



## The Use of TELL Embedded with TBLT to Improve Reading Ability in Job Advertisements and Promote English Learning in an English for Job Applications Course

การใช้เทคโนโลยีสนับสนุนการเรียนภาษาร่วมกับรูปแบบการสอนแบบเน้นงานเพื่อพัฒนาทักษะการอ่านภาษาอังกฤษในสื่อโฆษณา และส่งเสริมการเรียนรู้ภาษาอังกฤษในรายวิชาภาษาอังกฤษเพื่อการสมัครงาน

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### Abstract

The purposes of this study were to investigate the use of Technology-Enhanced Language Learning (TELL) embedded with Task-Based Language Teaching (TBLT) to improve reading ability in job advertisements and promote English learning in an English for Job Applications Course. Participants included 80 undergraduates majoring in General Management from a university in Prathum Thani province. The mixed method of data collection was used by utilizing pre – and post - reading tests for control and experimental groups. A questionnaire and a semi-structured interview were conducted for the experimental group. The findings indicated that there was a statistically significant difference between the control and experimental groups. The majority of students explained that TELL and TBLT could enhance their English learning.

**Keywords:** English learning, Technology - Enhanced Language Learning (TELL), Task-Based Language Teaching (TBLT), Reading ability

### บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้คือศึกษาการใช้เทคโนโลยีสนับสนุนการเรียนภาษา (Technology-Enhanced Language Learning-TELL) ในรูปแบบการสอนแบบเน้นงาน (Task-Based Language Teaching-TBLT) เพื่อพัฒนาทักษะการอ่านภาษาอังกฤษในสื่อโฆษณารับสมัครงานและส่งเสริมการเรียนรู้ภาษาอังกฤษในรายวิชาภาษาอังกฤษเพื่อการสมัคร

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งาน โดยศึกษากับนักศึกษาระดับปริญญาตรี สาขาวิชาการจัดการทั่วไปที่ลงทะเบียนเรียนวิชานี้ จำนวน 80 คน จากมหาวิทยาลัยแห่งหนึ่งในจังหวัดปทุมธานี โดยการเก็บข้อมูลวิจัยในครั้งนี้เป็นวิธีแบบผสมผสาน คือเก็บข้อมูลจากแบบทดสอบการอ่านก่อนและหลังทั้งกลุ่มควบคุมและกลุ่มทดลอง อีกทั้งสำรวจข้อมูลจากแบบสอบถามและแบบสัมภาษณ์ ผลวิจัยพบว่า มีความแตกต่างระหว่างกลุ่มควบคุมและกลุ่มทดลองอย่างมีค่านัยสำคัญทางสถิติ นักศึกษาส่วนใหญ่อธิบายว่า การใช้เทคโนโลยีสนับสนุนการเรียนภาษา (TELL) และการสอนแบบเน้นงาน (TBLT) สามารถช่วยพัฒนาการเรียนรู้ภาษาได้

**คำสำคัญ:** การเรียนรู้ภาษาอังกฤษ การใช้เทคโนโลยีสนับสนุนการเรียนภาษา (TELL) การสอนแบบเน้นงาน (TBLT) ความสามารถในการอ่าน

## Introduction

Learning environment in the modern world shapes the way of teaching and the way that students learn in a digital age. To prepare students to be ready for these changes, it is necessary to encourage them to acquire computing and information and communication technology (ICT) literacy. Thus, they need to feel comfortable to deal with and explore the benefits of them. Besides, the 12th National Economic and Social Development Plan (2017-2021) emphasizes that we encourage students to become familiar with new learning strategies pertaining to the goals of the national development plan, which aims to prepare learners to acquire certain life skills and continuously engage themselves in life-long learning. Even though life skills are essential, the enhancement of brain development, cognition skills, planning and systematic thinking skills and self - evaluation skills should also be put into consideration (Office of the Prime Minister, n.d.).

Although we are in the new teaching era with the embracement of technology as well as new teaching approaches, lecture – based teaching is ubiquitous in many classroom settings. In Thailand, many lecture - based teaching methods are still dominant. Teachers take control of classroom activities while the students are obligated to learn from selected learning materials. Many teachers believe that they can be a key of success in language learning. Since the learning materials are believed to represent only some parts of the whole text in language learning, it is obvious that the philosophical and belief systems of stakeholders are included (Maley, 2016). For this reason, the role of students is to express their opinions and be involved in multi - activities that seems to be limited. In addition, most of the contexts appeared in commercial textbooks are based on western culture. These contexts could possibly obstruct students to participate in learning activities because of their poor background knowledge.



Task - Based Language Teaching (TBLT) has been long implemented in many classroom settings for the past 20 years. It is a teaching approach that contains the notion of “task” as a core unit of planning and teaching (Richards & Rogers, 1999). The procedure of TBLT involves students in comprehending, forming, communicating or producing the target language through an assigned task so the students shift their attention to concentrate on meaning rather than form (Nunan, 1989). Upon the accomplishment of the task, they have an opportunity to negotiate in meaning, modify, rephrase and perform an experiment. These activities are the main principle of second language learning. In addition, the core conceptual basis for TBLT focuses on experiential learning which allow them to bring their immediate personal experience as the departure point for their learning experience. Therefore, the task acts as a mediator that help their intellectual growth during their engagement with and selection of sequences of the tasks (Nunan, 2004). Chen and Wang (2018) explored the effect of TBLT teaching approach and language assessment on students’ competences for first – year undergraduate English major students in China. To complete the task, the students are required to perform both oral presentation and written reports. The results revealed that the TBLT applied in the classroom was effective and it also could enhance students’ competences.

To explore further benefits of TBLT, there are some additional dimensions to investigate the implementation of technology together with TBLT. Therefore, students are not obligated to depend solely on TBLT, but they can adapt their knowledge of Information Communication Technology (ICT) which becomes part of their daily lives to improve their language learning. It is evident that teachers can integrate the benefit of ICT into their teaching activities. This can be done by introducing Technology – enhanced language learning (TELL) which can be defined as any learning activities encompassing technological mediated tools. Zhou and Wei (2018) studied the effect of integration of using TELL and learning strategies to improve students’ L2 learning. The findings revealed that it is necessary to merge technology with language strategy instruction, assessment, and research because it could help students learn more effectively.

Therefore, it draws the attention to the researchers to conduct the study by introducing the use of TELL embedded with TBLT that aims to enhance students’ ability to learn from authentic materials in an English for Job Application course. The designed tasks based on the real – life situation which the students will face after graduation together with various platforms of learning technology. It is a breakdown from a traditional classroom where the students sit and strongly

depend on their own imagination. This study provides students with an opportunity to explore their world outside the classroom and encourage them to see the world as the way it is.

### Research purposes

1. To improve students' reading ability in job advertisements by using TELL embedded with TBLT on a course of English for Job Applications.
2. To promote their English language learning by using TELL embedded with TBLT on a course of English for Job Applications

### Research questions

1. Does TELL embedded with TBLT contribute to the development of students' reading ability in job advertisements from a university in Pathum Thani province?
2. To what extent does the use of TELL embedded with TBLT improve students' reading ability in job advertisements?
3. Does a difference exist between the reading ability in job advertisements of students who have received TELL embedded with TBLT instruction and those who have been taught in a conventional teaching method?
4. To what extent does the use of TELL embedded with TBLT promote students' English language learning?

### Literature Review

#### Task-Based Language Teaching (TBLT)

Task Based Language Teaching has long attracted attention to many people involved in the field of education. In second language acquisition research, a task acts as a tool to elicit language production, interaction among students, negotiation of meaning, process of input and form focus that is all believed to enhance second language acquisition (Van den Branden, 2006). In other words, TBLT refers to an approach which is based on the purpose of using tasks as the core unit to plan and instruct in language teaching (Richards & Rogers, 1999). Chen, Tzu-Hua and Lin Chih-Cheng (2004) conducted the study on integrating TBLT with MALL (mobile assisted language learning) to promote English learning by using mobile phones together with TBLT. The results revealed that students enjoyed using their mobile device to accomplish the task. The activity



assigned for students not only limited students to exercise the application of language in task completion, but also promoted their collaborative learning where they learned how to work with others by sharing their responsibilities. It is believed that students who engage to perform in tasks can learn better because the tasks give them a context that activates learning process rather than form - focused activities. Moreover, engaging with the task provides better opportunities to practice using the language (Richards & Rogers, 1999). Therefore, TBLT is an approach that focuses on using tasks as a mediator to provide opportunities for students to learn the language.

In the new learning century, TBLT can be adapted to integrate with ICT because it is believed that it can accommodate individual's needs. Annamalai (2019) studied how Web 2.0 tools were used to teach grammar to Malaysian ESL students through peer learning in a classroom. The result showed that the students were able to apply various Web 2.0 tools to complete their tasks. Upon doing the task, students demonstrated better understanding of the grammatical rules, organized their ideas to come up for a final presentation and encouraged critical thinking; moreover, the task also provided an opportunity to select proper materials in English. The integration of ICT with TBLT not only limits the response to an individual's lifestyle but also helps teachers elicit a high degree of learners' participation and motivation. This is because it offers a rich content of multisensory learning process and facilitates teaching more effectively in which teachers can take a role of supporters or facilitators rather than lecturers (Schrooten, 2006).

In recent years, the integration of ICT with TBLT draws an interest to many researchers. This is because computers are easily accessible for many people in this era; therefore, many sectors such as governments, teachers and parents agree to support the use of them creatively in all educational levels (Teeler & Gray, 2000). For example, we can see in the study of Chen, Tzu-Hua and Lin Chih-Cheng (2004) who conducted the study on integrating TBLT with MALL (mobile assisted language learning) to promote English learning by using mobile phones together with TBLT. The results revealed that students enjoyed using their mobile device to accomplish the task. The activity assigned to students did not limit students to exercise applying language to get the task done, but it also promotes their collaborative learning where they learned how to work with others by sharing their responsibilities. In addition, the integrated TBLT and MALL draws attention to some students to adopt using a mobile device to learn the language. Annamalai (2019) studied the use of Web 2.0 tools on Malaysia ESL students in teaching grammar to their peers as in the

classroom. The assigned task was to prepare a grammar lesson by applying Web 2.0 tools and some relevant tools. The result showed that the students are able to use various Web 2.0 tools to do their task. Upon doing the task, students learned to comprehend the grammatical rules and organize their ideas to come up for a final presentation; moreover, the task also provides an opportunity to select proper materials in English. This activated critical thinking as they are anticipated to analyze their thought and promote knowledge transfer via the use of Web 2.0 technology.

### **Technology - Enhanced Language Learning (TELL)**

Technology - Enhanced Language Learning (TELL) can be defined as any language learning activities involving the use of technological tools which aims to promote learning efficiency, motivation and flexibility in learning style (Zhou & Wei, 2018). TELL has been used in parallel with language learning skills. According to Zhou and Wei (2018), the advantages of technology such as prompt feedback, autonomous learning and experience with the multiple media including both audio and video alleviate teachers' workload and motivate students to learn (Zhou & Wei, 2018). Teachers also benefit from the richness of the technology design and applications to integrate them in their teaching both inside and outside of the classroom that could allow them to conduct self-regulated learning strategies. According to Dörnyei (2001), if students are motivated in learning, they will autonomously choose their own desirable activity, designate their own learning period and decide how much effort they will invest. Overall, we realize that TELL plays a significant role in the learning environment, but there are also certain points that we should be aware of. Hourigan and Murray (2010) indicated that it is important to scaffold students with some sufficient learning strategies because all of them are not born as digital natives. Therefore, the appropriate training or guidance on technology management is still in effect.

### **TBLT with TELL design**

The TBLT embedded with TELL was divided into 3 stages: pre – task, while – task and post – task. First, the students in the experimental group were divided into a group of five. A Line group was created to serve as a communicative purpose.



1. Pre – task consists of 3 steps as follows:

#### Step 1: Introduction

In the functions of job advertisement, frequent words which were appeared in job advertisement were addressed to students at the initial stage. Next, the teacher activated students' schema by showing the process on job application from YouTube. During the lesson, multiple online applications were used. For example, Kahoot were used to stimulate vocabulary memory and Powtoon, an animated website, was presented to draw students' interest. In addition, the teacher exposed them to authentic materials by asking them to look for the desired position in [www.jobsdb.com](http://www.jobsdb.com). Next, the students were given a chance to practiced summarizing the selected job advertisement by using the online mind - map website (Mindmeister) to create their mind map. The mind map acted as a tool for students to summarize, self – evaluate whether their qualifications meet the requirements of the prospective employers.

#### Step 2: Self – analysis

The teacher introduced how to analyze strengths and weaknesses. To allow students to fully understand, the teacher introduced some vocabulary by using Powtoon. The animation of Powtoon could promote further understanding of the vocabulary related to strengths and weaknesses. Time was given to them to list what are their strengths and weaknesses in a piece of paper and after that they started to exercise the 'think pair share' activity within their own group. The think pair share activity allowed students to express themselves because they might feel free to demonstrate their identity with their peers. Moreover, students felt free to discuss with their friends and learned to accept other opinions. Therefore, these activities allowed their peers to give constructive feedback.

#### Step 3: Consolidation

The teacher demonstrated to students how to publish their conclusion via Voki (the animated cartoon creator web tool). The teachers went through the features of Voki to ensure that students fully understood each function. To accomplish their task, students needed to type important information to demonstrate if they were suitable for the job.

## 2. While – task

The teacher assigned learners a task to the students. The task was to assign them to visit JobsDB website to find the job that they want to apply for after graduation, then they summarized the details, and evaluated their strengths and weaknesses. Next, they had to consolidate all information in Mindmeister and then checked with their peers. Feedbacks were given as the formative assessment by hoping that it would emphasize on – going development. Finally, they published their final version in a short paragraph and expressed why they deserved for the job via Voki and published their work in a Facebook group. Finally, the opportunities were given to their peers to view individual's work and gave comments.

## 3. Post – task

After the activity, the teacher held a small group discussion and provided them with a questionnaire. A small group discussion aimed to give an opportunity for students to express their opinions toward the overall activities whether the assigned tasks embedded with TBLT could help them to improve their understanding when they read job advertisement. Moreover, the questionnaire aimed to elicit their opinions on whether the activities could promote English learning. Finally, some students were asked for an interview as the teacher could find out the in – depth qualitative information.

## Methodology

This research is quasi-experimental design.

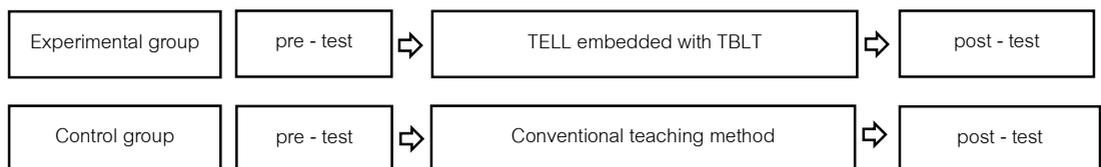


Figure 1 Research design

## Research Design

This research is a quasi-experimental mixed – method design. The students were divided into two groups. Both groups were given a pre- test. The experimental group received the TELL embedded with TBLT as an intervention while the control group was taught by the conventional teaching method. At the end of the course, a post – test was administered to both groups.



The scores of both groups were analyzed and compared by using descriptive statistics – mean, standard deviation and t-test. To elicit the qualitative data, the questionnaire was used to learn the students' opinions toward English learning. Next, the semi – structure interview was applied to deepen the data and triangulate the findings.

### **Population**

The population in this study were 264 sophomore undergraduates enrolling for a job applications course at a university in Pathum Thani province.

### **Participants**

The participants were 80 undergraduates majoring in General Management who enrolled in an English for Job Applications course. The simple random sampling technique was applied to select participants. A lucky draw was performed to select two groups out of seven groups. Therefore, the total number of participants were 80 and after that they were divided into an experimental group of 40 and a control group of 40. To ensure the external validity, the participants share some common characteristics as follows: they are in the same major and have similar English proficiency considering their English grade from Fundamental English 1 course.

### **Research Instruments**

The research instruments applied in this study consist of a test, a questionnaire and an interview. A reading comprehension test in a multiple - choice format contains 30 items asking about the job advertisements. It is used for pre – and post – tests. The test was validated by three English teachers who have been teaching the course of English for job applications for more than two years. The test and the questionnaire were piloted to another section of students to find the reliability value. The reliability of the test (Kuder – Richardson – KR20) is 0.65. The 5 Likert scale questionnaire contains 15 closed – ended questions asking for the advantage of TELL, the ease of use and the satisfaction of the overall activities. The questionnaire was adapted from the research of Chen and Lin (2018), and the reliability of the questionnaire (Cronbach's Alpha) is 0.84. Finally, a semi – structure interview was conducted to triangulate the findings of the questionnaire. Ten students were voluntarily to be interviewed and the data was transcribed and revalidated by another teacher as an interrater.

### Data collection and Data analysis

The researchers conducted the pre - test of Job advertisement to both control and experimental groups. The score of each participant was calculated for mean, standard deviation and t-test by a computer program. The researchers introduced the intervention (TELL integrated with TBLT) to the experimental group for 5 weeks. The post - test (same as pre - test) was administered to both groups.

The questionnaire was given only to the experimental group at the end of the intervention to find out to what extent does the intervention promote English language learning. The fifteen questionnaire items in a 5-point Likert scale format were given, and the responses were analyzed by percentage, mean and S.D. The close - ended questionnaire data were analyzed by a computer program to obtain the mean and the standard deviation (S.D.) for each item. To confirm the data from the questionnaire, the researchers gave a semi – structure interview to the participants. The researchers asked four main questions: (1) What do you think about the activity? How does this activity help you learn English? (2) Does this activity enhance you to cooperate or learn from your friends? (3) Do you have any problems using TELL? and (4) Does this activity promote English learning? Ten participants who showed their willingness for further participation in the questionnaire participated in the interview process, and the research stopped because the data received were saturated.

### Results

The results of this study are divided into two parts. The results are reported according to the three research questions. Results from the quantitative method of the study can be reported below;

Table 1 Scores of the pre-test between control and experimental groups

PRE-TEST	N	Mean	S.D.	T-VALUE	P-VALUE
Control group	40	15.15	3.21	-1.79	0.082
Experimental group	40	14.13	2.54		

\*The mean difference is significant at the 0.05 level.

\*\* The mean difference is significant at the 0.01 level.

The answer to the first and second questions were obtained through the quantitative method, using mean, S.D. and independent t-test. The result reveals that there are no statistically



significant differences between the pre – test of control group (Mean = 15.15, S.D. = 3.21) and the experimental group (Mean = 14.13, S.D. = 2.54) and ( $t = -1.79$ ,  $P = 0.082$ ). In other words, the students in the control group performed were not different from those in the experimental group during the pre – test.

Table 2 Scores of the post-test between control and experimental groups

PRE-TEST	N	Mean	S.D.	T-VALUE	P-VALUE
Control group	40	15.65	3.11	2.90	0.01**
Experimental group	40	17.58	2.98		

\*The mean difference is significance at the 0.05 level.

\*\* The mean difference is significant at the 0.01 level.

Table 2 illustrates the scores of the post – test in both groups. The result shows that there is statistical significance between the experimental group (Mean = 17.58, S.D. = 2.98) and control group (Mean = 15.65, S.D.= 3.11) and ( $t = 2.90$  and  $P = 0.01$ ). In other words, the students in the experimental group performed better than those in the control group during post – test.

In order to identify to what extent does TELL embedded with TBLT promote English learning. The answer to this question can be explained through both quantitative method (questionnaire) and qualitative method (semi – structured interview).

The interpretation of the level of satisfaction of Meesuk (2020) were applied in this study and demonstrated below.

4.51	-	5.00	Very satisfied	(VS)
3.51	-	4.50	Satisfied	(S)
2.51	-	3.50	Neutral	(N)
1.51	-	2.50	Dissatisfied	(D)
1.00	-	1.50	Very dissatisfied	(VS)

The findings in Table 3 revealed some opinions divided into three sections; the advantages of TELL, usefulness and satisfaction.

Table 3 Opinions on advantages of TELL, usefulness and satisfaction

Items	strongly agree (%)	agree (%)	neutral (%)	disagree (%)	strongly disagree (%)	Mean	S.D.	Level of satisfaction
The advantages of TELL								
1. The assigned task encourages me to understand English better.	5	85	10	0	0	3.95	0.39	S
2. The assigned task helps me to use multiple skills	5	90	5	0	0	4.00	0.32	S
3. The use of TELL assists me to be creative upon completing the task.	20	65	15	0	0	4.05	0.59	S
4. I have an opportunity to work with my colleagues.	25	65	10	0	0	4.15	0.58	S
Ease of use								
5. I think that TELL is easy to use.	20	40	40	0	0	3.80	0.75	S
6. I think that TELL allows me to search for information so I can finish my task easier.	15	40	40	5	0	3.75	0.70	S
7. I think that it is easy to use TELL together with mind map.	15	65	15	5	0	3.90	0.70	S
8. I think that it is easy to use Voki for my presentation.	5	70	20	5	0	3.75	0.63	S
9. I think that the Kahoot application helps me to remember vocabulary better.	10	70	20	0	0	3.90	0.54	S
10. I think that Powtoon application helps me to understand the topic in the classroom better.	15	25	60	0	0	3.55	0.74	S
Satisfaction								
11. I enjoy learning when a teacher applies TELL in the lesson.	25	55	10	5	5	3.90	1.00	S
12. I think that it is fun to use TELL to complete the task.	20	65	15	0	0	4.05	0.59	S
13. I am thinking of using TELL in the future.	10	70	20	0	0	3.90	0.55	S
14. I would like to use TELL in learning English in the future.	30	55	15	0	0	4.15	0.66	S
15. I would like to have more chances to use TELL for learning in the future.	15	55	25	5	0	3.8	0.75	S

N = 40

As we can see from the table, 25% of students strongly agreed that TELL allowed them an opportunity to work with their peers, and 20% of them also strongly agreed that TELL allowed them to be more creative. The majority of the students agreed that TELL helped them understand English better and the task allowed them to use multiple skills.



Considering the ease of use, 15% of the students strongly agreed that it was easy to use mind map, and they had no problem to search for information to complete the task. 15% of students strongly agreed that Powtoon application helped them understand the topic better, they could remember vocabulary better when Kahoot is introduced, and 5% of them strongly agree that Voki is a user-friendly device for their presentation. Overall, most of students agreed that they found Kahoot, Mindmeister, Voki and Powtoon enhanced their English learning ability.

In the last section of the questionnaire, 30% of students strongly agreed that they would like to use TELL to learn English in the future. Most of them agreed that they enjoyed learning when TELL was introduced in the lesson. Only 5% of students expressed that they did not enjoy using TELL and they did not want to use TELL in the future. 5% of students strongly disagreed that they did not enjoy use TELL in the lesson.

In order to triangulate the data gained from the questionnaire, the interviews were demonstrated as follows:

To verify the first section of the questionnaire, students were asked about their opinions toward the activity and how the overall activity enhanced them in learning. The students believed that the use of TELL embedded with TBLT provided a hand – on activity so they could reflect themselves, and the benefit of picture allows them to understand the content better. Four of them explained:

*"I understand the lesson better because I can see things in form of picture. When I see the picture, I can remember better."* (S3)

*"I have lots of opportunities to discuss things with my friend. I can improve my grammar because I asked my friend when I am not sure what to write. Most of the time I use google translate but it is not always correct so this time I use both techniques to do the task."* (S1) (S3) (S9)

To verify the second section of the questionnaire, students were asked whether they have any difficulties after they had applied TELL to complete their task. The students explained that they found that TELL is user – friendly but one student concerned that there might be a problem if some students do not have any computers and strong Internet access. Six of students explained:

*"TELL is easy to use and not complicated when I just fill in and it pops up."* (S1) (S2) (S3) (S6) (S9) (S10)

To verify the third section of the questionnaire, students were asked whether TELL embedded with TBLT promote English learning. The students said that this activity motivated them to learn because it was easy and the content was illustrated in form of picture and animated cartoon; therefore, they could benefit from the application to hear the native speaker talks as they wrote it down in the application. In addition, they agreed that learning English in the classroom was not so boring. Students explained:

*"I benefit learning vocabulary from TELL because it was presented in a form of image, so it helps me to remember easily."* (S1) (S3) (S6)

As demonstrated by the interview responses, students feel that they can understand the topic better and the task given brings them a hand – on experience. The selected application used as TELL enhanced in many aspects such as vocabulary enhancement, motivation in learning English and learning feedback from their peers.

### Discussion

The results obtained from the post – test can be concluded that the students in the experimental group performed better than the control group after the intervention even though the pre – test result showed that the control group achieved better test score than the experimental group. This may be because students had a chance to exercise their self – awareness. In other words, they had a chance to perform as if they were a job seeker who would like to apply for a job and tried to respond to the requirements since the task assigned offers them to choose which position they would like to apply in the future and how they can respond to that. They are required to look into their strengths and weaknesses in accordance with the desired position. In addition, this encourages them to activate their task knowledge. These findings showed that students applied their metacognition to accomplish the task. These findings aligned with Vacca, Vacca and Gove (1995) who indicated that the metacognition assists students to realize what to do when they fail to comprehend what they read, so it is a key that activates their understanding.

Not only did students administer metacognition to finish their assignment, but they also learned while feedbacks were given from both their peers and teachers during formative assessment. This opens an opportunity for them to be aware of what they had done wrong and learned from not repeating the same mistake. The above – mentioned findings correspond with



Kendra (2019) who emphasizes the applications of ZPD (Zone of Proximal Development) in the classroom where students are in the learning zone. They took advantages from the feedback from their friends, sought for consultation and eventually acquired additional knowledge.

The results from the questionnaire revealed that most students believed that TELL embedded with TBLT assisted them to comprehend the lesson better. Since the benefit of technology may facilitate to learn the language, they could expose themselves with different platforms in which each technology serves different functions. The task allows them to negotiate with their friends and even listen to the feedbacks. This concept corresponds with the study of Annamalai (2019) who applied the use of Web 2.0 tools for student to apply them to teach their peer grammar. The result yields the similar result that students had a chance to take the benefit of several technology enhanced platforms to come up with the final presentation. TELL also enhances English learning because most students enjoy the lesson more and it also encourages them to apply to use some of the applications to learn English such as listening to the native speakers who talk and arrange their ideas by creating the picture to promote better vocabulary retention.

### **Implication and conclusion**

In recent years, the use of technology has been influenced in education, especially in integration with teaching. The findings of this study suggest that TELL works well with the existing teaching approach. It enhances students to engage more while they try to complete the tasks because it helps them to stay focused on the given task. Moreover, TELL opens teachers' perspectives to adapt using the technology? as a tool to promote learning environment. It works ideally as a moderator that makes the classroom more colorful because students can learn to be creative when they have to work on TELL which has function to express their imagination through many kinds of TELL. Moreover, TELL provides opportunity for students to communicate more. They learn to negotiate in meaning not limited only in the classroom, but they can benefit using the synchronous and asynchronous tools to seek for additional advice available at their fingertip.

Learning from authentic materials draws attention to students to be aware of the tasks. They pay attention more since they realize that this is something they will encounter in the future, so students contribute to the task more seriously. In addition, they discuss and share their existing knowledge with friends. The reason that the students tend to communicate among each other more

may be because they do not have a chance to ask with their friends' opinions before. It is evident that students exchanged feedbacks among each other during performing the task. Moreover, by immersing them with the authentic task, TELL acts as a facilitator and connector among students that encourage collaborative learning and assist them to accomplish their task in a more creative and enjoyable environment.

In conclusion, the findings of the study indicate that the use of TELL embedded with TBLT is effective to integrate with the teaching approach and it also works very well when the real situation is introduced in a classroom setting because it raises students' engagement and awareness. In addition, the results from the questionnaire and the semi – structure interview yield the same positive outcomes that can support the use of TELL is practical and promotes English learning.

The limitation of this study is that the duration of the course is relatively short and there are still in some areas needed to cover in an English for job application course which involves writing a resume as well as an application letter. There are of course some other applications that could be implemented to improve students' reading ability or promote English learning. Therefore, there are still some areas for further study to use different types of TELL to be included or implemented with other teaching approaches apart from TBLT.

#### **Factors affecting success in implementation and the strategies implemented**

Even though the researchers have conducted the research with full caution. There are also some unexpected situations that need to be aware of. The access to the Internet seems to be one of the concerns because not all students have full Internet service and stay connected to work on an online application. Some even do not possess a mobile device that is compatible to use with certain applications. Therefore, they are obligated to use the Internet only in the university vicinity. To deal with this issue, researchers allow them to submit their mind mapping task by drawing their own and provide advice to use computers that are available in the library to achieve their final task. Students are pleased with the solution recommended and able to get their assignment finished on time.



### Ethical consideration

To be aware of the ethical issues, all participants are well informed that they are part of this research and they have their right to withdraw from this research at any time. Their identities and important information are well kept and are not exposed to the public.

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