refinement and development of teaching methodologies to better support students' language learning needs. By utilizing TBL, students were encouraged to interact more dynamically with the language, engaging in activities such as role-plays, simulations, and collaborative projects that required the use of new vocabulary in practical settings. This method not only enhanced their vocabulary but also improved their overall communication skills, making them more proficient in using English in their professional fields.

This study not only addressed the immediate educational challenges posed by the COVID-19 pandemic but also emphasized the ongoing need for evolving and innovative teaching techniques. By adopting and refining task-based learning approaches, educators could better equip students with the essential vocabulary and communication skills necessary for their professional success and for promoting Thai arts and culture on a global platform.

In summary, this study aimed to:

- 1) Identify the specific challenges in vocabulary acquisition faced by students in the Dramatic Arts program at Kalasin College of Dramatic Arts.
- 2) Evaluate the effectiveness of Task-Based Learning in enhancing vocabulary acquisition.
- 3) Provide recommendations for ongoing instructional improvements to support students' English language proficiency.

By addressing these objectives, the study contributed to the broader goal of improving English communication skills among vocational education students, ultimately supporting their academic and professional development. The findings highlighted the importance of task-based learning as a powerful tool in the educational toolkit, capable of transforming traditional teaching methods and enhancing the language skills of vocational students in meaningful and lasting ways.

2. Background and Context

The global education sector underwent significant transformation in response to the COVID-19 pandemic, necessitating rapid adaptation to remote and hybrid learning modalities. This unprecedented crisis disrupted traditional educational practices worldwide, particularly impacting vocational education sectors where practical, hands-on skills are indispensable for student success. In Thailand, these challenges were particularly pronounced in programs like the Dramatic Arts at Kalasin College of Dramatic Arts, where proficiency in English communication, including vocabulary acquisition, holds crucial importance for future roles in representing Thai arts and culture internationally (Bannister & Remesal, 2020).

Vocabulary acquisition serves as a fundamental pillar of language proficiency, enabling effective communication and comprehension of academic content. For students in the Dramatic Arts program at Kalasin College of Dramatic Arts, a robust vocabulary not only supports academic endeavors but also facilitates the expression of cultural nuances and artistic interpretations on a global stage (Galaya, 2009). This foundational aspect of language learning is pivotal for overall academic success and professional development (Ellis, 2015).

In the 2022 CDAKS (Kalasin College of Dramatic Arts) Language test results, specific areas requiring improvement in students' vocabulary skills were identified, prompting targeted instructional adjustments. This study focuses on evaluating the effectiveness of Task-Based Learning (TBL) as a pedagogical approach tailored to enhance vocabulary acquisition among students in the Dramatic Arts program. TBL is recognized for its ability to engage students in meaningful tasks that simulate real-life scenarios relevant to their future careers, such as role-plays and collaborative projects, thereby promoting active learning and practical application of language skills (Willis & Willis, 2007).

By integrating vocabulary-centric teaching strategies with TBL, Kalasin College of Dramatic Arts observed significant improvements in students' vocabulary acquisition and overall language proficiency by 2023. These outcomes highlight the potential for further refinement and development of educational methodologies to better support vocational education students' language learning needs in post-pandemic contexts (Conrad & Donaldson, 2011).

This study not only addresses immediate educational challenges precipitated by the COVID-19 pandemic but also underscores the ongoing imperative for adaptable and innovative teaching approaches. By investigating the impact of TBL on enhancing English communication skills in vocational education settings, this research aims to contribute insights that can inform instructional practices and support the broader academic and professional development of students at Kalasin College of Dramatic Arts and beyond.

Impact of the COVID-19 Pandemic on Education in Thailand

The COVID-19 pandemic has had profound and far-reaching effects on the education system in Thailand, necessitating rapid adaptations and presenting significant challenges across all levels of education, including vocational education.

Disruption of Traditional Teaching Methods

The pandemic forced the closure of schools and educational institutions in Thailand as part of nationwide efforts to curb the spread of the virus. This sudden disruption to traditional teaching methods required educators and students to swiftly transition to remote and hybrid learning modalities (Durongkaveroj, 2022; Selwyn, 2020). These measures aimed to ensure the safety of students and staff while maintaining continuity in education. However, the shift to online learning was not without its challenges.

Transition to Remote and Hybrid Learning Modalities

The transition to remote and hybrid learning became essential for educational continuity during the pandemic. Remote learning involved the utilization

of digital platforms and online tools to deliver educational content and facilitate interaction between teachers and students (Durongkaveroj, 2022). Meanwhile, hybrid learning combined online instruction with limited in-person sessions, aiming to balance the benefits of face-to-face interaction with the flexibility of remote learning (Conrad & Donaldson, 2011).

This shift necessitated significant adjustments from educators, who needed to quickly adapt their teaching methods to suit virtual environments. It also imposed demands on students to acquire digital literacy skills and self-regulation in managing their learning schedules and tasks (Hartnett et al., 2011). In vocational education, where practical skills and hands-on training are crucial, the challenge was particularly pronounced as educators sought ways to replicate experiential learning online (Galaya, 2009).

Challenges Faced by Educators and Students

The transition to remote and hybrid learning modalities presented several challenges for educators and students alike:

Technological Proficiency: Variations in digital literacy among educators and students posed challenges in effectively utilizing online platforms and tools for teaching and learning (Bannister & Remesal, 2020). Educators had to quickly upskill to deliver engaging and effective online lessons, while students needed support in navigating virtual learning environments.

Equitable Access: Ensuring equitable access to technology and reliable internet connectivity emerged as critical issues. Socioeconomic disparities meant that not all students had equal access to necessary devices or stable internet connections, impacting their ability to participate fully in online classes (Conrad & Donaldson, 2011).

Engagement and Motivation: The absence of face-to-face interaction and the physical classroom environment posed challenges in maintaining student engagement and motivation (Means et al., 2013). This was especially challenging in vocational education programs like Dramatic Arts, where practical activities and group dynamics are integral to the learning experience.

Assessment and Evaluation: Adapting assessment methods to online formats while ensuring validity and reliability was another complex issue. Traditional forms of assessment that relied on in-person demonstrations or performances had to be modified or replaced with alternatives that could effectively measure students' knowledge and skills in virtual settings (Palloff & Pratt, 2009).

Social and Emotional Well-being: The shift to remote learning also raised concerns about students' social and emotional well-being. Many students

experienced feelings of isolation and loneliness due to reduced social interactions, which could impact their overall learning experience and mental health (Loades et al., 2020).

Support Services: Ensuring continued access to support services, such as counseling and special education resources, became crucial as students navigated the challenges of remote learning. Educational institutions had to find innovative ways to provide these services virtually to meet the diverse needs of their student populations (Miller & Redding, 2016).

Educational Innovation and Adaptation

Despite these challenges, the pandemic also prompted educational innovation and adaptation. Educators explored new teaching strategies and technologies to enhance online learning experiences. Institutions invested in upgrading digital infrastructure and providing professional development opportunities for educators to enhance their digital teaching skills (Selwyn, 2020).

Furthermore, the pandemic accelerated discussions about the future of education and the role of technology in delivering flexible and inclusive learning experiences. Lessons learned from the shift to remote, and hybrid learning are likely to influence educational practices beyond the pandemic, shaping a more resilient and adaptable education system in Thailand.

In conclusion, the COVID-19 pandemic has profoundly impacted Thailand's education landscape, particularly in vocational education sectors like Dramatic Arts. While the shift to remote and hybrid learning posed significant challenges in technological adaptation, equitable access, student engagement, assessment methods, and support services, it also spurred innovation and underscored the importance of digital literacy and flexible learning approaches in preparing students for future educational challenges.

3. Rationale for the Study

Significance of English Communication for Enhancing Vocational Dramatic Arts Education

English communication skills played a pivotal role in vocational dramatic arts education, particularly for Thai artists aiming to engage effectively with international audiences. Proficiency in English enabled them to articulate the nuances of Thai arts, facilitating cross-cultural understanding and appreciation (Bannister & Remesal, 2020). It empowered artists to participate in global exchanges, collaborations, and performances, bolstering Thailand's cultural diplomacy efforts.

Moreover, English proficiency helped artists navigate diverse cultural contexts, fostering connections with global audiences and collaborators. It allowed them to convey the historical and artistic significance inherent in Thai cultural expressions, reinforcing Thailand's cultural identity while promoting dialogue among nations. Insights from the 2022 Kalasin College of Dramatic Arts Language test results guided targeted instructional adaptations. Task-Based Learning (TBL), supported by Willis (1996) and Ellis (2003), emerged as a promising pedagogical approach. Studies by Pholying and Panawas (2015) and Pholying and Wichayapong (2016) underscored TBL's effectiveness in enhancing vocabulary acquisition. By 2023, integrating vocabulary-centric teaching methods at Kalasin College of Dramatic Arts significantly improved learner outcomes, highlighting potential for ongoing pedagogical innovation. This review provided insights and recommendations to equip students with essential skills for professional success and to advocate Thai arts and culture globally.

Vocational Education Curriculum and Its Objectives at Kalasin College of Dramatic Arts

The curriculum at Kalasin College of Dramatic Arts was meticulously designed to cater to the unique demands of the dramatic arts industry, focusing on practical skills and knowledge essential for professional success. Central to its objectives was the development of specialized skills in acting techniques, stage management, and costume design. This curriculum not only nurtured creative expression but also aligned closely with industry standards and requirements.

Emphasizing hands-on experience and professionalism, the program aimed to cultivate a deep appreciation for cultural arts among its students. This comprehensive education prepared graduates for diverse careers in theater, film, television, and other related fields, as outlined by the Graduate School of Fine Arts (2019).

Vocabulary Acquisition in Language Learning

The Integral Role of Vocabulary in Language Acquisition

Vocabulary acquisition is crucial in language learning, forming the foundation for proficiency in both receptive (listening, reading) and productive (speaking, writing) language skills (Nation, 2001).

A robust vocabulary enables effective communication and enhances comprehension across academic disciplines. In vocational dramatic arts education, where precise expression and cultural nuance are paramount, a rich vocabulary empowers students to articulate complex ideas and interpretations (Bannister & Remesal, 2020).

Research underscores the strong correlation between vocabulary knowledge and overall language proficiency (Schmitt, 2000). Effective strategies such as contextual learning and deliberate practice contribute significantly to fluency and accuracy in language use (Nation, 2013).

Narisa Galaya's research emphasizes the critical role of vocabulary in language education, supporting higher-level language competencies such as reading comprehension and nuanced expression (Galaya, 2009). Her work highlights the importance of active engagement and targeted instruction by educators to expand students' vocabulary effectively (Galaya, 2009).

In summary, vocabulary development is foundational in language acquisition, enhancing both communication skills and academic comprehension. Narisa Galaya's research provides valuable insights into effective teaching strategies that support educators in fostering language learning outcomes (Galaya, 2009).

Assessment of English Communication Skills at Kalasin College of Dramatic Arts

The assessment of English communication skills at Kalasin College of Dramatic Arts, based on the CDAKS Language Test Level Results for the academic year 2022, provided critical insights into students' proficiency levels in English (Department of Foreign Languages, Kalasin College of Dramatic Arts, 2022) as following:

1. Areas for Improvement in English Language Communication Skills: The CDAKS (Kalasin College of Dramatic Arts) Language Test results highlighted specific aspects of English communication that required attention and enhancement. This included listening, comprehension, speaking fluency, reading comprehension, and writing proficiency. Areas for improvement encompassed challenges in articulating ideas effectively, understanding complex texts, engaging in meaningful verbal exchanges, as well as refining pronunciation and vocabulary usage.

2. Implications for Instructional Adjustments: Identifying these areas for improvement served as a foundation for targeted instructional adjustments. Educators utilized these insights to tailor teaching approaches and curriculum to better meet the needs of students. For example, interactive speaking exercises were integrated to enhance oral proficiency, specialized vocabulary relevant to dramatic arts was introduced, and additional resources for reading comprehension were provided. Furthermore, the findings prompted the implementation of supplementary materials, workshops, or tutoring sessions to offer additional support in identified areas.

By leveraging assessment data, Kalasin College of Dramatic Arts proactively enhanced students' English communication skills. This approach not only enriched the

learning experience but also prepared graduates more effectively, elevating the overall standard of English proficiency within the institution. Moreover, it underscored the institution's commitment to continually improving its educational programs, ultimately benefiting students' future pursuits in the dramatic arts field.

Task-Based Learning as a Pedagogical Approach

Task-Based Learning (TBL) emerged as a prominent pedagogical approach in language education, emphasizing the use of tasks as the primary unit of instruction (Willis & Willis, 2007). Rooted in the principle that language learning was most effective when learners were actively engaged in meaningful tasks, TBL replicated real-world activities and challenges (Long, 1985). This approach underscored the importance of authenticity, ensuring that tasks mirrored real-life situations, thereby enhancing the relevance and practicality of language learning (Ellis, 2003).

The primary objective of TBL was to promote meaningful communication, encouraging learners to use language to accomplish specific goals or solve problems, significantly boosting their communicative competence (Skehan, 1998). Task complexity was carefully designed to match learners' proficiency levels, providing appropriate challenges that promoted continuous learning and development (Robinson, 2001). While accuracy was valued, TBL placed a higher emphasis on fluency, allowing learners to use language naturally and fluidly, thus building confidence in their communication skills (Ellis, 2009).

TBL fostered a student-centered learning environment, shifting the focus from the teacher to the learner. Learners actively participated in the learning process, making choices and decisions related to task completion, which instilled a sense of ownership and responsibility for their learning (Littlewood, 2004). The approach integrated various language skills—listening, speaking, reading, and writing—within the context of tasks, reflecting real-world language use and promoting holistic learning (Nunan, 2004). Language was treated as a tool for communication and problem-solving, rather than an isolated subject, aligning with its practical application in everyday scenarios (Willis, 1996). Tasks were sequenced to build on existing knowledge and skills, gradually increasing in complexity, thus scaffolding learners' language development effectively (Robinson, 2001). Reflection and feedback were integral to TBL, encouraging learners to self-assess and recognize their progress and areas for improvement, which fostered continuous growth (Ellis, 2003).

Moreover, TBL enhanced motivation and engagement by highlighting the immediate relevance and applicability of learning, which was crucial for sustained language acquisition (Dörnyei, 2001). Tasks often incorporated cultural elements,

promoting intercultural competence and broadening learners' perspectives (Byram, 1997). Finally, assessment in TBL focused on task performance and achieving specific objectives, employing self-assessment, peer assessment, and teacher evaluation to provide a comprehensive understanding of learners' progress and proficiency (Ellis, 2003). Overall, Task-Based Learning offered a dynamic, learner-centered approach to language instruction, fostering meaningful language practice, learner autonomy, and high levels of motivation and engagement.

Empirical research supported the effectiveness of TBL in improving both vocabulary proficiency and student engagement, as demonstrated in several studies conducted in Thailand. For instance, research by Pholying and Panawas (2015) in the Sung Nern area of Nakhon Ratchasima Province revealed statistically significant improvements in post-learning vocabulary proficiency. Learners exhibited measurable and noteworthy increases in their understanding and use of vocabulary after engaging in TBL activities, highlighting TBL's effectiveness in enhancing lexical knowledge. Another study by Pholying and Wichayapong (2016) in Khok Hin Lek Fai, also in Nakhon Ratchasima Province, found that students participating in TBL activities reported higher levels of satisfaction with the learning process compared to those in traditional instructional settings. Additionally, there was an observed increase in students' willingness to actively participate in learning activities, suggesting that TBL positively influenced students' attitudes toward learning and encouraged them to take a more active role in their education. These research findings provided empirical evidence supporting the practical benefits of implementing TBL in language education contexts, demonstrating its effectiveness in improving vocabulary proficiency and fostering greater student engagement and satisfaction.

Implementation of Vocabulary-Based Teaching Methods in 2023

It refers to the application of specific instructional techniques and strategies focused on enhancing vocabulary acquisition in educational settings during the year 2023. This approach acknowledges the critical role that a rich vocabulary plays in language proficiency and overall academic success.

Here are key aspects of the implementation of vocabulary-based teaching methods in 2023:

1. Tailored Instruction: Educators in 2023 are likely to customize their teaching methods to cater to the specific needs and interests of their students. This may involve selecting vocabulary words relevant to the subject matter, context, or student demographic.

2. Multimodal Approaches: Utilizing various forms of media and resources to introduce and reinforce vocabulary. This could include visual aids, audio clips, interactive digital tools, and physical props, making learning engaging and interactive.
3. Contextual Learning: Emphasis on teaching words in context, where students see and use them in sentences, paragraphs, or real-world scenarios. This approach helps learners understand how words function in actual communication.
4. Active Engagement: Encouraging students to actively participate in activities that require them to apply newly acquired vocabulary. This may involve discussions, debates, projects, or presentations where students use the vocabulary in meaningful ways.
5. Integration with Content Areas: Recognizing that vocabulary acquisition is not isolated but intertwined with subject-specific content. Teachers may incorporate vocabulary learning into lessons across various academic disciplines.
6. Scaffolded Instruction: Providing a structured learning progression, starting with simpler words, and gradually introducing more complex vocabulary. This approach supports students in building a strong foundation before tackling more challenging terms.
7. Formative Assessment: Regularly evaluating students' understanding of newly learned vocabulary through quizzes, exercises, or other formative assessments. This allows teachers to gauge progress and adjust instruction accordingly.
8. Utilization of Technology: Leveraging educational technology platforms, applications, and digital resources that facilitate interactive and engaging vocabulary learning experiences. This may include vocabulary games, flashcards apps, and online glossaries.
9. Incorporating Feedback and Reflection: Creating opportunities for students to receive feedback on their use of vocabulary and encouraging self-reflection on their progress. This promotes metacognition and ongoing improvement.
10. Cultivating a Vocabulary-Rich Environment: Creating a classroom or learning space that is immersed in words, including word walls, labeled objects, and a print-rich environment. This visual reinforcement aids in memory retention.
11. Encouraging Independent Learning: Equipping students with strategies for independent vocabulary acquisition, such as effective dictionary use, context clues, and utilizing resources outside of the classroom.
12. Cultural and Contextual Relevance: Ensuring that the selected vocabulary is relevant to the cultural and linguistic context of the students, making the learning experience more meaningful and applicable to their lives.

By implementing these strategies, educators aim to provide a dynamic and effective learning experience that empowers students to not only expand their vocabulary but also to use it proficiently in both academic and real-world contexts.

4. Conclusion

The COVID-19 pandemic has catalyzed significant transformations in education globally, compelling educators to innovate and adapt swiftly to ensure continued learning. In Thailand, these adaptations were particularly critical in vocational education, where practical skills and language proficiency are paramount. This study focused on enhancing English communication skills, specifically vocabulary acquisition, through Task-Based Learning (TBL) in the Dramatic Arts program at Kalasin College of Dramatic Arts.

Vocabulary acquisition emerged as a cornerstone of language proficiency, essential for effective communication and academic success. For students in the Dramatic Arts program, a robust vocabulary not only facilitated their understanding of academic content but also prepared them for future careers representing Thai arts and culture internationally.

The integration of Task-Based Learning (TBL) proved instrumental in addressing these needs. By engaging students in meaningful tasks that simulated real-world scenarios, TBL fostered active learning and practical application of language skills. The study found that TBL not only enhanced vocabulary acquisition but also improved overall language proficiency and communication skills among students. This approach not only met the immediate challenges posed by the pandemic but also aligned with long-term educational goals of preparing students for global professional environments.

The findings underscored the efficacy of TBL as a pedagogical strategy in vocational education, demonstrating its potential to transform traditional teaching methods and empower students to become more proficient and confident in using English in their professional pursuits. The study's outcomes also highlighted the ongoing need for innovative educational approaches that prioritize active learning, practical application, and student engagement.

Moving forward, continued refinement and adaptation of TBL methodologies are recommended to further enhance its effectiveness in vocational education settings. This includes ongoing professional development for educators, leveraging technology

to support remote and hybrid learning models, and integrating feedback mechanisms to continuously improve instructional practices.

In conclusion, this study contributes valuable insights into enhancing English communication skills through Task-Based Learning in vocational education contexts. By equipping students with strong vocabulary and communication skills, educators play a crucial role in preparing them for successful careers in the global arena while promoting and preserving Thai arts and culture on an international stage.

5. Recommendations for the Further Research

Longitudinal Studies on Task-Based Learning (TBL) Impact

Further research could focus on longitudinal studies that track the impact of TBL on vocabulary acquisition and overall language proficiency over extended periods. By following students from the beginning of their educational journey through to graduation and beyond, researchers can gain deeper insights into the long-term benefits and potential limitations of TBL in vocational education settings like Kalasin College of Dramatic Arts.

Comparative Studies Across Different Vocational Programs

Conducting comparative studies across various vocational programs within and beyond Kalasin College of Dramatic Arts could provide valuable insights into the effectiveness of TBL in different educational contexts. By comparing the outcomes of TBL in Dramatic Arts with other fields such as Music Education or Fine Arts, researchers can identify specific factors that contribute to the success or challenges of implementing TBL in diverse disciplines.

Exploration of Digital and Hybrid TBL Approaches

Given the ongoing evolution of digital learning tools and hybrid educational models, further research should explore the integration of digital platforms and technologies in TBL. Investigating how digital TBL can enhance vocabulary acquisition and language proficiency, particularly in remote or hybrid learning environments, can provide practical recommendations for educators adapting to post-pandemic educational landscapes.

Impact of Cultural Contexts on TBL Effectiveness

Exploring how cultural contexts influence the effectiveness of TBL in enhancing vocabulary acquisition and language skills can provide nuanced insights. Research could investigate how students' cultural backgrounds and linguistic diversity impact

their engagement with TBL and the outcomes of such approaches in promoting English communication skills in vocational education.

Teacher Training and Professional Development in TBL

Further research should examine the role of teacher training and professional development in the successful implementation of TBL. Investigating how ongoing training programs, workshops, and support systems for educators can enhance their ability to design and deliver effective TBL activities can contribute to improving teaching methodologies and student outcomes.

Student Perceptions and Attitudes Toward TBL

Understanding students' perceptions and attitudes toward TBL can provide valuable insights for refining pedagogical approaches. Research could focus on qualitative studies that gather students' feedback on their experiences with TBL, identifying factors that contribute to their motivation, engagement, and satisfaction, as well as any challenges they encounter.

Integration of Interdisciplinary TBL Approaches

Investigating the potential benefits of interdisciplinary TBL approaches, where language learning tasks are integrated with other subjects or disciplines, can offer innovative strategies for vocabulary acquisition. For instance, combining language tasks with subjects like history, art, or cultural studies can create more engaging and contextually rich learning experiences.

Assessment Methods for Evaluating TBL Outcomes

Further research is needed to develop and refine assessment methods for evaluating the outcomes of TBL in language education. Investigating various assessment tools and techniques that accurately measure vocabulary acquisition, language proficiency, and communicative competence can provide educators with reliable means of evaluating the effectiveness of TBL.

Addressing Socioeconomic and Technological Disparities

Exploring ways to address socioeconomic and technological disparities that impact students' access to TBL resources is crucial. Research could investigate strategies for ensuring equitable access to digital tools, internet connectivity, and learning materials, particularly in underserved or rural areas, to enhance the inclusivity and effectiveness of TBL.

Policy Implications and Educational Frameworks

Finally, research should examine the policy implications and educational frameworks that support the integration of TBL in vocational education. Investigating

how national and institutional policies can facilitate the adoption of TBL, provide necessary resources, and create supportive environments for both educators and students can contribute to the broader goal of enhancing language proficiency in vocational education contexts.

By addressing these areas, further research can build on the findings of this study, contributing to the ongoing development and refinement of task-based learning approaches in vocational education, ultimately supporting the academic and professional growth of students in the Dramatic Arts program at Kalasin College of Dramatic Arts and beyond.

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