ผลของการใช้บทเรียนคอมพิวเตอร์ช่วยสอนภาษาและการจัดการเรียนรู้
แบบเน้นภาระงานเพื่อพัฒนาความสามารถในการเขียนภาษาอังกฤษ
ของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง
Effects of Implementing Integrated Computer-Assisted Language
Learning and Task-Based Learning Activities to Improve
Vocational Students' English Writing

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บทคัดย่อ

     การวิจัยในครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการใช้บทเรียนคอมพิวเตอร์ช่วยสอน
ภาษาและการจัดการเรียนรู้แบบเน้นภาระงานที่มีต่อความสามารถในการเขียนภาษาอังกฤษ
ของนักศึกษาระดับประกาศนียบัตรวิชาชีพชั้นสูง และ 2) ศึกษาความพึงพอใจของนักศึกษาที่มีต่อ
การเรียนภาษาอังกฤษผ่านการใช้บทเรียนคอมพิวเตอร์ช่วยสอนภาษาและการจัดการเรียนรู้แบบเน้น
ภาระงาน ประชากรคือ นักศึกษาชั้นปีที่ 1 ระดับประกาศนียบัตรวิชาชีพชั้นสูง สาขาการจัดการทั่วไป
ของวิทยาลัยพณิชยการแห่งหนึ่งในจังหวัดนครราชสีมา จำนวน 42 คน กลุ่มตัวอย่าง คือ นักศึกษา
ชั้นปีที่ 1 ระดับประกาศนียบัตรวิชาชีพชั้นสูง สาขาวิชาการจัดการทั่วไป จำนวน 22 คน โดยใช้วิธีการ
สุ่มแบบแบ่งกลุ่ม เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย แผนการสอน แบบทดสอบความสามารถ
ในการเขียนภาษาอังกฤษ และแบบสอบถามความพึงพอใจของนักศึกษา สถิติที่ใช้ในการวิเคราะห์
ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าที t-test

     ผลการวิจัยพบว่า คะแนนเฉลี่ยความสามารถในการเขียนภาษาอังกฤษของนักศึกษา
หลังเรียน สูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 นอกจากนี้ นักศึกษามีความพึงพอใจ
ในระดับมากที่สุด ซึ่งแสดงให้เห็นว่าการใช้บทเรียนคอมพิวเตอร์ช่วยสอนภาษาและการจัดการเรียนรู้
แบบเน้นภาระงาน สามารถพัฒนาความสามารถในการเขียนภาษาอังกฤษของนักศึกษาได้

คำสำคัญ: บทเรียนคอมพิวเตอร์ช่วยสอนภาษา การจัดการเรียนรู้แบบเน้นภาระงาน

          ความสามารถในการเขียนภาษาอังกฤษ ความพึงพอใจของนักเรียน การศึกษาสายอาชีพ

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ABSTRACT

The objectives of this study were to examine: 1) the effects of integrated computer-assisted language learning and task-based learning activities on the English writing ability of high vocational certificate students, and 2) students' satisfaction with learning English through these integrated activities. The population consisted of 42 first-year high vocational certificate students majoring in General Management at a commercial college in Nakhon Ratchasima province. The sample included 22 first-year high vocational certificate students majoring in General Management, selected using the cluster sampling method. The research instruments were lesson plans, an English writing ability test, and a satisfaction questionnaire. Mean scores ($\overline{X}$), standard deviation (S.D.), and t-test were utilized to analyze the data.

The results revealed that the mean score of students' English writing ability in the post-test was significantly higher than in the pre-test at the .05 level. Additionally, the students expressed the highest level of satisfaction with learning English through integrated computer-assisted language learning and task-based learning activities. This indicates that using these integrated learning activities can improve students' English writing ability.

Keywords: Computer-assisted language learning, Task-based learning,

English writing ability, Student satisfaction, Vocational education

Introduction

English language has been a vital instrument for international communication. It has been widely used in international trades, diplomacy, entertainment, telecommunications, and scientific publications including publishing newspapers or other books (Rao, 2019, p. 66). It is used to develop a better career path and further studies for non-native English learners. In Thailand, English language is a compulsory course in every level of education. The Ministry of Education has emphasized on developing students' English communication abilities in listening, speaking, reading and writing. Vocational students are expected to have effective English ability for their study and future career. They should be able to apply knowledge and skills to work and perform various tasks of the career (Vocational Education Commission, 2020). Writing

ability is very important for international communication. It is utilized for international correspondence among people from different countries around the world (Nasser, 2016, pp. 193-194). English writing affects learners' ability to learn and communicate for various purposes. It influences the process of English learning (Ali, 2022, pp. 158-159). However, many ESL/EFL students have difficulty in their English writing ability.

Many studies showed that non-native English students had difficulty in English writing. First, Fareed, Ashraf and Bilal (2016) found that non-native English undergraduate students had inadequate knowledge about appropriate vocabulary, organizing writing, and grammar, transitional and cohesive devices which affected development of English writing ability. Next, Seensanworn (2017) found that English writing was one of the most difficult English ability for non-English major students in a Thai university. They struggled with managing content and idea, pattern and the development of language use. Moreover, Siregar, Sari, Sudjoko and Yundayani (2022) discovered that Thai vocational students had difficulty in using grammar and structure, generating and developing idea, composing text's generic structure and writing process. Similarly, vocational students majoring in General Management at a vocational college in Pakchong had difficulty in English writing ability. To explain this, they were not able to compose effective sentences, lacked vocabulary and appropriate language use of the writing tasks.

Nowadays, technology has been an indispensable instruments of instruction in English classrooms. For instance, many students learn and practice language through computer program as it provides the students with instant feedback, wide range of learning resources, and joyful activities to enhance language learning. Computer-assisted language learning (CALL) is a technology that is designed for language learning (Chapelle, 2010). It is a process when a learner uses computer to improve his or her language (Beatty, 2010, p. 7). Hani (2014) stated that CALL provokes practical classroom activities affecting the improvement of four English skills; listening, speaking, reading and writing, and it promotes students' learning engagement. It also accelerates students' understanding through joyful classroom (Asrifan, Zita, Vargheese, Syamsu & Amir, 2020). Many studies were proving the advantages of implementing CALL to enhance students' English writing ability. Firstly, Jafarian, Soori and Kafipour (2012) found that the immediate feedback of CALL contributed to the development of students'

English writing in accuracy of their composition such as adjective-noun agreement, verb forms and subject-verb agreement. Secondly, Zaini and Mazdayasa (2014) found that CALL provided immediate useful feedback and helped students revise their writing work. With these advantages, the students' English writing was improved in terms of grammar, word choice, and organization. In addition, Ghufron and Nurdianingsih (2021) integrated flipped classrooms with computer-assisted language learning to improve students' writing and found that it promoted students' active learning, their responsibility, and peer collaboration which led to writing improvement. Although CALL has various advantages for language learning, there are some constraints to be considered. For example, individual learning from CALL reduced the opportunity of interaction between teachers and students (Dina & Ciornei, 2013). This led to isolation of learning and it reduced the psycho-social context while students were learning.

According to the limitation of CALL, task-based learning was utilized to enhance learner learning as its characteristics encompass collaborative and communicative learning. Task-based learning is a learning approach that encourages students to complete meaningful tasks by using the target language (Willis, 1996A, pp. 52-56). It is a work plan that urges learners to practically use language to accomplish the ultimate goal of the task (Ellis, 2003, p.16). Edwards and Willis (2005, p. 3) explained that tasks are characterized as practices of communicative purposes rather than practices of linguistic forms. The students are expected to share their achievements after finishing the tasks with other classmates. Meanwhile, general language activities encourage students to practice linguistic forms of the language. There are three teaching phases of task-based learning (Willis, 1996B): pre-task, task cycle, and focus on form. Firstly, the pre-task prepares students for doing the main task by providing the students with language forms and knowledge needed for doing the main task. Secondly, the task cycle encourages students to do the main task through using target language. It consists of task, planning and report. To explain this, the students do the main task in the task cycle and share problems that they have found. Finally, the focus on form allows students to review language forms and vocabulary with the teacher and practice language use through activities. Task-based learning has made important pedagogical implications to language teaching and learning. It encourages students to interact

naturally and the language will be understood as a communicative tool rather than specific linguistic goals (Riska, 2021). It also increases students' participation, provides context to speak, eases anxiety, and promotes enjoyment (Bao & Du, 2015). These advantages enable students to acquire communicative language while performing the tasks. Yundayani and Ardiasih (2021) found that task-based learning materials were suitable for fostering learning desire to write and it boosted learners' enthusiasm and learning engagement. However, a teacher requires much time to clarify a task in the pre-task phase of task-based learning. So, the teacher had limited time in this process which affected students' time to learn (Sholeh, 2020).

In conclusion, various studies revealed the effectiveness of CALL and task-based learning on English writing ability. To explain this, CALL provides wider resources, useful teaching features, and interesting activities for the students to learn language; moreover, task-based learning focuses on communicative purpose in language learning (Robinson, 2011). Integration of CALL and task-based learning activities could improve students' English writing ability through authentic learning resources and a collaborative learning environment. Even though studies are showing the benefits of CALL and task-based learning, few research studies are focusing on the integration of CALL and task-based learning activities with high vocational certificate students' English writing ability. Hence, this study aimed to ascertain the effects of integrated computer-assisted language learning and task-based learning activities on vocational students' English writing ability.

Research Objectives

1. To examine the effects of integrated computer-assisted language learning and task-based learning activities on English writing ability of first-year high vocational certificate students.

2. To examine students' satisfaction towards learning English through integrated computer-assisted language learning and task-based learning activities.

Significance of the Research

1. The findings can provide a teaching model which uses integrated computer-assisted language learning and task-based learning activities to promote vocational students' English writing ability.

2. Teachers can apply the integrated computer-assisted language learning and task-based learning activities in English writing classes.

3. The findings can be useful for English teachers to implement writing activities for their students.

Conceptual Framework

This study was pre-experimental design; one group pre-test and post-test design. It aimed to examine the effects of implementing integrated computer-assisted language learning and task-based learning activities on vocational students' English writing ability. Also, this study aimed to examine students' satisfaction towards learning English through integrated computer-assisted language learning and task-based learning activities. It was expected that integrated computer-assisted language learning and task-based learning activities would effectively promote students' English writing ability. The independent variable was teaching English through integrated computer-assisted language learning and task-based learning activities. The dependent variables were students' English writing ability and their satisfaction towards learning English through integrated computer-assisted language learning and task-based learning activities. The conceptual framework of this study was based on computer-assisted language learning that integrated with task-based learning framework (Willis, 1996B).

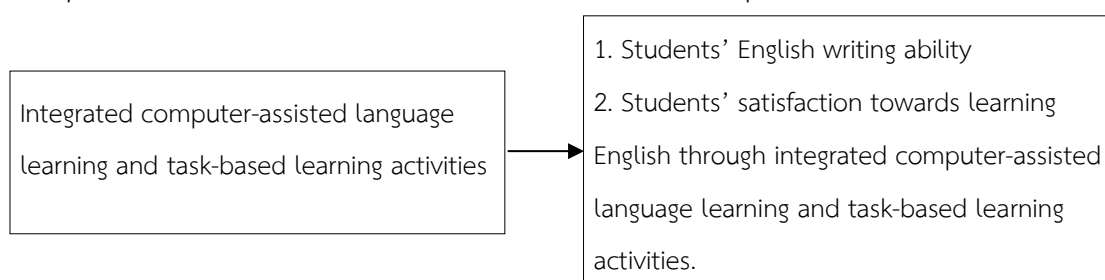Independent variable   Dependent variables

Integrated computer-assisted language learning and task-based learning activities	→	1. Students' English writing ability 2. Students' satisfaction towards learning English through integrated computer-assisted language learning and task-based learning activities.

Figure 1 Conceptual framework

Research Methodology

1. Population and samples

The population of the present study was 42 first-year high vocational certificate students majoring in General Management in the second semester of the academic year 2022 at a vocational college. The population was arranged using mixed ability classes. The samples were 22 first-year high vocational certificate students majoring in General Management who studied English for Service Business in the second semester of the academic year 2022 at a vocational college in Pakchong, Nakhon Ratchasima province. In this study, the samples were selected by using the cluster-random sampling method.

2. Instrumentation

2.1 The instrument used for research procedures was lesson plans which were designed according to task-based learning adapted from Willis (1996B) and integrated with computer-assisted language learning activities. The lesson plans consisted of four topics; 1) Describing characteristics of service business 2) Giving information of service business 3) Dealing with customer's request, and 4) Conducting a job interview. These topics were designed based on content and learning objectives of English for Service Business course. The whole lesson plans lasted totally 12 hours.

The teaching steps were based on the task-based learning adapted from Willis's framework (1996). The framework presents explicit and coherent orders of learning activities with integrated-four skills of language. The three phases of task-based learning were implemented as follows:

2.1.1 Pre-task: this phase aimed to promote learning acquisition of the students so that they were ready to perform the main task. Firstly, the students were introduced to the topic and language patterns through Google Classroom. Next, the students worked in groups on exercises relying on vocabulary and writing patterns to prepare themselves for the main task.

2.1.2 Task cycle: in this phase students performed the main task and reported what they had done. The students worked in groups to do the main task. Important vocabulary, examples of writing, and useful websites were provided in Google Classroom so that the students could access and apply the knowledge from

those materials to perform the main task. After that, the students prepared to report problems and interesting issues that they had noticed while performing the task. At the end of this phase, the students presented what they encountered while performing the task.

2.1.3 Focus on form: in this phase the students reviewed what they had learned from the main task. The students worked in groups to review language forms of the previous writing task. Then, they practiced the language use through assignment provided in Google Classroom.

2.2 The instruments used for data collection were an English writing ability test and a satisfaction questionnaire. The English writing ability test consisted of one part relying on writing a business email. It aimed to assess students' English writing ability in the following aspects: 1) language use, 2) capitalization and punctuation, 3) grammar and spelling, 4) length, and 5) salutation and closing (Brown, 2017). The experts' evaluation on the English writing ability test was 4.00. Two-rater reliability was analyzed using Pearson Product-Moment correlation. The reliability between the two raters was 0.74. The questionnaire was used to examine students' satisfaction with learning English through integrated computer-assisted language learning and task-based learning activities. There were two parts: closed-ended and open-ended questions. The variability of the questionnaire was 4.00.

3. Data collection

The data were collected in the second semester of the academic year 2022. The students completed pre-tests before learning English through integrated computer-assisted language learning and task-based learning activities. After that, they learned English through four lesson plans constructed by using integrated computer-assisted language learning and task-based learning activities. At the end of the lessons, the students completed post-tests to assess their English writing ability and completed the satisfaction questionnaire to examine their satisfaction with learning English through integrated computer-assisted language learning and task-based learning activities.

4. Data analysis

The data from the English writing ability pre-tests and post-test were analyzed by using mean ($\overline{X}$) and standard deviations (S.D.). Then, the obtained data were analyzed for normality by using Kolmogorov-Smimov (K-S) test. Next, the data gained were analyzed by using t-test for the dependent samples. The data from the satisfaction questionnaire were analyzed using mean ($\overline{X}$) and standard deviations (S.D.) and the data from open-ended part was analyzed using content analysis.

5. Research results

The results of effects of integrated computer-assisted language learning and task-based learning activities on students' English writing ability are shown in Table 1 and Table 2.

Table 1 The students' pre-test and post-test scores on English writing ability before and after learning English through integrated computer-assisted language learning and task-based learning activities.

Students No.	Pre-test (Score 20)	Post-test (Score 20)
1	10	11
2	10	17
3	7	11
4	7	12
5	9	13
6	10	12
7	8	16
8	12	13
9	12	14
10	10	13
11	12	14
12	9	16
13	8	15

Table 1 (Cont.)

Students No.	Pre-test (Score 20)	Post-test (Score 20)
14	9	14
15	8	12
16	10	13
17	9	9
18	9	18
19	10	16
20	8	11
21	12	11
22	11	13
($\overline{X}$)	9.55	13.36
(S.D.)	1.57	2.26

According to the Table 1, it can be seen that before the students learned English through integrated computer-assisted language learning and task-based learning activities, the highest pre-test score of English writing ability pre-test was 12 marks while the lowest one was 7 marks. After that, the highest post-test score of English writing ability post-test was 18 marks while the lowest one was 9 marks. The most sample students obtained higher scores in the post-test than pre-test.

Table 2 Comparison of mean score of English ability tests from the students

English writing ability test	Total mean score ($\overline{X}$)	S.D.	t	Sig
Pre-test	9.55	1.57	6.67*	0.00
Post-test	13.36	2.26		

* $p < .05$

In reference to Table 2, the English writing ability of students after learning English through integrated computer-assisted language learning and task-based learning activities was higher than that before the experiment at a significant level of .05. It indicates that students' English writing ability improved after learning English through integrated computer-assisted language learning and task-based learning activities.

Table 3 The students' satisfaction towards learning English through integrated computer-assisted language learning and task-based learning activities

Perspective	($\overline{X}$)	S.D.	Meaning
1. Satisfaction on learner's improvement	4.53	0.06	Highest
2. Satisfaction on the implementation of the constructed lesson plans	4.51	0.04	Highest
3. Satisfaction on application for future	4.55	0.07	Highest
Total	4.53	0.01	Highest

As shown in Table 2, firstly, the results revealed that the third category, "satisfaction on application for future" had the highest average mean score at a high satisfaction level ($\overline{X}$ = 4.55, S.D. = 0.07). Secondly, it was followed by "satisfaction on learners' improvement" ($\overline{X}$ = 4.53, S.D. = 0.06). Lastly, it was "satisfaction on the implementation of the constructed lesson plans" ($\overline{X}$ = 4.51, S.D. = 0.04). In conclusion, all three categories had the average mean score at a highest satisfaction level.

According to the open-ended part of the satisfaction questionnaire, there was one students who suggested that he would like to actively participate in more different and exciting activities.

Conclusion

The findings of this study revealed that the mean scores of students' English writing ability from the post-test was significantly higher than that of the pre-test at .05 level. Additionally, the students' satisfaction towards learning English through

integrated computer-assisted language learning and task-based learning activities was at a highest level.

Discussions

According to the results of this study, integrated computer-assisted language learning and task-based learning activities showed positive effects on students' English writing ability. There were reasons proving that integrated computer-assisted language learning and task-based learning activities positively affected students' English writing ability which are discussed below.

Firstly, integrated computer-assisted language learning and task-based learning activities allowed students to practice writing through well-organized series of writing tasks. The students learned language forms and how to organize idea through the writing tasks, and they practiced writing in teaching platform. When they performed the main task in their groups, they applied what they had learned from the pre-task phase. Moreover, interesting activities and instant feedback were significant reinforcement leading students to concentrate on writing. With these reasons, integrated computer-assisted language learning and task-based learning activities encouraged them to focus on writing and ensured their effort efficiently. This is similar to Kafipour, Mahmoudi, and Khojasteh's study (2018) indicating that implementation of task-based instruction was effective on students' English writing in terms of sentence mechanics, language use, vocabulary and organization of idea. Additionally, it is in line with the study of Hani (2014) showing that CALL encouraged students' involvement in class and integrated four skills; listening, speaking, reading, and writing.

Secondly, integrated computer-assisted language learning and task-based learning activities engaged students in collaborative writing. Since the students had to collaborate with their friends while doing the tasks, they helped each other to perform and accomplish the tasks. Additionally, working with the same-aged person reduced stress in terms of exchanging ideas and making language mistakes. This promoted friendly atmosphere in the classroom so the students gradually improved English writing ability. This is similar to the study of Yundayani and Ardiasih (2021)

which revealed that task-based instruction fostered a desire to learn, activated students, and encouraged their engagement in the learning process. Additionally, the students were encouraged to interact with others which promoted cooperative learning of the students. This proved Riska's explanation (2021) stating that task-based learning encouraged students to interact naturally. In this study, computer-assisted language learning was utilized for the sake of functional learning features, interesting learning and opportunity to access a variety of learning resources. Meanwhile, task-based learning provoked the students' authentic interaction through a series of meaningful tasks. Integrating these two approaches provided the students with learning reinforcement, real-world communication, and opportunity to explore authentic writing tasks which significantly affected improvement of their English writing ability.

Next, the results of of the study showed that students had positive satisfaction towards learning English through integrated computer-assisted language learning and task-based learning activities. This is similar to the study of Intasuk, Thienpermpool, Torut, and Sukamolson (2021) who used North Thai cultural content and a task-based approach to teach students communicative reading-writing. The results showed that the students were satisfied towards implementing task-based learning in the classroom.

In conclusion, teaching English through integrated computer-assisted language learning and task-based learning activities promotes English writing ability. This proves that integrated computer-assisted language learning and task-based learning activities can be implemented in teaching English writing since it increases students' engagement in writing tasks both individually and collaboratively. Besides, the students had positive satisfaction towards learning English through integrated computer-assisted language learning and task-based learning activities. Collaborative learning environment encourages students to help each other to accomplish tasks and practice writing. These all help the students to learn and improve their English writing ability.

Recommendations

Recommendations for instruction and further studies are identified as follows:

1. Recommendations for instruction

1.1 Teachers should encourage students to engage in CALL activities since using CALL provides students with chances to access to irrelevant websites.

1.2 Teachers should effectively manage time in TBI lessons since task-based learning and teaching require much time to accomplish three phases.

2. Recommendations for further study

2.1 Further studies should be conducted with longer period and larger sample group to find out different effects of integrated computer-assisted language learning and task-based learning activities.

2.2 Further studies should be conducted to investigate effects of integrated computer-assisted language learning and task-based learning activities on other three English abilities; listening, reading or speaking to see if it works with the other abilities.

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