Technology-Mediated TBLT on Student's Confidence and Motivation

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Abstract

The abrupt transition to online instruction due to the COVID-19 pandemic has prompted educators to implement a wide range of innovative teaching strategies. This scenario becomes even more complex when English is taught as a supplementary subject in the first year of pharmacy programs. A primary concern in online English language instruction is how to maintain student engagement and encourage continued use of the target language. However, understanding students' learning motivation is a crucial factor in establishing a conducive environment that will motivate them to continually study English and achieve proficiency in the four language skills. This study aimed to determine whether interactive, technology-mediated task-based language teaching can enhance students' motivation and confidence and explore their perceptions of the tasks. Employing a qualitative approach, the study relied on observations and questionnaires as the primary data collection methods. The findings demonstrate that interactive, technology-mediated tasks significantly increase students' motivation and confidence for learning English. Additionally, the paper provides examples of how technology-mediated tasks can be designed to promote learners' productive use of English. Finally, the study discusses some anticipated challenges in implementing technology-mediated task-based language teaching in online instructional contexts.

Keywords: Confidence; Motivation; Technology-Mediated TBLT

INTRODUCTION

The COVID-19 pandemic has led to a sudden transition to online teaching, pushing educators to adopt various innovative and unconventional teaching methods (Rahman et al., 2021; Pânişoară et al., 2020). The pandemic has led to numerous issues that have been the subject of extensive discussion among researchers in the field of online learning, such as loss of student motivation and engagement, decreased attention, poor time management, and negative effects on the psychosocial well-being of students (Khan & Abid, 2021; Rahman et al., 2021; Lockee, 2021). This is a particularly challenging task, especially when it comes to teaching English to pharmacy students at Universitas Islam Bandung and non-English majors in general (Rudy & Drajati, 2017; Syakur et al., 2020; Semartini, 2022). A key challenge in online English language education is engaging students effectively and encouraging communication in the target language. Knowing students' learning motivation is crucial for creating a conducive environment that encourages continuous English language learning and proficiency in all four skills (Rahman et al., 2017; Menggo, 2018; Purnama et al., 2019).

Motivation and confidence play a vital role in language learning. Motivated and confident students are more likely to actively participate in language activities, take risks in using the target language, and persist in their learning journey. They have a positive attitude towards language learning, which leads to improved language proficiency. Motivation and confidence are closely interconnected. When students are motivated, they are more likely to feel confident in their abilities. On the other hand, lack of motivation can lead to a decrease in confidence, as

students may doubt their language skills and feel hesitant to engage in communicative activities (Resendez, 2023; Yuzulia, 2021; Sa'diyah, 2021).

In the field of language education, the integration of technology has become increasingly important in shaping instructional designs and promoting effective language learning (Alemi, 2016; Kalugina & Tarasevich, 2018; Syathroh et al., 2021). Technology has revolutionized the way we learn and communicate, and it can be a powerful tool for boosting students' motivation and confidence in language learning. Boosting students' motivation and confidence is a crucial aspect of education, as it directly influences their learning outcomes and overall academic success (Pan, 2020; Sandybayev, 2020; Yuzulia, 2021).

One effective way to enhance students' motivation and confidence is by exposing them to communication with citizens of the world. This can be achieved through interactive technology-mediated Task-Based Language Teaching practices (Zhang, 2023; Chien, 2014; Somawati et al., 2018; Hendriani, 2020).

Various studies have shown that incorporating interactive technology-mediated Task-Based Language Teaching can have a positive impact on student's motivation and confidence in learning the English language (Alemi, 2016; Tavakoli et al., 2019).

Technology-mediated Task-Based Language Teaching can be a powerful tool for boosting students' motivation and confidence in language learning. By incorporating interactive digital tools and activities, students are provided with opportunities to engage in meaningful and authentic language tasks. These tasks can simulate real-world language use, allowing students to apply their language skills in practical contexts. Additionally, technology-mediated TBLT promotes active participation and collaboration among students, creating a supportive and interactive learning environment (Vellanki & Bandu, 2021; Zhang, 2023). Incorporating technology in language learning allows students to receive immediate feedback, track their progress, and engage in self-directed learning and technology-mediated TBLT provides a sense of autonomy and ownership over their learning journey, which further enhances students' motivation and confidence. Technology-mediated Task-Based Language Teaching can also expose students to a global community of speakers, allowing them to communicate with citizens from around the world. This exposure to authentic language and cultural interactions can greatly enhance students' motivation and confidence in using the language. By interacting with native speakers and learners from different backgrounds, students gain a broader perspective on language use and cultural diversity (Jáuregi et al., 2011; Jawas, 2020; Alshenqeeti, 2016). By exposing themselves to global communication through technology-mediated TBLT, students can witness the practicality and relevance of the language they are learning (Abdollahi-Guilani et al., 2012; Hsueh & Shih, 2020). This exposure not only helps students improve their linguistic abilities but also boosts their confidence in communicating with a wider audience. Moreover, technology-mediated TBLT can provide students with a sense of accomplishment and success (Zhang, 2023; Vellanki & Bandu, 2021; Thomas & Reinders, 2010). They can see their progress and improvement in real time, which reinforces their motivation and confidence in their language skills. They can see how their language skills enable them to connect with people from different parts of the world and engage in meaningful conversations. Overall, technology-mediated TBLT can greatly boost students' motivation and confidence in language learning by providing them with interactive and authentic language tasks, opportunities for collaboration and feedback, exposure to a global community of speakers, and a sense of accomplishment and practicality for collaboration (Jáuregi et al., 2011; Jawas, 2020).

This approach has shown promise in enhancing students' motivation and confidence. This approach combines the principles of Task-Based Language Teaching with digital technology to create engaging and dynamic language learning environments. Integrating interactive technology-mediated Task-Based Language Teaching into language classrooms. Interactive technology-mediated Task-Based Language Teaching is an innovative approach that

incorporates digital technology into language classrooms to enhance students' motivation and confidence (Vellanki & Bandu, 2021; Zhang, 2023; Nita et al., 2019).

There is considerable literature on TBLT, but relatively little has focused specifically on the intersection of TBLT with technology in education and its influence on student motivation and confidence. This research seeks to determine the perceptions of students and examine the influence of Task-Based Language Teaching facilitated by interactive technology on their ongoing motivation to learn English and their confidence in conversing in English with people from different countries.

METHOD

The research utilized a descriptive qualitative approach, employing observation, questionnaire and unstructured interviews for data collection (Husna & Murtini, n.d; Alemi, 2016). The study included 105 pharmacy students and the procedures for their assignments were detailed as follows: This technology-based task-based language teaching is conducted twice, both before and after the mid-semester examination. In the pre-task stage, students received an explanation about their assigned tasks (Zhang, 2023; Yang, 2021). This task is a group activity with three students in each group. The task involves engaging in online discussions with English speakers around the world who do not communicate in Indonesian, Sundanese, or Javanese languages to explore and discuss a given topic which is then recorded in video format. The video recordings should capture the conversations and discussions, spanning from 10 to 15 minutes. Students were also provided with safe guidelines, strategies, and techniques for connecting with people on the Internet to facilitate group discussions. Each group was presented with a range of conversation topics designed to cultivate critical thinking skills, encouraging students to engage in meaningful discussions rather than superficial or trivial chatter. The topics include Culture, pandemic, digital privacy, digital detox, and social media influencers' impacts on youth. In the task cycle, Students are required to formulate at least five open-ended questions related to a given topic to elicit more ideas, opinions, insights, explanations, and critical thinking in their responses during discussions with other English speakers worldwide. Students have a 3-week timeframe to finish the assignment, during which they were granted the liberty to select an application or social media platform for connecting with other English speaker friends. However, students were also presented with a range of options and information about applications that can be utilized, including *HelloTalk*, *RealLife*, *OMGG*, *Facebook*, and *Instagram*. The completion of assignments is a collaborative effort among student groups. Once the video assignments have been gathered, the assignment process will progress to the post-task phase. This involves presenting the outcomes of the discussion and collectively reviewing each of the discussion videos. Students were required to examine and deliberate on any elements that may be absent or additional concerning the discussion video content including some vocabulary, grammar, language structure and even the new insight of a given topic. Students are also expected to address and resolve challenges encountered while working on the assignment. They are required to articulate concepts effectively for better comprehension by their audience, as well as rephrase information in a way that facilitates effective communication with other English speakers (Weda et al., 2021; Gulnora, 2021; Vellanki & Bandu, 2021).

The questionnaire related to students' confidence in learning English was adapted from The Confidence-Building Diary used in the research conducted by Shelton-Strong, Scott & Mynard in 2018 regarding Affective Factors in Self-Access Learning (Shelton-Strong & Mynard, 2018), while the questionnaire related to motivation in learning English adapted from Clement, Dornyei, & Noels in 1994 about Motivation, Self-Confidence, and Group Cohesion in the Foreign Language Classroom.

The participants of this research were Pharmacy students from Universitas Islam Bandung, totaling 105 individuals. The survey included 21 questions concerning motivation and 20 questions regarding confidence, which were initially in English and then verbally translated into Indonesian to aid understanding and encourage accurate responses. Students were required to indicate their level of agreement on a four-point scale: Strongly Agree, Agree, Disagree, and Strongly Disagree. Each student completed all the questionnaire statements according to their opinions and emotions. The questionnaires were distributed to the students after completing a joint-task review during a regular class session, allowing them 30-40 minutes for completion before collection. During class sessions, students are chosen at random for interviews where they are asked a range of general and specific questions about their experiences before and after engaging in conversations with English speakers from different parts of the world. These interviews involve discussing and evaluating their videos, acknowledging any challenges faced during the task, as well as exchanging thoughts on how to enhance performance.

RESULTS AND DISCUSSION

Results

This section provides a detailed explanation of the highest percentage for each item in the questionnaire, specifically focusing on student motivation and confidence.

The following results display the percentages for each item in the questionnaire relating to self-assurance or confidence in communicating in English:

Table 1. The percentage of students' confidence after the task

NO	HOW CONFIDENT AM I?	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	I have the ability to learn English by talking to foreigners	1.90%	21%	65.70%	11.40%
2	I do my best in my task; I will achieve my learning goals.	0%	3.80%	43.80%	52.40%
3	I improve if I continue to study and do my tasks properly	0%	1%	54.30%	44.80%
4	I like to speak English in class and with foreigners online	4.80%	27.60%	50.50%	17.10%
5	The need to speak English is more important than accuracy.	0%	8.60%	63.80%	27.60%
6	I like to study with my group members in doing my tasks	1%	3.80%	60%	35.20%
7	My contribution is as important as Anyone else's	0%	7.60%	67.60%	24.80%
8	I participate in discussions with foreigners even if I am embarrassed or nervous.	0%	6.70%	52.40%	41%
9	I asked the teacher for help when needed.	0%	4.80%	56.20%	39%
10	I participate in English talk with foreigners and all the activities in class.	0%	9.50%	58.10%	32.40%

11	If I don't understand, I say so, whether in class or in a discussion with foreigners	0%	9.50%	62.90%	27.60%
12	I do my best, whatever the situation.	0%	1%	41.90%	57.10%
13	I keep trying to learn and practice my English, even if I am nervous.	0%	0%	43.80%	56.20%
14	It is okay to make mistakes when trying a new language.	0%	0%	35.20%	64.80%
15	I do not worry about what other students think of my English.	1.90%	23.80%	52.40%	21.90%
16	I do not worry about what the teacher thinks of my English.	2.90%	27.60%	48.60%	21%
17	I believe in myself.	0%	5.70%	45.70%	48.60%
18	I trust my feelings and emotions.	0%	4.80%	58.10%	37.10%
19	I think about my English learning example. How am I doing?	0%	6.70%	72.40%	21%
20	I am a good English learner.	0%	35.20%	54.30%	10.50%

According to the survey results, 65.7% of respondents expressed confidence in their ability to enhance their English language skills through engaging in conversations and discussions with other English speakers worldwide. Additionally, 52.4% indicated a strong commitment to completing assignments and meeting their learning objectives. Furthermore, 54.3% expressed optimism about making further progress by continuing to study diligently and fulfilling their assignment requirements consistently. additionally, 50.5% reported enjoyment in conversing and exchanging ideas in English, both with classmates and online with individuals from different countries. 63.8% of participants prioritize the need to communicate in English over accuracy and correctness. 60% enjoy collaborating in teams for learning and task completion. 67.6% perceive their contribution to tasks as equally important as that of other group members. 52.4% report engaging in discussions with foreigners despite feeling uncomfortable or anxious initially, while 56.2% express willingness to seek help from lecturers when needed. Additionally, 58.1% feel actively involved in class activities, including interactions with foreign peers. 62.9% of respondents are comfortable acknowledging their lack of understanding when conversing in English, whether with classmates or foreigners. 57.1% indicated that they consistently put forth effort to learn and complete assignments in all circumstances, while 56.2% expressed a belief in their diligent efforts to learn and practice English despite feeling nervous. Additionally, 64.8% hold the view that making mistakes during early English learning stages is a common and expected occurrence. 52.4% of students are unconcerned about their friends' evaluations and opinions regarding their English-speaking abilities, while 48.6% are not worried about their instructors' assessments and thoughts in this regard. Additionally, approximately 48.6% express confidence in their capacity to acquire English language skills, with 58.1% relying on their emotions when completing assignments and engaging in English learning activities. Moreover, 72.4% reported making efforts to comprehend the provided examples during language learning sessions and assessing their performance against these standards. Finally, there is a majority (54.3%) who believe that they possess a strong aptitude for learning English.

This section presents the findings from a questionnaire examining learners' long-term motivation for studying English:

Table 2. The percentage of students' motivation after the task

NO	HOW MOTIVATED AM I?	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	I really like learning English	1%	9.50%	61%	28.60%
2	Studying English is necessary to me because it will enable me to know new people from different parts of the world.	0%	1.90%	42.90%	55.20%
3	Studying English is significant to me because I would like to learn as many foreign languages as possible	0%	9.50%	47.60%	42.90%
4	Studying English is notable to me because an educated person is supposed to be able to speak English.	1.90%	5.70%	56.20%	36.20%
5	Studying English is prominent to me so that I can be a more knowledgeable person.	0%	3.80%	53.30%	42.90%
6	Studying English is noteworthy to me so that I can broaden my outlook.	0%	2.90%	55.20%	41.90%
7	Studying English is obligatory to me because I may need it later (for job, studies).	0%	1.90%	32.40%	65.70%
8	Studying English is substantial to me so that I can understand English-speaking films, videos, TV, or radio.	0%	3.80%	45.70%	50.50%
9	Studying English is consequential to me so that I can read English books, newspapers or magazines.	0%	3.80%	53.30%	42.90%
10	Studying English is salient to me because I would like to spend some time abroad.	1%	12.40%	57.10%	29.50%
11	Studying and speaking English with foreigners are FUN	1.90%	9.50%	53.30%	33.30%
12	How did you experience the task (video project)? The task was fun, enjoyable, interesting, exciting, stimulating?	1%	6.70%	64.80%	27.60%
13	The Task (Talking English to foreigners online) was boring.	27.60%	42.90%	24.80%	4.80%
14	It was easy to pay attention to the task and I find the task engaging.	1%	22.90%	60%	16.20%
15	It feels like it took long time to complete the task.	4.80%	17.10%	55.20%	22.90%
16	How did you experience the interaction with the foreigners? It was fun, enjoyable, interesting, exciting, stimulating.	0%	9.50%	69.50%	21%
17	The interaction with the foreigners boring.	1.90%	4.80%	61.90%	31.40%
18	It was easy to pay attention to the interaction with the foreigners and the interaction was engaging.	28.60%	53.30%	13.30%	4.80%

19	I find the process of searching for foreigners to talk with is challenging and interesting.	0%	29.50%	57.10%	13.30%
20	I enjoy talking with foreigners online	2.90%	7.80%	54.30%	35.20%
21	It feels like time flew by fast when I was trying to complete the task.	0%	11.40%	58.10%	30.50%

Results from surveys regarding motivation in learning English reveal that only 61% of students express a preference for studying the language. Among the respondents, 55.2% emphasized the necessity of learning English to facilitate interactions with individuals from diverse global communities. Additionally, 47.6% stated their desire to acquire proficiency in multiple foreign languages as a reason for valuing English education. Furthermore, 56.2% attributed significance to mastering English due to its association with educated individuals, while 53.3 % expressed interest in enhancing their knowledge through English language acquisition. 55.2% stated that acquiring English language proficiency was significant as it could enable them to expand their perspectives and viewpoints. 65.7% expressed that mastering English was a necessity for them, believing they would require the language skills for future career opportunities and further education. Additionally, 50.5% emphasized the importance of learning English to comprehend various programs such as movies, internet videos, and TV or radio broadcasts. Furthermore, 53.3% highlighted the significance of acquiring English proficiency to be able to read books, magazines, or newspapers in English while 57.1% cited plans for living abroad where effective communication in English would be essential. 53.3% of respondents expressed enjoyment in learning and speaking English, while 64.8% found the tasks to be amusing, engaging, and thought-provoking. On the other hand, 42.9% considered the task to be dull. Additionally, 60% of students found the assignment to be captivating but 55.2% indicated that it required a significant amount of time to complete. Furthermore, 69.5% stated that their experience with interacting with foreigners using English was enjoyable and stimulating. 61.9% expressed boredom when interacting with individuals from other countries, while 53.3% reported finding it simple to concentrate and engage in their interactions with foreigners. Additionally, 57.1% found the task of seeking out foreign individuals online for English language discussions to be both challenging and stimulating. Finally, 54.3% derived enjoyment from engaging in conversations and discussions with foreigners as part of this assignment.

The survey confused multiple students because of conflicting objectives in its questions. It is not surprising that 61.9% of respondents found the task dull, but overall, it shows a strong motivation for independent English learning. However, another statement indicated that only 61% admitted to enjoying the process of learning English, revealing inconsistencies in their attitudes toward language acquisition.

Discussion

Based on the specified percentage, The results indicate that a significant percentage of respondents expressed confidence in their ability to enhance their English language skills through conversations with other English speakers worldwide. The finding aligns with the perspectives articulated by Shu-hua Hsueh and Ruey-ming Shih (2020), suggesting that indirectly, the participants, including both the students and other English speakers globally, are equally immersed in the target language culture. Furthermore, the negotiation of meaning that occurs during the online discussions intentionally exposes the students to any errors they make, enabling them to recognize and learn from these mistakes. Ultimately, this process helps the students realize that making grammatical or pronunciation errors when speaking English is a

common and normal occurrence. This realization, in turn, fosters greater confidence in their English language abilities.

Additionally, many participants demonstrated a strong commitment to completing assignments and meeting learning objectives. This is in line with the idea from Zhang (2023) Integrating interactive, technology-mediated tasks can enhance students' learning interest and experience. Their strong interest and extensive experience motivate them to approach assignments with great enthusiasm and diligence. The finding also demonstrate that participants also prioritize meaning and communication over the accuracy, enjoy collaborating in teams, and actively seek help when needed. According to Umiati Jawas (2020), cultural differences often lead students to directly translate from their native language without considering the cultural context of the target language. Therefore, the task of discussing with English speakers globally can help bridge misunderstandings and implicitly encourage participants to focus on meaning and communication rather than grammatical accuracy. If participants encounter difficulties in understanding the meaning and context, they can work together to explain their true intentions, thereby avoiding prejudice and inappropriate stereotypes.

Interestingly, despite feeling nervous, they believe in diligent efforts and view mistakes during the early stages as common. A study (Abdollahi-Guilani et al., 2012: 118) suggests that when instructing a class whose native language differs from the teacher's, closely examining the learners' unique cultural characteristics can be highly beneficial. The study highlights that language classes should encompass not only lexical and grammatical instruction but also insights into the target language's culture. Additionally, the intrinsic behaviours of the individuals involved may pose challenges. If students exhibit a preference for silence and a fear of making errors, and the teachers are unaware of the learners' nature and personality, it could lead to misunderstandings and potentially undermine the effectiveness of language teaching efforts. Therefore, The tasks in this study facilitate two-way communication centred on a specific topic. They foster an awareness and understanding that language learners from diverse linguistic and cultural backgrounds will inevitably make numerous mistakes when using English. This realization cultivates an attitude of tolerance, recognizing that errors are a natural part of the language learning process. Moreover, the tasks encourage learners to provide constructive feedback to one another to improve their English proficiency.

Furthermore, approximately half of the participants are unconcerned about the opinions of friends and teachers regarding their English proficiency. Some rely on emotions while performing assignments, and a majority ensure thorough comprehension of provided examples during language sessions. Shelton-Strong and Mynard (2018), who dedicated themselves to promoting language learner autonomy, explain that their self-directed learning course aims to cultivate the skills and mindset essential for lifelong language learning. One of the study's goals is to empower students as confident language learners. A particularly useful tool to help learners visualize various aspects of the learning process is the Confidence-Building Diary, which is grounded in affective factors. This diary is preceded by a questionnaire that encourages students to reflect on their perceived level of confidence by responding to questions related to self-assurance in language learning (p. 283). By adopting and adapting the Confidence-Building Diary questionnaire, this study imbued a similar positive influence on the participating students. If the students carefully read, comprehended, and responded to the questionnaire contents, they also reflected on the tasks they had completed, including surveys related to affective factors. These surveys indicated that the students were cognizant of their speaking abilities, whether strong or weak, and did not feel uncomfortable with assessments from their teachers or peers. Furthermore, the students recognized that engaging with the tasks was an integral component of their efforts to enhance their speaking and English proficiency. Overall, they perceive themselves as having a strong aptitude for learning English.

To put it briefly, some students prefer studying English, but many recognize it is necessary for global interactions. Students value English education to become proficient in multiple languages. They also associate mastering English with being educated. This aligns with the statements that follow.

> *Implementing technology-mediated task-based teaching should select and apply online websites, social media and mobile learning applications to ensure that learners engage in meaningful, goal-oriented communication* (Zhang, 2023, p. 15).

The participating students demonstrated an awareness that learning English broadens perspectives and it is crucial for future career opportunities. English helps understand movies and videos. It is essential for reading books, magazines, and newspapers. Effective communication matters for living abroad. Some find learning and speaking English enjoyable. Others consider tasks dull. Interacting with foreigners can be stimulating or lead to boredom. The assignment is captivating but time-consuming. Seeking foreign individuals online for English discussions is both challenging and stimulating.

The findings from interviews with multiple students reveal that in addition to enhancing motivation and confidence when using English, this task also offers various advantages that significantly contribute to students' social relationships and knowledge. As Hamza Alshenqeeti (2016) suggests that when students engage in tasks involving social media platforms and interaction with native speakers, their self-assurance, participation, and language proficiency enhance concurrently with their comprehension of more practical social norms in language use. These observations align with the perspective that language serves as a tool to convey information and knowledge, cultivate social connections, and facilitate cognitive expression and personal development.

One of these benefits is cross-cultural comprehension, which involves the ability to comprehend and engage with individuals from diverse cultural backgrounds. In today's globalized world, effective intercultural communication holds great significance as we frequently interact with people from different regions or nations. This is consistent with the scholarly research (Alshenqeeti, 2016: 62), which indicates that when students demonstrate curiosity about the target language's culture, their interest and motivation to acquire the language tend to increase. This, in turn, promotes not only active engagement but also the development of problem-solving and negotiation strategies to navigate language-related challenges. The merits of intercultural interaction include gaining insights into other cultures. Engaging with individuals from varied cultural backgrounds enables us to appreciate their diverse norms and mitigate discriminatory behaviour. Acquiring an understanding of other cultures aids in adapting to distinct societal expectations, thereby broadening our perspectives. Embracing opportunities for learning novel concepts helps prevent clashes between cultures while also refining our communication abilities through cross-cultural interactions.

This task fosters self-reliant learning in students, cultivating their ability to take responsibility for their education. Encouraging independent learners is crucial for advancing students' academic pursuits and maintaining their motivation. This study's findings align with the scholarly objectives and conclusions derived from prior research involving Shelton-Strong and Mynard (2018) that developing independence equips students with the skills necessary to manage their time effectively and study autonomously without constant guidance from teachers, ultimately enhancing their analytical, synthetic, and problem-solving abilities. Additionally, autonomous learners are more likely to stay motivated by pursuing personal goals and deepening their understanding of the material they are studying. Ultimately, becoming an independent learner entails not only acquiring knowledge but also honing essential lifelong skills and attitudes.

The flexibility offered by this assignment also motivates them to learn English more, and the students can learn English by communicating online with foreigners.

> *The use of authentic task or task that related to the students' real world can*
> *improve motivation and promote learning* (Nita, et al., 2019: 183)

The flexibility has significant benefits. First, Global Communication Skills: English is used all over the world as a lingua franca. By talking to foreigners online, you expand your network and enhance cross-cultural communication abilities. Second, Career Opportunities: Multinational companies often require English language proficiency, opening wider career opportunities for those who can communicate in English. Third, Improved Cognitive Skills: Learning multiple languages enriches thinking skills and leads to higher scores on standardized tests due to an understanding of various grammar rules and vocabulary. Fourth, Improving listening skills in English. It yields several key benefits: Understanding Speaking Accents and Styles; Mastering Vocabulary Expansion; Recognizing Sentence Structure; and Overcoming Difficulties in comprehension during fast communication situations or when listening to native speakers.

According to Clement et al. (1994) There is a multifaceted motivational framework consisting of three key components. The first element is an integrative orientation, which encompasses various motivational orientations, including an instrumental knowledge focus. The second central component is self-assurance in learning the target language. This self-confidence, directly and indirectly, impacts proficiency by shaping learners' attitudes and efforts toward studying the language. The third component involves the classroom context, as a conducive learning environment closely correlates with positive learning outcomes. The explanation above reflects the tasks given to the participants in this study, which involved setting goals and identifying motivations for communicating in the target language to cultivate motivation and self-confidence, consistent in fostering autonomous learners, the tasks also encourage students to be more selective in identifying a suitable environment for their English language development.

Finding individuals to converse with in English offers advantages, but also presents certain difficulties and potential drawbacks. The ensuing is some of the obstacles and perils that learners may encounter: Firstly, Language Proficiency Limitations: Engaging in conversation with non-native English speakers may lead to picking up habits or making mistakes in pronunciation, grammar, or using incorrect vocabulary. The next is ambiguity regarding Information Reliability: Information shared by peers may not always be accurate or adhere to proper English standards. This could impact your comprehension and learning process. Third, Restrictions on Topics Discussed: Peers might have limited interest and knowledge about specific subjects which can constrain conversational variety and impede comprehensive exploration of the language. Fourth, Social Anxiety: Some learners may feel uncomfortable or anxious about making errors while speaking with friends, leading to reduced self-assurance and motivation for learning. To mitigate these risks, it is vital to select friends who are equally dedicated to studying English seriously. Additionally, participating in an online community or course focused on the English language can help overcome these challenges.

When working on this task, students may encounter several challenges. Firstly, technical issues such as poor internet connectivity or device malfunctions can impede the online learning process. Secondly, limited exposure: although communication with non-native speakers through chat applications is possible, it may not offer the same level of linguistic intensity as daily use within a physical environment where English is pervasive. Thirdly, maintaining motivation can be difficult without face-to-face interactions which could impact student engagement in language learning activities. Lastly, locating individuals online who are amenable to engaging in English language practice can prove challenging, as users of the internet and social media often have diverse objectives. Consequently, exercising prudence in selecting appropriate communication partners for language practice is crucial. Nonetheless, by

acknowledging these difficulties proactively we can take measures to enhance the advantages of interacting with foreigners online while continuously enhancing our proficiency in English.

CONCLUSION

The abrupt transition to remote modes of instruction, necessitated by the COVID-19 pandemic, has compelled educators to implement a diverse range of innovative pedagogical strategies. This scenario becomes increasingly complex when English is incorporated as a supplementary subject within the first-year curriculum of pharmacy programs. Maintaining students' engagement and promoting their continued use of the target language are primary concerns in the online delivery of English instruction. Crucially, comprehending students' learning motivations is essential for cultivating a conducive environment that will incentivize their sustained study of English and the attainment of proficiency across the four language domains. Furthermore, students' confidence in the language can significantly influence their motivation to pursue independent English language learning.

The findings indicate that integrating interactive technology into task-based language instruction can bolster students' motivation and confidence when communicating in English with individuals from diverse linguistic backgrounds globally. Additionally, the study elicited various student perspectives on the tasks through observations, questionnaires, and interviews. Moreover, this approach employing interactive technology provides examples and promotes active use of English by the students.

By the conclusion of this research, it is anticipated that it can provide a practical and valuable contribution to the facilitation of interactive English learning tailored to both the learning process and individual learners, particularly within non-English academic departments at the university level. The utilization of commonly accessible learning tools such as cell phones, tablets, laptops, internet connectivity, and various chat applications in course assignments not only has the potential to enhance students' oral proficiency in English over time but also boost their motivation and self-assurance when speaking English.

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