

Vlog for Fluency: A Qualitative Case Study of Chinese Students' Motivation in Task-Based English Speaking

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Abstract—This study explored the use of vlog task-based language teaching (TBLT) in enhancing English speaking skills. It was guided by Dornyei's (1994) three-level model, specifically the language level, the learner level and the learning situation level. The qualitative case study data were collected through interviews and students' scores in English speaking skills. The language level demonstrated a strong integrative and instrumental motivation. The learner-level findings were related to students' confidence and achievement. At the learning situation level, results indicated learners' interest in the course, teachers' teaching style or personal traits. The components related to goal orientation, norm and reward as well as the classroom goal structure were not evident in the findings. The study found important considerations and implications for educators due to the lack of norms, reward systems, and goal orientation in the motivation of these students in the vlog TBLT for English.

Index Terms—listening skills, Vlog, motivation, technology, English language

I. INTRODUCTION

English is considered a global language due to its role as the primary means of international communication. It is increasingly recognised as the default language for global communication and holds a dominant position in many countries (House, 2018). It has been estimated that only one-fourth of English speakers are native, while the others are non-native speakers (Zhao et al., 2021). Therefore, non-native English speakers constitute the majority in the global use of English.

The importance of English as a lingua franca is emphasized by countries like China and Japan in the context of globalization (Alam, 2023; Baker, 2021). In China, the focus on English education as a second language has grown, particularly with the rise in international students (Tsui & Cheng, 2022). Students in China are required to begin English classes in the 3rd grade in primary school for 13 years, traditionally emphasis on vocabulary and grammar (Chen et al., 2022).

As English turns into the global language, more and more teachers and students hold that new ways of teaching English should be utilized instead of examination-oriented ones to cultivate Chinese EFL learners' English communication abilities (Pan & Block, 2011). With an emphasis on communication skills rather than rote learning and information transmission, there is a need to change the traditional ways of teaching English. To improve students' communication skills, task-based teaching methods are recommended rather than the conventional grammar- and vocabulary-centric ones (Bryfonski & McKay, 2019; Lee, 2002). Task-based learning (TBL), which emphasises communication, has gained popularity worldwide, especially among educators adopting a learner-centred approach (Ellis et al., 2020; Liu & Ren, 2021). TBL focuses on completing tasks to understand the target language. TBL goes beyond just learning language structure and function (Liu & Ren, 2021). Task-based learning and teaching (TBLT) have evolved from Communicative

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Language Teaching, emphasizing creating a purpose for language use and fostering real communication in the classroom (Bryfonski & McKay, 2019).

The current study investigated how vlog TBLT, which incorporates technological innovations into the English learning environment, affected the motivation and experience of Chinese high school students to improve their English-speaking abilities. Speaking is a critical skill for language learning (Rao, 2019). However, in traditional Chinese classrooms that prioritize vocabulary and grammar, speaking is often neglected (Zhang, 2021). Students are not motivated to practice speaking as a result, which could result in a lack of confidence and anxiety when speaking in English (Liu & Hong, 2021). English proficiency tests the IELTS assesses multiple skills, including correctness, lexical resource, coherence, accuracy, fluency, and pronunciation (Souzandehfar, 2024). However, compared to other portions, students typically receive a lower IELTS score in speaking one (Ma & Chong, 2022). It's possible that traditional classroom techniques won't sufficiently address these problems, which emphasizes the necessity for creative solutions to improve English speaking fluency and accuracy.

This study also can guide online task-based learning during times of isolation or tragic situations in the future. Although students may feel less motivated in online learning due to the lack of face-to-face communication, task-based learning plays a crucial role in encouraging active participation through task completion. This research aims to provide insights into the use of vlogs in English language learning, empowering teachers to adopt innovative pedagogical practices that enhance student motivation.

The research questions for this study are:

What are the English-speaking scores before and after the vlog task-based learning?

How does the vlog TBLT motivate Chinese high school students to improve their English-speaking skills?

II. LITERATURE REVIEW

The following section illustrates the Dörnyei Motivational Theory that guides the study.

Dörnyei Motivational Theory

In Second English learning, motivation has always been highly valued. Gardner defines motivation as “the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language.” Motivation is the effort learners are willing to put in, driven by the need or desire to learn the language (Wen et al., 2021). Both intrinsic desire and external effort are emphasized in second language learning. In China, students' motivation to learn English can be divided into five main types: interest, achievement, learning context, going abroad, or information media (Zhang & Shao, 2021). Students' interests are also tied to instrumental factors, such as passing English examinations to earn a degree or adapting to a new language.

Dörnyei (1994) introduced a three-level motivational model, consisting of the language level, the learner level and the learning situation level. This study adopts Dörnyei's (1994) three-level model (see Table 1). The language level includes instrumental and motivational subsystems related to the usefulness of this language or the culture in which the language is emphasized. The second level of the L2 motivation construct is the learner level, which involves different aspects of personality characteristics. Dörnyei's theory also emphasizes individual learner differences and their influence on motivation. Personality traits, self-concept, and learner beliefs are essential factors at the learner level. Among all, the need for achievement and self-confidence are the most influential factors. Students in this study aim to pass the IELTS test and improve their speaking ability so that they can get accustomed to their foreign lives in the future. However, students may have language anxiety, which could affect self-confidence and motivation to participate in tasks. It is unknown whether their anxiety will hinder their class participation or acceptance of the TBLT.

The third level of L2 motivation construct is the Learning Situation Level, which can be boiled down to three components: course-specific motivational components, teacher-specific motivational components, and group-specific motivational components. At this level, the teaching method and the learning tasks are essential in influencing students' motivation. In this study, the learning task is making vlog projects. Through modelling, task presentation, and teacher feedback, students are expected to demonstrate higher motivation in language learning. Also, the interview questions in this research are based on Dörnyei's three-level model, which has items concerning their interest, expectancy, and group cohesion as illustrated in Table 1.

TABLE 1
DÓRNYEI MOTIVATIONAL THEORY LEVELS OF MOTIVATION

Motivation Levels	Components
Language Level	Integrative Motivation Instrumental Motivation
Leamer Level	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Casual Attributions * Self-Efficacy
Learning Situation Level	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Drive Authority Type Direct Socialization of Motivation * Modelling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

III. METHODOLOGY

A. Research Design

This study employed a qualitative case study design (Creswell & Clark, 2017). A case study is a detailed and in-depth analysis of a particular individual, group, event, or situation. It is a research method that involves an intensive investigation of a subject within its real-life context. The interviews provided qualitative data related to students' motivation.

B. Participants

The study involved high school students aged 15-16 years from the Chinese International School in Guangzhou City, Guangdong Province, China, who are proficient in using mobile phones and laptops for learning tasks and are familiar with technology-supported instructional design in English classes. Chinese is their first language. Participants must have received English and computer skills education for a minimum of six years in Chinese schools. Using purposive and convenience sampling, six intermediate EFL learners (3 males and 3 females) enrolled in the IELTS training course were selected as participants, ensuring diversity in backgrounds to achieve a representative sample. The participants were chosen from the same school where the researcher works as an English teacher, using convenience sampling. None of the participants had prior experience in creating and editing vlogs before the study (Taquette & Borges, 2022).

C. Research Procedure

The TBLT vlog project was carried out for eight weeks and was divided into three cycles, each lasting two weeks, with a 60-minute class each week. The tasks included introducing an object that students found beautiful and describing a new house, both of which were related to their lives and IELTS speaking tests. The aim was for students to use appropriate language to describe the objects, and their performance would be assessed based on fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation, following IELTS speaking criteria. Students were expected to speak at length without losing coherence and use a variety of connectives and discourse markers effectively. They should also use vocabulary flexibly to discuss different topics and use complex structures with some flexibility. In the first week, following the Social Constructivism theory, students were supported in discussing and creating vlogs with their classmates. Celebrity vlogs on related topics were shown to help students acquire target language and skills. Students then created their vlogs using video-editing applications and shared them on platforms like YouTube, Facebook, or other social media.

In the second week, the focus shifted to describing an object. Students made vlogs introducing objects they found beautiful, detailing where they saw them, how they were made, what they represented, and why they found them beautiful. Instruction on relevant sentences and phrases was provided, and the process of making vlogs was demonstrated. Students watched related vlogs, discussed their projects, recorded and edited their videos, and uploaded them. They spent the next week watching and commenting on their peers' vlogs, completing the first video in two weeks and the second video over the next four weeks. The second project involved describing an important animal in China. Instructions covered where to find the animal, whether people liked it, and why it was important, with target phrases like "in the wild", "in captivity", "raise awareness", and "crackdown on". Students planned and edited their vlogs collaboratively.

The third project was about describing a new sport that would benefit their health. Students described what they wanted to do, when, and why the sport was good for their health. Pronunciation, fluency, lexical resources, and grammatical accuracy were emphasized, and students judged and uploaded their best performances. According to Social Learning Theory, students learn behaviour and language by observing others. They were encouraged to imitate broadcasters' pronunciation, vocabulary, and fluency, and it was suggested they watch model vlogs multiple times before creating their own. This approach aimed to help students learn how to present an ideal vlog. To avoid research bias, the researcher involved a colleague to conduct the study in a safe and comfortable environment, ensuring they fully understood the study.

D. Data Collection

The interview data was audio-recorded and transcribed verbatim for analysis. A semi-structured interview guide was developed to ensure the interview process. Each interview lasted approximately 40 minutes or until data saturation was reached. These open-ended questions focused on the motivation related to the vlog projects. Following the interview, the interviewer will thank the participants for their involvement. The interviews will be recorded and transcribed verbatim.

The analysis will use thematic analysis based on the Braun and Clarke model to identify patterns, themes, and categories within the data (Braun & Clarke, 2006; Clarke & Braun, 2017). Two independent coders will analyze the data, with a third coder available to resolve any discrepancies. Themes will be generated, summarized, interpreted, and discussed to draw meaningful conclusions about participants' motivations and experiences in English speaking skills through vlog-TBLT. Braun and Clarke's (2006) thematic analysis will be used to discover, analyze, interpret, and report on the interview data. The thematic analysis follows six steps: 1) Familiarizing with the data and transcribing all data; 2) Generating codes; 3) Classifying codes into themes; 4) Reviewing and refining themes; 5) Concisely defining and naming themes; 6) Producing a descriptive and analytical report on emerging themes.

IV. RESULTS AND DISCUSSION

Tables 2, 3 and 4 illustrate the scores for Tasks 1, 2 and 3. The letters F, L, G, and P refer to fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation.

TABLE 2
STUDENTS' AVERAGE ENGLISH-SPEAKING SCORES FOR INITIAL AND FINAL TASKS I (OBJECTS VLOGS)

Student ID	Initial Vlog Task					Final Vlog Task				
	F	L	G	P	Score (Av)	F	L	G	P	Score (Av)
S1	4.0	4.5	4.0	4.0	4.1	5.0	5.0	4.5	5.0	4.9
S2	4.5	4.0	4.5	4.5	4.4	5.0	5.0	5.0	5.0	5.0
S3	4.0	4.5	4.0	4.0	4.1	5.0	5.0	4.5	5.0	4.9
S4	4.5	4.0	4.5	4.0	4.3	5.5	5.0	5.0	5.5	5.3
S5	4.0	4.5	4.0	4.5	4.3	5.0	5.5	5.0	5.0	5.1
S6	4.5	4.0	4.5	4.0	4.3	5.0	5.0	5.0	5.0	5.0

Keys: ID=identity; F=; Fluency & Coherence; L= Lexical Resource; G= Grammatical Range & Accuracy; P= Pronunciation; Av: Average

TABLE 3
STUDENTS' AVERAGE ENGLISH-SPEAKING SCORES FOR INITIAL AND FINAL TASKS II (ANIMALS VLOGS)

Student ID	Initial Vlog Task					Final Vlog Task				
	F	L	G	P	Score (Av)	F	L	G	P	Score (Av)
S1	5.0	5.0	5.0	5.0	5.0	6.0	6.0	5.5	6.0	5.9
S2	5.5	5.0	5.5	5.0	5.3	6.0	6.0	6.0	6.0	6.0
S3	5.5	5.5	5.5	5.5	5.5	6.0	6.0	5.5	6.0	5.9
S4	5.5	5.0	5.5	5.0	5.3	6.0	6.0	6.0	6.0	6.0
S5	5.0	5.5	5.0	5.5	5.3	5.5	6.0	5.5	6.0	5.8
S6	5.5	5.0	5.5	5.0	5.3	6.0	6.0	6.0	6.0	6.0

Keys: ID=identity; F=; Fluency & Coherence; L= Lexical Resource; G= Grammatical Range & Accuracy; P= Pronunciation; Av: Average

TABLE 4
STUDENTS' AVERAGE ENGLISH-SPEAKING SCORES FOR INITIAL AND FINAL TASKS II (SPORTS VLOGS)

Student ID	Initial Vlog Task					Final Vlog Task				
	F	L	G	P	Score (Av)	F	L	G	P	Score (Av)
S1	6.0	6.5	6.0	6.5	6.3	7.0	7.0	6.5	7.0	6.9
S2	6.5	6.5	6.5	6.5	6.5	6.5	6.5	7.0	7.0	6.8
S3	6.5	6.5	6.5	6.5	6.5	7.0	7.0	6.5	6.5	6.8
S4	6.5	6.0	6.5	6.0	6.3	7.0	7.0	6.5	7.0	6.9
S5	6.0	6.5	6.0	6.5	6.3	7.0	7.0	6.5	7.0	6.9
S6	6.5	6.0	6.5	6.0	6.3	7.0	6.0	7.0	7.0	6.8

Keys: ID=identity; F=; Fluency & Coherence; L= Lexical Resource; G= Grammatical Range & Accuracy; P= Pronunciation; Av: Average

An analysis of students' average English-speaking scores for initial and final tasks across three vlog topics: objects, animals, and sports revealed that all students improved their scores over time. This demonstrates effective learning and

enhancement of their English-speaking skills. Initially, the scores for the Objects vlogs were the lowest, ranging from 4.1 to 4.4. However, by the final tasks, scores had significantly increased to between 4.9 and 5.3, indicating improved understanding and proficiency in this area through Vlog TBLT. Initial scores for the Animals vlogs were higher, ranging from 5.0 to 5.5, and they went on to reach nearly perfect scores in the latter tasks, from 5.8 to 6.0. This implies that students began with a reasonable level of comfort with the animal topic and ended up with near-excellent proficiency. The Sports vlogs started with the highest average scores, ranging from 6.3 to 6.5, and they got even better in the latter tasks, averaging between 6.8 and 6.9. This demonstrates that pupils continued to perform at a high level and made consistent progress in this subject, demonstrating great initial proficiency.

The data analysis on the second research question (How does the vlog TBLT motivate Chinese high school students to improve their English speaking skills?) is elaborated in the following.

A. Integrative Motivation

The research underscored the significance of integrative motivation (the aspiration to blend in and engage with the English-speaking society) in influencing students' involvement in vlog TBLT. Numerous students showcased strong integrative motivation, showing a keen interest in communicating proficiently with English speakers and assimilating into the English-speaking environment. This was evidenced through the students' statements as follows.

"...during the second round when discussing with my friends about animals. By doing so I found myself expressing my thoughts naturally." (Rachel)

"...so I think the group members are quite helpful in understanding the task." (Johnny)

"...so umm, I think during this whole process group members are like second tutors they help me when I come across difficulties." (Tina)

Therefore, students concluded "...Honestly speaking, I have seen an improvement in my English-speaking skills. Initially, I was struggling with descriptive words, but now my speech flows more naturally." (Rachel). Similarly, another participant highlighted that "...I believe my speaking skills have improved because I forced myself to express myself in English without translating from Chinese." (Johnny)

B. Instrumental Motivation

The focus group discussions also emphasized the significance of instrumental motivation (practical advantages like exams and career prospects) in influencing students' participation in vlog TBLT. Numerous students mentioned that their main drive was to enhance their communication skills in order to effectively communicate with English speakers and excel in exams. Students were also driven by practical benefits, such as excelling in exams and securing future career prospects. For example, "...I think Vlog TBLT will help me achieve a good score for English exams in speaking skills because it combines real-world application and consistent practice." (Granger). Another participant added "...I believe the ability to convey ideas without pausing to translate from my native language will be invaluable during English-speaking exams." (Johnny) and Rebecca highlighted that "...The experience of creating a Vlog about a sport and its impact on health prepared me for the English exams speaking section".

C. Learner Level

(a). Need for Achievement

Dörnyei's concept of learner motivation elaborates on learner motivation at the individual level. The results showed that the students' goals to produce high-quality vlogs resulted in noticeable improvements. Students demonstrated a strong desire for success, wanting to enhance their English-speaking abilities and produce vlogs of high standards. This determination was evident as they assessed their development and set goals for continuous improvement. These sentiments were evident in the statements provided by the students.

"...The iterative process of scripting, recording, and reviewing my vlogs allowed me to understand my weaknesses and strengths, which significantly increased my confidence." (Rebecca)

"...I learned to describe objects and share my thoughts in English, which was a big achievement for me." (Rachel)

"...By the third cycle, I felt a significant improvement in my ability to express complex thoughts in English." (Johnny)

"...The Vlog tasks pushed me to do my best, and seeing the progress in my English skills was very satisfying." (Tina)

(b). Self-Confidence

Dörnyei's theory of learner motivation at the individual level encompasses the importance of self-confidence. The findings revealed that students' ambition to meet high standards in their vlogs and the subsequent enhancements significantly enhanced their self-confidence. The act of producing vlogs greatly contributed to boosting students' self-assurance. Initially, many students faced language anxiety and a perception of low competence in their second language. Nevertheless, with consistent practice and positive feedback, their self-belief improved. This transformation is showcased in the statements made by the students.

"...Initially, I had to write it down in Chinese and translate it. After three videos, I could speak simple sentences without translating." (Rebecca)

"...Creating vlogs helped me gain confidence in speaking English without constantly thinking about translating." (Rachel)

“...The continuous practice and feedback from peers and teachers boosted my self-confidence significantly.” (Johnny)
 “...By the third vlog, I felt much more confident speaking English naturally and fluently.” (Granger)

D. Learning Situation Level

(a). Course-Specific Motivational Components

Interest, relevance, and satisfaction were key motivational components identified in the study. Students found the topics engaging and relevant to their lives, which kept them interested and satisfied with the learning process. Students found the vlog tasks interesting, relevant, and satisfying, which maintained their motivation. Students highlighted the relevance of the TBLT. When learners perceive the course content as directly applicable to their own lives, they are more likely to find value in the tasks and stay engaged. In this case, the vlog topics were evidently well-chosen to resonate with the students' everyday experiences, making the learning process more meaningful and personally significant. These were exemplified in the following statements by the students:

“...The idea of creating something and seeing it come to life in a video was exciting. It became more than just a language exercise.” (Barry)

“...The relevance of the vlog topics to our daily lives kept me motivated and interested.” (Rebecca)

Dörnyei's motivational framework highlights the concept of expectancy, which revolves around learners' beliefs in their ability to succeed in specific tasks. Expectancy is a crucial determinant of motivation, as it influences the amount of effort learners are willing to invest and their persistence in the face of challenges.

“...My confidence grew as I saw the improvements in my speaking skills through the vlogs.” (Barry)

“...As I was creating vlogs on topics I became more passionate about the learning process it made my learning more engaging and relevant.” (Rachel)

Participants highlighted the significance of incorporating real-world topics in vlogs to create a more meaningful and engaging learning experience. When students see how the course content relates to real-life situations or current events, they are more likely to stay engaged, motivated and interested in learning. For example,

“...Discussing real-world topics in the vlogs made the learning experience more interesting and applicable.” (Johnny)

“...The interesting and relevant topics of the vlogs made the learning process enjoyable and engaging.” (Tina)

(b). Teacher-Specific Motivational Components

The sense of support from peers, along with constructive feedback from teachers, was crucial in maintaining students' motivation. Dörnyei emphasizes the role of teacher support in language learning. The role of the teacher was crucial in motivating students. Teachers provided affiliative drive, appropriate authority, and direct socialization of motivation through modelling, task presentation, and feedback. The term affiliative drive refers to the motivation stemming from the desire to establish and maintain positive relationships. For teachers, this means that their motivation can be significantly influenced by their interactions with students. These were exemplified in the following statements by the students:

“...The teacher's insights during the animal-themed vlogs helped me connect the subject with cultural aspects, adding depth to my content.” (Tina)

“...The continuous feedback and encouragement from our teacher were essential in keeping us motivated.” (Johnny)

The authority type within teacher-specific motivational components refers to the ways in which a teacher's perceived authority and leadership style can influence their motivation. This concept explores how different types of authority and the manner in which a teacher exercises control and leadership in the classroom can impact their motivational levels as well as those of their students. For example,

“...Our teacher's constructive criticism helped me understand where I was going wrong and how to improve.” (Granger)

“...The teacher's guidance was crucial in helping me refine my speaking skills and stay motivated.” (Rebecca)

1. Direct Socialization

Direct Socialization of Motivation can be discussed in three aspects mainly modelling, task presentation and feedback.

2. Modelling

A teacher models enthusiasm for the subject matter and demonstrates a growth mindset by tackling challenges with resilience and a positive attitude. Students are inspired to emulate the teacher's passion and work ethic. The findings revealed that the teacher guided the students in connecting the subject with cultural aspects and how to enhance their speaking skills. For example,

- “Recorded teachers' insights on how to connect the subject with the cultural aspect of China were helpful.” (Rachel)

- “Teachers always give us individual tuition to help improve our speaking skills.” (Johnny)

3. Task Presentation

Effective task presentation also emerged as a significant factor. Participants found the teacher's guidance on approaching the subject from various practical angles to be beneficial. Participants mentioned that the teacher's ideas for task execution enhanced her ability to express herself. The following excerpts demonstrate the idea of task presentation.

- “The teacher's guidance on how to approach the subject from various practical angles was helpful.” (Rachel-F)

- “Teacher's ideas for task execution enhance my ability to express myself.” (Tina-F)

4. Feedback

A teacher offers constructive and timely feedback that is specific, actionable, and focused on student improvement. They highlight both strengths and areas for growth, guiding students towards self-reflection and continuous progress in their learning journey. Feedback, both personalized and peer-based, played a vital role in the student's progress. Participants emphasized the importance of personalized feedback from the teacher and found that peer feedback helped them quickly correct mistakes. The following are the excerpts representing the idea of feedback.

“Personalized feedback from the teacher was instrumental in our progress.” (Rachel)

–“The peer’s feedback helped us quickly correct our mistakes.” (Granger)

(c). Group-Specific Motivational Components

Working together with classmates promoted goal setting, group unity, and a supportive classroom environment focused on common objectives. Group-specific motivational components can be discussed in four different aspects particularly goal-orientedness, norm and reward system, group cohesion and classroom goal structure. However, in this study, there were no excerpts that were related to goal-orientedness, norm and reward system and classroom goal structure. The experts only related to group cohesion. Group cohesion refers to the sense of unity, camaraderie, and solidarity among group members. When a group is cohesive, members are more likely to work together effectively towards common goals. For example,

- “Helping each other has made us friends and contributed to a happy learning experience.” (Rachel-F)

- “We always share in English and as we speak more, our progress naturally improves.” (Granger-F)

The findings support Dörnyei's theory, which highlights the significance of motivation in language learning, by demonstrating that the TBLT successfully increased students' motivation to advance their English-speaking abilities (1994). The results of the three tasks show that Vlog TBLT improves students' speaking abilities. The students' English-speaking abilities are trending upward, according to the data, and every student has improved in terms of fluency, lexical resources, grammatical range, and pronunciation. Students displayed integrative drive, as evidenced by their great desire to communicate well in English and to integrate and connect with the English-speaking community. This drive for learning a second language comes from a want to interact socially and establish connections with native speakers, or from a desire to engage and become part of the community. The findings are similar to the previous studies that highlighted that students who connect with peers and teachers can develop their English language skills (Akers & Jennings, 2015; Huang, 2016).

Exams and employment possibilities, among other tangible benefits, served as a major source of instrumental incentives. The term "instrumental motivation" describes how learning a second language can improve one's chances for employment, economic opportunities, and academic success, among other practical advantages. Acquiring status and power, getting access to scientific and technical knowledge, and fulfilling particular academic obligations, such as finishing a course or exam, are also included (Amoah & Yeboah, 2021; Dörnyei, 1994; Khorsheed, 2021). Exam preparation and future career chances were thought to benefit greatly from the practical parts of the video TBLT. According to several researchers, the model's iterative process of making, evaluating, and refining vlogs helped students perceive their progress and greatly increased their self-confidence (Dörnyei, 1994; van den Berg & de Villiers, 2021).

To motivate students, teacher-specific elements like ongoing feedback and encouragement were essential. Students were more motivated when they understood their strengths and opportunities for growth thanks to the teacher's insights and helpful feedback. Students' engagement and motivation were greatly aided by the teacher's ability to provide affiliative drive, suitable authority, and direct socialization of incentives (Csaba, 2018; Mauludin, 2021).

Group-specific components, including teamwork, promoted a positive learning environment. Students frequently exchanged ideas, offered feedback on one other's drafts, and supported one another while making vlogs. Students' sense of camaraderie and teamwork made learning more enjoyable and inspiring, emphasizing the importance of collaborative learning and group cohesiveness in language teaching (Ben Maad & Saadi, 2020; Zheng et al., 2023). Nevertheless, there are no results pertaining to goal-orientedness or the structure of classroom goals that would have impeded students' comprehension of appropriate behaviour, performance requirements, and peer relationships. Students' motivation and involvement with the learning tasks can be positively impacted by norms since they foster a sense of community and belonging among them. Consequently, the lack of norms in the study's conclusions points to a wasted chance to promote a helpful and cooperative learning environment in the classroom. Incentives, whether internal or external, can support engagement, strengthen desired behaviours, and increase students' feelings of achievement. Students might not have the motivation to fully engage with the vlog task-based language education approach if there isn't a clear reward mechanism in place.

V. CONCLUSION

The purpose of the exploratory case study aimed to examine the motivation and experiences of Chinese high school students adopting Task-Based Language Teaching (TBLT) to improve their English-speaking skills. The main emphasis is placed on how TBLT improves students' motivation and English-speaking skills, utilizing the theoretical frameworks of Dörnyei's (1994) motivation theory. The implementation of Vlog TBLT significantly impacted students' motivation to develop English language skills. This motivation was influenced by the language proficiency level, the level of the learner,

and the learning environment, as proposed by Dornyei's (1994) Motivational Theory. Students experienced significant enhancements in their proficiency in spoken English. The iterative process of producing, evaluating, and enhancing vlogs enabled them to constantly practice, resulting in enhanced fluency, vocabulary, and confidence.

Educators should incorporate vlog tasks into the language curriculum. Vlogs offer a captivating method for students to practice their speaking skills, bringing relevance and enjoyment to the learning process, making it relevant and enjoyable. Student engagement and language competence can both significantly improve with the use of vlogs and digital storytelling.

Teachers should consider the three levels of motivation- language level, learner level, and learning situational level, to help students understand their progress and identify areas for improvement. Constructive criticism and positive reinforcement are essential in boosting students' confidence and motivation.

Feedback is one of the most potent factors influencing learning and success. In order to create a collaborative learning environment, increase motivation, and create a pleasant learning environment for students, teachers should place a high priority on goal-orientedness and classroom goal structure. Students' involvement with the learning activities can be increased, desired behaviours can be reinforced, and incentives can be added by integrating a structured reward system into the teaching approach.

The study's potential disadvantage is its limited sample size of Chinese high school students. Furthermore, the study's focus on a specific demographic and context may limit the generalizability of the results to other educational settings or cultural contexts. Despite its limitations, this study's findings offer useful insights into the motivation and experience of Chinese high school students when they engage in Vlog TBLT.

The report also identifies various domains that require additional investigation. Longitudinal studies can offer a more profound understanding of the enduring effects of TBLT on language proficiency and motivation. Further investigation is warranted to examine the long-term impact of continuous vlog usage on English proficiency. Academics emphasize the importance of longitudinal study in comprehending the evolving role of technology in language acquisition (Aubrey et al., 2022; Hanzawa, 2024). Furthermore, future studies should investigate the effectiveness of TBLT across diverse learner contexts, encompassing distinct age groups, competence levels, and cultural backgrounds. This will aid in assessing the applicability of the results and customizing vlog Task-Based Language Teaching (TBLT) for different educational environments.

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