

INTEGRATING PROJECT-BASED LEARNING, TASK-BASED LANGUAGE TEACHING APPROACH AND YOUTUBE IN THE ESP CLASS: A STUDY ON STUDENTS' MOTIVATION

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Abstract

ESP courses have been considered as crucial for the academic training of future professionals in different areas of knowledge. Their broad spectrum mainly includes the mastery of a foreign language, the learning of specific terminology, and the development of skills related to students' career needs. Recent research has examined the implementation of the task-based language teaching approach, the design and accomplishment of projects, and the use of technology for the enhancement of digital competence. Nevertheless, few studies have addressed the combination of these three key elements in the ESP class and its effects on students' motivation. This study examines the effects of merging of project-based learning sequenced into different communicative tasks on ESP students' motivation. A research project was designed and structured in communicative tasks integrating the use of YouTube as a source of multimodal input. To measure motivation, an adaptation of the intrinsic motivation questionnaire was administered to students. Results reveal high mean scores in the motivation subscales studied along with positive correlations between motivation and participants' academic performance. These findings may contribute to the body of research that appraises the value of merging different teaching methodologies and approaches for the teaching and learning of ESP disciplines.

Keywords: ESP; PBL; TBLT; ICTs; multimodal input

1. Introduction

Project-based learning (PBL) in the ESP teaching and learning context has been reported to promote cooperation and active learning techniques under a social constructivist learning theory

(Mamakou, 2009). Some of its key aspects include the integration of specific vocabulary and the practice of reading, listening, writing and speaking skills through project accomplishment. Moreover, it tends to allow students to face real problems to be solved, which require the use of authentic language and overcoming tasks that are centred on their future career prospects. The task-based language teaching (TBLT) approach is described as a communicative methodology for language teaching and learning that primarily sees language as a means of communication rather than an object of study (González-Lloret, 2017). It is through meaningful and properly designed and sequenced tasks that learners use and acquire the language communicatively. The relatedness of PBL and the TBLT approach seems convenient due to its step-by-step sequencing, problem-solving scope and communicative nature. Additionally, the last decade has witnessed developments in the application of Information and Communication Technologies (ICTs) and their function in the EFL, ESL, and ESP teaching and learning contexts.

This paper seeks to address the effects of combining PBL, the TBLT approach, and the use of YouTube videos as an ICT source of multimodal input on students' motivation in the ESP class. More specifically, this research aims to study students' motivation degrees after having overcome the project, their perceived value/usefulness towards the project, and the use of YouTube. To do so, a project on analysing TV storytelling advertisements was designed and carried out in groups in an attempt to promote critical thinking skills and the application of cumulative learning in problem resolution.

2. Literature review

2.1. English for specific purposes

The field of ESP has been characterised by the provision of specific language instruction addressing learners' needs in specialised knowledge domains (Işık-Taş & Kenny, 2020). Given the diversity of disciplines covered, both needs analysis of students' skills and knowledge and objective-accomplishment assessment are indispensable in order to design, plan and implement proper ESP programmes. These should consider socio-political and socio-economic contextual needs (Kennedy, 2012) in a more than ever globalised world in which high mobility and different occupational goals and needs are common concerns (Camicciottoli, 2010; Wozniak, 2010).

Despite the bulk of ESP studies concerning the use of language in workplace settings and the teaching and learning approaches already put into practice in higher education (HE) contexts, Basturkmen and Bocanegra-Valle (2018) account for a reduced number of studies reporting ESP design of teaching materials. Such an issue calls into question teachers' beliefs and practices relationship since curricular decisions are mostly informed by teachers' past experiences (MacDonald, Badger, & White, 2001). At this point, needs analysis (Li, 2018) becomes essential as regards teachers' decisions for the devising of convenient teaching practices and outcomes assessment as well. Hence importance must be given to HE in ESP teaching contexts since students are used to being taught general English and their progress to ESP learning requires awareness and knowledge of "key terminology and concepts" (Stoller & Robinson, 2018: 30) among other aspects. Such a transition from general English instruction to ESP should be facilitated through the design of ESP classes in which instructors' roles and materials design are of paramount importance.

Notwithstanding the usefulness of topic-based ESP course books that include the necessary linguistic contents and skills practice, these are sometimes outdated and the tasks and activities presented do not always fit learners' needs in real contexts. As a consequence, it is ESP instructors' role to incorporate authentic and updated materials that meet their needs and promote a positive and active learning environment in an attempt to link students' learning stage with their future professional careers (Vora, 2020). It is true that ESP instructors are not always experts on the knowledge domain of the discipline they are teaching and the selection and design of materials is highly time-consuming; however, students' motivation may be enhanced when provided with real language examples. PBL can be a useful approach to complement ESP coursebooks due to its problem-solving nature and the use of language skills (Peñarroja, 2020b).

2.2. Project-based learning

PBL is an educational approach that promotes students' active role in an attempt to undertake specific questions, issues or problems (Rugen, 2019). In short, PBL "is a general term describing an instructional method that uses projects as the central focus of instruction in a variety of disciplines" (Mamakou, 2009: 464). Such a diversity of fields makes PBL applicability to a range of ESP disciplines feasible and reasonable. When students face a project, they get involved

in a problem-solving process which is authentic and requires different task accomplishments (Mettas & Constantinou, 2007). On that account, any project has to be well contextualised, face authentic needs, and be of an interdisciplinary and cooperative nature (Ambrosio & Hernández, 2018; Corda, Coria, & Medina, 2020). Thus, the outcome of a project is a resulting product that combines linguistic and content knowledge directly related to its real world function.

Estruch and Silva (2006) suggest this instructional method should not replace traditional teaching techniques but work as a complement combined with other methodologies and learning approaches. The authors mention three main characteristics of PBL:

- It offers a multidisciplinary and integrative view of the subject being learnt since students need to apply and interconnect different knowledge areas to overcome a project. The different cognitive abilities required may result in the integration of working techniques and approaches that can guarantee multidisciplinary knowledge enhancement.
- It promotes cooperative work as the group of students is the main work unit. The abilities and requirements to overcome a project usually exceed the capacities of one student working on their own. Then, every member is required to contribute with their own knowledge on the subject, which could lead the group to success and the team members to learn from each other.
- It enhances research encouragement to expand their knowledge on a specific discipline. That can be achieved by developing high-order intellectual skills such as self-learning, self-criticism, problem-solving techniques, and the generation of new ideas through the processing, understanding and dismissal of new information.

Some of the advantages reported as regards the implementation of PBL include its potential to promote motivation (Dörnyei, 2001), the development of problem-solving abilities, social and critical reasoning skills, self-confidence and the learning of academic content knowledge (Hebron & Morris 2012; Stoller, 2006). On the other hand, the drawbacks identified include but are not limited to its focus on summative assessment instead of formative assessment (Rugen, 2019), and the division and achievement of the project workload by team members (Livingstone & Lynch, 2000).

To sum up, the implementation of PBL in the language classroom, i.e. in EFL/ESL/ESP contexts, has been reported as a type of TBLT by Larsen-Freeman and Anderson (2011) in which

language teaching through tasks upholds curricular development and objectives (Jackson & Burch, 2017). Additionally, it may support the main ESP coursebook contents by providing specific content-based practice through project development.

2.3. Task-based language teaching

TBLT is a communicative approach for the teaching of languages which takes task design as essential in the development of instructional units. Ellis (2003) suggests that the core idea of this methodology resides in its potential to grant the chance for language learning and language skills development when working collaboratively in hands-on learning, which is supported by Thomas (2013). Although there are different views on the conception of TBLT and the conceptualisation of tasks, Samuda and Bygate (2008: 69) provide a pedagogical definition of a task as a “holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning through a process or product or both.” Ellis (2009) argues that a task must have a primary focus on meaning, a “gap” that requires students to infer meaning and express themselves by using their own linguistic and non-linguistic resources, and a main aim which involves the use of language to communicate meaning. Thus, it is task design and the sequencing that can enhance experiential learning by problem-solving and strengthening motivational factors (Tavakoli, Lofti, & Biria, 2019).

González-Lloret (2017) sets out the characteristics of tasks as being goal and meaning-oriented in nature. A task must be communicative and stress the importance of what it communicates instead of what has been linguistically learnt. The language used in a task and the purpose of the task itself should be authentic and reflect real needs in specific contexts. As regards the effectiveness of the task designed, students are thought to accomplish goals through task engagement which may lead them to use language with a purposeful aim. Consequently, language acquisition through communicative tasks is the main goal of the TBLT approach. As regards the implementation of technology, González-Lloret and Ortega (2014) suggest that TBLT task design can potentially benefit from the use of ICT resources owing to their positive motivational impact on students, which may foster language learning.

2.4. ICTs and multimodal input provision

Among the many changes that educational models have undergone in HE contexts, the use of ICTs has been widely researched these days. Their value as tools to foster students' digital competence, their multidisciplinary scope (Constantinou & Papadima-Sophocleous, 2020), and the positive impact found in ESL/EFL/ESP teaching and learning contexts has been reported as promising (Işık-Taş & Kenny, 2020; Kirkgöz & Dikilitaş, 2018; Muñoz-Luna & Tailleffer, 2018). One of the manifold applications of ICTs is the provision of multimodal input (Peñarroja, 2020a, 2021) to foster students' multimodal literacy which "is now a widely established concept that refers to the ability to successfully engage with texts that integrate different semiotic resources" (Camiciottoli & Campoy-Cubillo, 2018: 1) and goes hand in hand with digital competence. As the authors suggest, there is a need for instructors to integrate multimodal and multimedia means in their teaching practices due to their presence in students' everyday lives, as a consequence of the growing impact of technological development (Peñarroja, 2020c). In this paper, multimodal input provision is described as the presentation of information that includes verbal and non-verbal modes, and requires visual, auditory and kinaesthetic sensory abilities to be processed and understood (Pellicer-Sánchez, Tragant, Conklin, Rodgers, Serrano, & Llanes, 2020).

As regards access to multimodal input, there are a number of subscription video-on-demand digital platforms such as Amazon, HBO and Netflix. Nevertheless, it is the free access platform YouTube which offers its viewers the highest number of thematically diverse videos in 54 different languages. Bekteshi (2019) suggests the use of YouTube as an educational tool through which accessibility to authentic materials can enhance the generation of new ideas for the development of the ESP curriculum. In the same line, Aprianto (2020) appraises the usefulness of well-selected YouTube contents for language learning since the multimodal texts available are related to a wide variety of topics that allow for content-based materials design. Similarly, Duffy (2008) argues that 2.0 technologies can aid in the language learning process by means of collaborative learning while contributing to EFL learners' motivation (Dodd, Camacho, Morocho, Paredes, Zúñiga, Pinza, Toro, Vargas, Benitez, & Rogers, 2015). Some of the mentioned applications may foster: i) students' critical thinking ability and skills development through the understanding of the information given (June, Yaacob, & Kheng, 2014), ii) their

interest (Kelsen, 2009), and iii) the use of YouTube content as supplementary material (Aprianto, 2020).

2.5. Motivation

In the existing literature, diverse motivational learning constructs have been developed, i.e. the socio-psychological model (Gardner & Lambert, 1972), which studies integrative and instrumental motivation, and the self-determination theory (SDT), which is concerned with intrinsic and extrinsic motivation (Ryan & Deci, 2000). Although seen as a part of a continuum and not mutually exclusive, the authors distinguish between extrinsic and intrinsic motivation. The main difference outlined is students' involvement in the overcoming of a task to test their own abilities i.e. intrinsic, or the accomplishment of the task due to a subsequent reward i.e. extrinsic. Deci and Ryan (2010) developed the intrinsic motivation inventory (IMI) to measure students' intrinsic motivation. This questionnaire consists of different subscales to measure particular motivational aspects. The subscale of *interest/enjoyment* assesses intrinsic motivation itself; *the perceived competence* and *perceived choice* subscales are described as positively predicting students' intrinsic motivation and self-report towards task completion; the *pressure/tension* subscale works as a negative indicator of intrinsic motivation; the *effort* indicator provides information about students' perceived effort when completing the task; the *value/usefulness* scale reflects students' assessment of the learning experience; the last subscale is that of *relatedness* which reveals students' reflections of interpersonal interactions when working in pairs or groups.

Research on motivation has suggested a positive relationship between students' motivation levels and i) ESP teaching and learning (Anwar & Wardhono, 2019; Jafari & Shokrpour, 2012), ii) TBLT (Douglas & Kim, 2014; González-Lloret & Ortega, 2014; Oskoz & Elola, 2014; Tavakoli et al., 2019), iii) different ICTs used, for instance, YouTube (Aprianto, 2020; Bekteshi, 2019; Payne, Campbell, Bal, & Piercy, 2011) web learning, technology-enhanced language learning (TELL) and computer assisted language learning (CALL) (Aleissa, 2017; Francis, 2017), and iv) PBL (Estruch & Silva, 2006). Peñarroja's (2020b, in press) studies revealed positive motivational effects when PBL and ICTs were used as a core methodological basis in the ESP teaching and learning context. Both studies analysed students' motivation; the

main difference residing in the type of project since the first study (2020b) was a collaborative groups project aimed at the design of a corporate web page using the online web pages editor WIX, while the latter (in press) addressed academic writing skills and the use of online automated writing evaluation (AWE) resources i.e. ProWriting Aid, Grammarly and Proofreading.

Given the positive effects in motivation when these teaching approaches and the use of technologies are put into practice, the present study attempts to merge PBL sequenced in communicative tasks and the use of YouTube as an ICT multimodal input source for the teaching of ESP in the Bachelor's programme in Advertising and Public Relations.

3. Methodology

3.1. The aim of the study

The main aim of this research was to study different motivational aspects when PBL and TBLT are put into practice in the English for Communicators ESP class, and YouTube is used as an ICT multimodal input source for the exemplification of specific terminology and the analysis of advertisements. With this in mind, the following research questions (RQ) were formulated:

1. What impact does the methodology put into practice have in the motivational subscales under study?
2. Is there a relationship between students' motivation and their academic performance in the project?
3. What is students' perception as regards the usefulness of the project and the use of YouTube for the understanding of specific terminology?

3.2. Participants and the context

Participants were 89 first-year undergraduate students enrolled in the Bachelor's programme in Advertising and Public Relations at Universitat Jaume I. Due to the incompleteness of data and session absences, 79 students (N=79) participated in the study, with a mean age of (M=18.78). Their English proficiency (M=38.23) was pre-intermediate after completing the Quick Placement

Test (UCLES, 2001) which establishes that values between 30 and 39 out of 60 correspond to a B1 level (Council of Europe, 2018).

3.2. Design and procedure

The instructional model was designed under the TBLT approach. In Table 1 below a summary with the description of the sessions, the instructional treatment and objectives is provided.

Table 1. Instructional treatment design

Tasks/sessions	Instructional treatment	Objectives
Warm-up 1 × 90'	<ul style="list-style-type: none"> • Project description • Explicit instruction: <ul style="list-style-type: none"> ○ Product/service vs brand advertisements ○ Factual vs storytelling advertisements ○ YouTube video on storytelling 	<ul style="list-style-type: none"> • Set objectives, deadlines and group organisation • Familiarise students with different types of advertisements • Introduce new ESP vocabulary • Exposure to multimodal input: YouTube advertisements examples
Pre-task 2 × 90'	<ul style="list-style-type: none"> • Research articles reading: <ul style="list-style-type: none"> ○ Reading comprehension questions ○ Guided discussion in class • Explicit instruction: <ul style="list-style-type: none"> ○ Visual and persuasion techniques • Practice: <ul style="list-style-type: none"> ○ Online reading on branding ○ TV ads analysis ○ Guided discussion in class 	<ul style="list-style-type: none"> • Introduce students to reading academic research articles • Practise reading comprehension skills and information synthesis • Exposure to multimodal input: YouTube examples • Practise oral skills: describe, opine, exemplify and show agreement and disagreement • Introduce new ESP vocabulary (multimodal conceptualisation and exemplification) • Exposure to multimodal input: YouTube examples and analysis
Task 1 × 90'	<ul style="list-style-type: none"> • TV advertisement selection and group analysis 	<ul style="list-style-type: none"> • Enhance cooperative work, share and apply the concepts previously learnt for the analysis • Search of TV advertisements and information related to them
Post-task 2 × 90'	<ul style="list-style-type: none"> • Oral presentations in groups • Feedback provision 	<ul style="list-style-type: none"> • Practice oral presentation skills • Give and receive feedback from the teacher and other students

Throughout the warm-up session, the project, its objectives, deadlines and assessment criteria were described to the students. The organisation of the class in groups of four or five students maximum was arranged as well. Then, students received explicit instruction on the different types of audiovisual advertisements (“ads”) focusing on the distinction of [product or service ads](#) vs [brand ads](#), and [factual or expository ads](#) vs [storytelling ads](#) (Dessart, 2018). Along with the definitions, audiovisual examples were seen in class. Having established the main grounds for the project, the students were invited to watch a [YouTube video](#) (Hoff, 2015), which included a description of storytelling and examples. At the end of the session, they were told to read two research articles related to storytelling advertising by Zambrano (2018), as well as Lundqvist, Liljander, Gummerus, and Van Riel (2013) at home. The first gives insights into the nature and concept of storytelling in printed and audiovisual advertisements while the second is an empirical study on the impact of storytelling on the consumers’ perception of the brand.

The pre-task was divided into two sessions. In the first session, students were told to collaboratively answer two reading comprehension questions per article in order to raise their awareness on storytelling advertisements and their impact on potential customers. Then, different visual and persuasion techniques were explicitly presented to the class along with YouTube audiovisual examples, i.e. multimodal input provision. Some of the visual techniques described were the use of colours, copy, high and low-angle camera shots, the layout of the product, the use of slogans, music, sound effects and voice-over. As regards persuasion techniques, the use of [bandwagon](#), [loaded language](#), [bait and switch](#), [product comparison](#), [emotional appeal](#), [celebrities’ role](#) and [humour](#) were also described and audiovisually exemplified. Then, students read an online text on brand core values (Anthem Branding, 2019) with the purpose of understanding companies’ brand image and its effect in the ads produced. The second session was devoted to the analysis of audiovisual ads in class. Students worked in teams and analysed different storytelling advertisements of competing companies such as Burger King and McDonald’s fast food products and BMW and Mercedes Benz makes of cars. They had to briefly describe the type of product advertised, and determine the main message conveyed and its target audience. Next, they identified the visual techniques and persuasive resources, and their intended effect on

the audience. Their answers were shared in class for discussion. The last part of the class was devoted to the selection of the advertisement to analyse for its posterior presentation.

In the task, students analysed the advertisement selected in groups. Their assignments included the search for information related to the advertisement and company in order to i) identify the brand values, the target audience, main message and secondary ideas/messages if any, ii) describe the storytelling structure, analyse and describe visual techniques and persuasive resources, iii) state their own opinion by summarising their analysis as regards storytelling's intended impact with the specificities of the selected advertisement. The post-task was divided into two sessions devoted to the preparation and performance of oral presentations. Explicit instruction on how to organise and give their presentations was provided to students.

3.3. Instruments for data collection and analysis

Participants' proficiency in English was measured with the Quick Placement Test (UCLES; 2001). The motivational factors under analysis were studied by the completion of an adaptation of the IMI (Deci & Ryan, 2010). Once the project ended, students were given a link to a Google forms questionnaire to rate a total of 25 motivation-related items on a 1 (not at all true) to 5 (very true) Likert scale basis. The questionnaire was divided into the subscales of interest/enjoyment (5 items), perceived competence (5 items), effort/importance (3 items), pressure/tension (2 items), perceived choice (3 items) and value/usefulness (7 items). The internal consistency of the questionnaire was measured by Cronbach's alpha coefficient ($\alpha = .71$). Results were compiled and statistically analysed using SPSS v.26. Students' presentation performance was assessed using the Euroexam B1 marking scheme (Euroexam International, n.d.) and a self-developed rubric to assess the contents derived from their analysis. In order to interpret the results of the different motivation subscales, the following parameters were established:

Table 2. Mean range and motivation degrees (1 to 5 Likert scale)

Mean Range	Motivation degree
3.68–5.00	High
2.34–3.67	Moderate
1.00–2.33	Low

3.4. Results

The first research question was aimed at studying the effects of the methodology put into practice and the use of YouTube as a multimodal input source for vocabulary exemplification and the analysis of ads on students' motivation. Results on the different motivation subscales are presented in Table 3 below.

Table 3. Motivation questionnaire descriptive statistics results

Subscale	Items	Min	Max	Mean	SD
Interest/enjoyment	5	2.80	5.00	3.78	.54
Perceived competence	5	2.20	5.00	3.47	.57
Effort/importance	3	2.67	5.00	4.21	.60
Pressure/tension	2	1.00	5.00	2.61	.90
Perceived choice	3	2.00	5.00	3.89	.75
Value/usefulness	7	2.57	4.71	4.00	.46
Total IMI	25	3.08	4.40	3.75	.27

From the analysis of data, students report a high degree of motivation in the subscales of *interest/enjoyment* (M=3.78) which measures intrinsic motivation per se, *effort/importance* (M=4.21), *perceived choice* (M=3.89), which is a positive indicator of self-reporting and intrinsic motivation, and *value/usefulness* (M=4.00), which implies students' perception of the project as valuable and has a self-regulating and internalisation effect towards the activities and tasks practised. Contrary to the initial expectations, students' mean score in the subscale of *perceived competence* (M=3.47) is moderate. A possible explanation could be the novelty in project accomplishment as first-year students and their mastery of YouTube usage not related to the project requirements. The *pressure/tension* perceived when overcoming the task is low (M=2.61) and that fact may have fostered their intrinsic motivation. Last, the total mean score of the IMI questionnaire, which determines the overall motivation degree, is high as well (M=3.75).

The second research question addressed the relationship between students' overall IMI scores and their academic performance i.e. individually, in group, and total assessment results. With the objective of determining these relations, the Pearson product-moment correlation (r) was computed. Results are presented in Table 4 below.

Table 4. Correlation matrix results

		1	2	3	4
1. Total IMI	Pearson (<i>r</i>)	1	.235*	.246*	.332**
	Sig. (2-tailed)		.037	.029	.003
2. Individual assessment	Pearson (<i>r</i>)	.235*	1	.183	.689**
	Sig. (2-tailed)	.037		.106	.000
3. Group assessment	Pearson (<i>r</i>)	.246*	.183	1	.818**
	Sig. (2-tailed)	.029	.106		.000
4. Total assessment	Pearson (<i>r</i>)	.332**	.689**	.818**	1
	Sig. (2-tailed)	.003	.000	.000	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Results confirm significant positive correlations between students' scores obtained from the IMI questionnaire and their individual performance ($r = .235, p < .05$), group performance ($r = .235, p < .05$), and global assessment ($r = .332, p < .01$). Even the fact that the correlation analysis does not indicate a cause-effect relationship, it could be hypothesised that higher motivation levels promote active engagement and learning by doing which is revealed in students' final marks.

The third research question was directed at the study of students' perceptions and motivation towards the value/usefulness of the project and the use of ICTs (YouTube). Close attention is paid to the items assessing the subscale of value/usefulness from the IMI questionnaire. Results are shown in Table 5 below.

Table 5. Task value/usefulness descriptive statistics results

Item	Min.	Max.	Mean	SD
19. I believe this project could be of some value to me.	2.00	5.00	3.82	.88
20. I would be willing to do this again because it has some value to me.	1.00	5.00	3.80	.91
21. I believe doing this project could be beneficial to me.	2.00	5.00	3.85	.86
22. I believe the use of ICTs could be useful for my studies.	1.00	5.00	4.15	1.06
23. Using ICT resources provides me with information that would lead to better decisions.	1.00	5.00	4.05	.81
24. Using ICT resources improves my work performance.	1.00	5.00	4.03	.98
25. Using ICT resources enhances my effectiveness in my work.	1.00	5.00	3.85	.86

As seen in Table 5, items 19 to 21 present students' opinions of the project itself while items 22 to 25 are directed at the use of ICTs. Students' mean scores as regards their perception of the project value (M=3.82), their willingness to do similar projects (M=3.89), and the perceived benefits implied (M=3.85) are high. Similarly, students' impression in relation to the use of ICT resources (YouTube) has been highly valued with reference to its usefulness (M=4.15), the information accessed (M=4.05), their work performance (M=4.03) and effectiveness (M=3.85). These results point towards students' positive attitude towards the project plan, design and outcomes, and the use of ICT resources as valuable and beneficial for their academic life.

4. Discussion

The results from the first research question may indicate overall positive motivational outcomes in students when PBL is put into practice and structured following the TBLT approach in an ESP teaching and learning context. The mean score results from the motivation questionnaire subscales concur well with Anwar and Wardhono's (2019), and Jafari and Shokrpour's (2012) studies in the ESP contexts of industrial engineering and medicine respectively, particularly the effects of learning experiences and intrinsic motivation on students' learning outcomes. These results provide additional support for the positive impact of PBL experiential learning and motivation enhancement as reported by Dörnyei (2001) and Tavakoli et al. (2019).

The usefulness of YouTube as an ICT resource for the multimodal exemplification and conceptualisation of specific terminology, and the analysis of real advertisements seems to be consistent with Douglas and Kim's (2014) as well as González-Lloret and Ortega's (2014) previous assumptions on the appropriateness of merging TBLT and ICTs for the design of technology-mediated communicative tasks – in particular, its effects on students' active learning, task performance and increasing motivation (Oskoz & Eola, 2014; Peñarroja, 2020b, in press).

For the second research question, the significant correlations between the IMI total results and students' performance underlie the principles of students' active role in multidisciplinary problem-solving tasks that require cooperative work (Mettas & Constantinou, 2007), and promote self-learning and critical thinking abilities (Ambrosio & Hernández, 2018; Corda et al., 2020; Estruch & Silva, 2006). In addition, students' performance results may be

related to task engagement (González-Lloret, 2017) and their learning of content knowledge as suggested by Hebron and Morris (2012) and Stoller (2006).

With reference to the third research question, students have positively valued both the project and the use of YouTube as a means for exemplifying and conceptualising new terminology in the ESP field of study. Our results are in line with the assumptions of Ambrosio and Hernández (2018) and Corda et al. (2020), which highlighted the effects of a well-contextualised project facing students' future real needs that require interdisciplinary knowledge and problem-solving abilities. Achieving experiential learning through the project and the use of YouTube may well have contributed to students' project interest (Kelsen, 2009), the enhancement of critical thinking skills (June et al., 2014), and motivation towards overcoming the project and the use of YouTube (Aprianto, 2020; Dodd et al., 2015).

Nevertheless, the findings of this study should be interpreted with caution due to the number of participants in the study and the specificity of the ESP project designed for first-year students of the Bachelor's programme in Advertising and Public Relations. The use of YouTube as a multimodal input source has helped in promoting students' project engagement, their understanding of specific vocabulary and their motivation towards project accomplishment. ESP instructors must know that the use of ICTs and PBL is highly time-consuming and requires careful planning. The selection of meaningful YouTube videos requires instructors' previous analysis and the use of random videos should be avoided.

5. Conclusion

Motivation is crucial for the activation of students' different learning skills and processes. This paper has investigated the effects of implementing PBL and TBLT approaches and the use of YouTube as an ICT for multimodal input provision on students' motivation in the ESP class. Students have reported overall positive results in the motivational subscales studied. Results from that data unveil significant correlations between students' motivation towards the ESP project and their performance (Anwar & Wardhono, 2019). Correspondingly, students have positively perceived the project tasks and the use of YouTube as previously suggested by González-Lloret and Ortega (2014), Bekteshi (2019) and Aprianto (2020).

This paper has highlighted the importance of experiential learning in the ESP class by project-solving. Findings support the idea that projects divided into communicative tasks that align with students' interests can foster their motivation and commitment in project accomplishment. The significance of our contribution lies in the value that projects add to the ESP courses curriculum although their design is time consuming and these may not always fit learners' expectations at some learning stages, which can be frustrating for both instructors and ESP learners. Some of the implications derived from our findings point towards the implementation of projects as a complement to ESP course books since these may well tally with students' needs, course expectations and learning goals.

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