The Impact of Crowdfunding Video Task-Based Learning on TOEIC Performance of EFL Business English Students

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Abstract

This study investigates the influence of integrating a crowdfunding video task into Business English courses on English as a Foreign Language (EFL) students' TOEIC (Test of English for International Communication) scores. This mixed-methods study utilizes a pre-and post-test experimental design to evaluate the influence of crowdfunding-related activities on TOEIC proficiency. The design of the study includes implementing a Crowdfunding Video Task Questionnaire (CVTQ) and conducting semi-structured interviews. A total of 86 sophomore college students participated in the study. The questionnaire and interviews were designed to gather nuanced information about students' perceptions and experiences in task-based English learning within the ambit of crowdfunding integration. In essence, the study aims to facilitate a broader understanding of task-based learning approaches integrated into the teaching of Business English. Specifically, it aims to shed light on how such approaches could augment English language skills indispensable in the business domain when integrated with the crowdfunding video task. By investigating this combination, the study intends to pave the way for more effective and engaging English instruction tailored to the demands of the professional world.

1 Introduction

Educators have increasingly adopted innovative approaches to enhance language instruction in recent years. These methods have played a pivotal role in shaping English as a Foreign Language (EFL) learning experiences (Lin, 2023; Ulfah & Mukminatien, 2023; Rahim, 2019). Effective English communication is essential in today's globalized society, especially in international business and organizations (Phan, Nguyen, & Nguyen, 2022; Rao, 2019). Scholars highlight the extensive use of TOEIC for evaluating employees' language proficiency, particularly in listening and reading. These scores provide precise and objective measures. Employers often rely on English scores for hiring decisions and role assignments (Park, 2011; Doan & Hamid, 2021; Im, 2021). In response to this need, the EFL education landscape is evolving, with a growing emphasis on equipping learners with Business English skills that transcend traditional academic boundaries (Teo, 2019; Yan & Cong, 2019). Proficiency in English is increasingly recognized as a critical asset for global communication. This is especially true in the business domain, where it plays a key role in professional success.

Hence, Task-Based Learning (TBL) is a progressive approach that prioritizes practical, meaningful, task-oriented language acquisition (Hyde, 2013; Prabhu, 1987). TBL in English education is an approach that emphasizes teaching, learning, and assessing through tasks rather than isolated grammar forms. It aims to enhance language functionality (Baralt, & Morcillo, 2017). Shu (2022) urged universities to adapt task-based teaching to benefit students and enhance language instruction. This includes integrating diverse teaching models with Business English. Such an approach, gaining traction, strategically integrates task-based methodologies that align language learning with practical, real-world tasks (Willis, 1996a; Hismanoglu & Hismanoglu, 2011). TBL replicates real-life situations, nurturing a learner-driven environment for acquiring and applying language skills in authentic contexts and fostering communicative competence (Popescu, 2022).

Additionally, crowdfunding presents a unique opportunity for integrating language learning into a task-based framework. This contemporary fundraising method often involves pitching ideas to potential backers. It represents a real-world task that intertwines language use with entrepreneurial communication (Zhou et al., 2022). Infusing this approach into the Business English curriculum aims to prepare students to navigate the demands of professional communication in an interconnected world. Crowdfunding in English teaching facilitates the enhancement of teaching materials, effectively preparing students for the dynamic and evolving business landscape (Liu & Deng, 2016). The rationale for using crowdfunding video tasks is threefold. First, they enhance language use. Second, they promote active engagement and practical application. Finally, they develop critical business communication skills. Indeed, individuals must possess these essential interactive and critical thinking skills, particularly in the 21st century (Teo, 2019).

Regrettably, previous research has not thoroughly explored the benefits of utilizing crowdfunding to enhance English teaching. Similarly, the potential interplay between crowdfunding and language education must still be examined. There are but few studies that examine how crowdfunding could foster English learning, as most research on crowdfunding primarily focuses on its applications within finance. The potential of crowdfunding as a pedagogical tool for language learning still needs to be explored. These limitations point to the need for more comprehensive and systematic research on crowdfunding in English language education. Such investigations might potentially help us understand its broader applicability and effectiveness. Bridging this gap could yield valuable insights into how crowdfunding can enhance language education. These insights include increasing resource access, fostering collaboration, and boosting learner motivation for EFL contexts.

While TBL is acknowledged as a practical approach, its integration with real-world tasks like crowdfunding has yet to be studied. This is particularly true within Business English, where such strategies remain relatively uncharted. There is a notable gap in the current research landscape when it comes to understanding how this integration influences language proficiency.

This study aimed to enhance language education by contributing evidence-based strategies that align with real-world demands, particularly in English for Business. Additionally, it explored student perceptions of the crowdfunding video task, emphasizing the importance of understanding innovative language learning approaches. The research questions are outlined below:

RQ1. How does integrating the crowdfunding video task into Business English affect the TOEIC scores of students?

RQ2. What are students' attitudes and opinions regarding the relevance and practicality of the crowdfunding video task within the context of their business-oriented language learning objectives?

RQ3. To what extent do Business English students perceive the crowdfunding video task as beneficial for improving their learning experience?

2 Literature review

The theoretical frameworks underpinning this study, Task-Based Learning (TBL) and crowdfunding instruction, have been further elaborated on below to address the need for a deeper analysis. TBL, known for its emphasis on practical engagement and task sequencing, was instrumental in

structuring the study's activities to align with real-world applications. Crowdfunding instruction, on the other hand, provided a foundation for incorporating collaborative and entrepreneurial elements into the curriculum, fostering innovation and active participation among learners. The strengths of these frameworks, such as their ability to promote engagement and experiential learning, are highlighted alongside their limitations, including challenges related to resource allocation, video editing skills, and prior knowledge of the learner. The following expanded discussion clarifies how the framework informed both the study design and data analysis, ensuring a comprehensive understanding of the TBL-integrated crowdfunding video task in achieving the research objectives.

2.1 Task-based learning and EFL

Task-based learning (TBL) holds significant benefit for EFL students by seamlessly merging language acquisition with authentic tasks, nurturing pragmatic communication abilities, and elevating their comprehensive language proficiency. TBL is a contemporary instructional method that centers class activities around pedagogical tasks, with students collaborating in groups and the teacher primarily guiding language use (Hyde, 2013). Various researchers define a task as meaningful work in the target language, prioritizing meaning, real-world relevance, completion, and outcome-based assessment. Prabhu pioneered TBL, raising awareness in English education. According to Prabhu (1987), a task involves learners arriving at an outcome through active and meaningful communication processes. Nunan (1989) focused on meaning in tasks, considering their language work. Willis (1996a) emphasized leveraging the target language for expressive objectives to achieve an outcome. Tasks in a classroom setting encompass a specific goal and involve communicative language use, striving for discourse akin to natural real-world communication (Hismanoglu & Hismanoglu, 2011). The TBL approach in EFL classes adds variety and enhances student learning by promoting active involvement and significant improvements in language performance. In EFL teaching and learning, a task is broadly recognized as a focal point of instruction focusing on outcomes or as a framework for behavioral research and classroom learning (Nunan, 2006). Hence, the TBL teaching approach sees English instruction as an activity aimed at completing communication missions. Tasks are utilized to structure classroom teaching, encouraging learners to use their existing language skills to understand and apply the target language while performing these tasks (Niu, 2021).

Studies have found that students prefer TBL over teacher-directed lessons, valuing the increased opportunities for self-expression in the target language (Ruso, 1999; Wenas, Liando, & Rorimpandey, 2023; Waluyo, 2019). Task-based EFL teaching offers pedagogical advantages by linking learning to real-life contexts, enhancing language internalization, and teaching problem-solving skills. To implement it effectively, tasks should match students' language proficiency, be trialed and adjusted, and teachers should understand their purpose (Hismanoglu & Hismanoglu, 2011). They advocate for diverse English teaching strategies, specifically highlighting task-based and content-based language teaching as practical approaches. Hong-Hua (2021) claimed that the TBL approach in Business English teaching proves both feasible and practical, enhancing teacher enthusiasm, resolving teaching challenges, encouraging active student engagement, improving language proficiency, and encouraging students to become empowered for future professional roles.

Furthermore, Task-Based Learning enhances English vocabulary, teamwork, and knowledge of language strategies through creative language usage that prioritizes communication over perfect vocabulary usage (Nychkalo et al., 2020). Also, Xu (2021) found that TBL tasks effectively improve students' proficiency in English and analytical reasoning abilities, emphasizing collaborative learning as an appropriate pedagogical approach for language advancement in academic settings. In a similar vein, TBL in Business English courses boosts motivation, learning strategies, and confidence, with a focus on practical business knowledge. Learner autonomy also improves significantly. From a broader perspective, TBL aligns with the goals of Business English Teaching by promoting practical language use, problem-solving abilities, communication competence, active engagement, relevance to business contexts, and an enhanced understanding of business concepts (Guiyu & Yi, 2017).

Integration of business knowledge, enhanced language guidance, multimedia use, and real-world simulations are suggested for an even more effective TBL approach (Xie, 2022). Likewise, Pisharady and Ravikumar (2021) found that TBL promotes collaboration for improved language skills, enhances vocabulary through peer engagement, balances textbook learning with real-life communication, integrates creativity and practicality, and customizes English learning for specific career goals.

For the EFL context, a TBL framework involves three phases. First, a pre-task phase introduces the topic and necessary language skills. Second, the task cycle engages students in the task and planning, followed by group or pair presentations. Lastly, the language focus phase entails language analysis and practice based on the task. This structured approach enhances language learning through hands-on engagement and targeted language exploration (Willis, 1996b; Ruso, 1999). Furthermore, it is imperative to educate students with a deliberate emphasis on the four essential competencies of the 21st century, often referred to as the 4Cs, to equip them with key competencies for thriving in today's fast-changing world (Ahmadi & Besançon, 2017; Henriksen, Mishra, & Fisser, 2016; Doringin & Sasmoko, 2017; Kweldju, 2016; Sohaya, 2020). Instructors should seamlessly integrate productive and receptive language skills throughout their TBL lessons, employing technological tools and materials from emerging technologies (Aben Ahmed, 2022). Therefore, the characteristics of TBL for Business English include real-world language, authentic texts, learner-centeredness, creativity, and communicative purpose (Nunan, 2006; Hismanoglu & Hismanoglu, 2011). To better explore the research questions, specific literature was used to support the rationale of this study. For instance, Hu (2024) found that TBL enhances EFL students' skills, motivation, and classroom learning, contributing to academic and career success. Nae (2023) advocated moving beyond drill-based approaches in TOEIC classes by integrating interactive, practical, and student-centered tasks to enhance communicative competence and better align TOEIC preparation with real-world language use. Integrating TBL with crowdfunding campaigns meets the aforementioned criteria, and showcases the potential of innovative teaching materials for the EFL context.

2.2 Educational potential of crowdfunding

Within the domain of business, crowdfunding serves as a mechanism through which both individuals and organizations can procure financial backing from a broad online audience, typically known as contributors, to support a variety of endeavors or goals (Mollick, 2014). Doyle, Freeman, and O'Rourke (2017) and Greenberg, Pardo, Hariharan, and Gerber (2013) have demonstrated that incorporating videos in crowdfunding campaigns holds a substantial persuasive effect, attracting potential donors and bolstering support and contributions. Crowdfunding represents a global movement with far-reaching positive impacts on society and politics (Kshetri, 2015). It distinguishes itself from traditional marketing through its direct engagement with potential customers, validation of market demand, focusing on storytelling, community building, pre-sales and rewards, and risk and reward sharing. Furthermore, the educational field has witnessed several benefits from crowdfunding, such as educators acquiring diverse materials to enrich teaching and learning experiences, creating unique learning opportunities beyond traditional approaches, fostering a sense of community, and empowering both educators and students to meet their educational needs (Zhou et al., 2022). In tertiary institutions, crowdfunding has the potential to enhance learning experiences, emphasizing its role in supporting innovative and collaborative learning (Benna, 2018). Crowdfunding is integrated as a practical, real-world task to cultivate competencies such as collaboration, communication, and entrepreneurial skills (Wu & Yuan, 2022). Similarly, Vealey (2016) found that integrating crowdfunding into teaching enhances communication skills and prepares students for the evolving business landscape. It brings with it social and civic aspects, broadening business teaching methods, and encourages students to consider problem-solving and ethics, while engaging with diverse perspectives. The crowdfunding video task emphasizes learning by doing, enabling students to develop entrepreneurial skills by generating ideas, refining concepts, creating campaigns, and engaging in

peer feedback (Tassabehji et al., 2021). The benefits of crowdfunding include fostering student engagement, higher-order thinking, analytical reasoning, and solution-focused competencies. It also develops practical skills such as teamwork, leadership, and digital literacy, aligning with 21st-century educational goals (Wu & Yuan, 2022).

Moreover, the narratives provided by crowdfunding advocates have proven beneficial not only for genre analysis but also for instructors in English for Specific Purposes (ESP). Liu and Deng (2016) mentioned that crowdfunding can benefit ESP students by enabling the development of crucial skills through the genre of a video campaign. In this format, students must concisely present their credentials, enthusiasm, and innovative ideas within a limited timeframe to engage and captivate viewers. Similarly, Pan (2024) reported that workplace-relevant tasks, such as product presentations emphasizing participation and interaction, significantly improved TOEIC scores. These insights are precious for instructors updating their teaching materials to ensure students are well-prepared for the dynamic and constantly evolving business landscape (Liu & Deng, 2016). As such, crowdfunding activities have the potential to enhance EFL students' video projects, honing their communication, presentation, and persuasion skills—skills of immense value in professional and real-world contexts. This study is significant due to the limited literature available on using crowdfunding video tasks to address EFL students' needs, specifically exploring its impact on TOEIC scores, students' attitudes toward its relevance and practicality for business-oriented language learning, and perceptions of its benefits in enhancing their overall learning experience in Business English.

2.3 Advantages of English education through video creation

Recent advancements in video technology have profoundly impacted educational approaches and communication among young individuals. Using video projects has become crucial in supporting teaching methods and achieving desired learning outcomes (Huang, 2015; Kang, & Kim, 2021). Incorporating video projects into language classrooms has addressed the need for enhancing media literacy in the digital age, a crucial component of education (Huang, 2015). Creating videos not only encourages EFL students to engage with the world around them actively but also allows them to communicate their absorbed knowledge through diverse media effectively. It fosters various skills such as speaking and inquiry-based and constructivist learning, and provides authentic learning opportunities, ultimately enhancing motivation. English video projects further enhance vocabulary, reading, and confidence among students. Engaging activities, well-designed by teachers, further maximize these benefits (Fitria, Uswatunnisa, & Pattiasina, 2022). Likewise, Yin (2024) found that English videos enrich language input, boost motivation, aid comprehension, expand topical knowledge, and connect course topics to students' lives.

Chen's study (2018) underlined participants' enthusiasm towards video production and emphasized its importance in integrating it into the curriculum, enabling responsible digital tool use in today's digital landscape. The educational significance of video projects lies in their ability to facilitate learner engagement with genuine materials within real-world contexts. Learners actively seek pertinent information, construct individual interpretations, and create multimedia videos (Huang, 2015).

Researchers emphasized the positive impact of integrating video projects into both EFL and ESP instruction. For instance, Lestari and Nirmala (2020) discovered that integrating digital storytelling into ESP instruction enhanced linguistic and non-linguistic proficiencies, including speaking, writing, and critical thinking. Their research highlighted how collaborative group work and creating English advertising videos allowed learners to refine their pronunciation and present creative outputs.

In modern communication, Otodu and Khoiriyah (2023) and Xiuwen and Razali (2021) emphasized how engaging in video production prepares students for contemporary modes of communication involving technology. Additionally, Apriyanti, Syarif, and Ramadhan (2021) stress the value of digital video projects in advancing ESP material, directly impacting students' public speaking skills, reinforcing their ESP knowledge and skills, and boosting their confidence. Using videos to elucidate

content is a potent tool for EFL/ESP classes, significantly benefiting language learning across various aspects (Soto et al., 2017). Puspa and Syahrial (2017) demonstrated that participating in video projects enhanced language skills and fostered the development of crucial 21st-century skills, such as learner autonomy, collaboration, and digital literacy. Furthermore, Friesem (2016b) delineated a five-stage approach to video creation: script development, planning, filming, editing, and final presentation. Wang (2008) underscored meaningful content and authentic communication modes in integrating technology for an effective educational experience. In brief, integrating TBL with crowdfunding, particularly through video campaigns, infuses EFL education with innovation and aligns it with 21st-century skills. This approach combines language learning with real-world tasks, enhancing language proficiency and communication skills in Business English education.

2.4 Challenges of implementing crowdfunding video tasks

Despite the benefits of crowdfunding approaches and video project creation, implementing crowdfunding video task-based learning in EFL has specific challenges. Teachers and stakeholders should be aware of potential obstacles, including unfamiliarity with crowdfunding concepts, time management issues, and assessment complexities. For instance, many students need prior knowledge of crowdfunding (Vealey & Gerding, 2016). Furthermore, video projects demand considerable time for planning, execution, and follow-up, which may conflict with course schedules and objectives (Shafirova & Cassany, 2024). Additionally, evaluating individual contributions within a group video project can be challenging, complicating the accurate assessment of each student's performance (Wijaya, 2020). Other challenges identified include significant instructor training to implement and guide crowdfunding projects effectively. Additionally, students may struggle with managing time, resources, and campaign logistics without sufficient support (Wu & Yuan, 2022).

2.5 Theoretical Framework and research questions

The theoretical framework of the TBL-integrated crowdfunding video task emphasizes its effectiveness in fostering English proficiency, learner autonomy, and communication skills through practical, real-world tasks (Hyde, 2013; Willis, 1996b; Guiyu & Yi, 2017). This directly informs the first research question, which investigates the impact of crowdfunding video tasks on TOEIC scores by highlighting TBL's potential to enhance measurable language outcomes. The second research question, exploring students' attitudes and perceptions, is supported by studies such as Hu (2024) and Nae (2023), which demonstrate the motivational and practical benefits of interactive, student-centered tasks in EFL contexts. Finally, the third research question, examining the perceived benefits of crowdfunding video tasks in enhancing learning experiences, draws on research by Benna (2018) and Tassabehji et al. (2021), highlighting crowdfunding's role in fostering collaboration, entrepreneurial skills, and professional preparedness. By integrating these insights, the study built on existing knowledge while addressing gaps in the use of crowdfunding video tasks as an innovative tool for EFL instruction. This expanded discussion clarifies the study's unique contributions to the field and alignment with prior research.

3   Methodology

3.1 Research design

This study utilized a mixed-methods approach to investigate the effects of integrating the crowdfunding video task into EFL Business courses on the TOEIC scores of 86 sophomore students (Figure 1). Within the experimental group, 44 students received instructions on crowdfunding video production and created product videos as part of their outcomes. Conversely, the control group, consisting of 42 students, underwent typical teaching methods such as reading and discussing Busi-

ness English textbook materials supplemented by watching crowdfunding videos to enhance comprehension and learning. Ethical protocols ensured participant protection, including informed consent with clear explanations of the study's purpose, benefits, risks, and the right to withdraw at any time. Responses were anonymized and data were securely stored in order to maintain confidentiality. These measures upheld ethical standards and participant trust. The research design encompassed a pre-test and post-test experimental setup to measure the influence of crowdfunding-related video tasks on TOEIC test proficiency. Additionally, semi-structured interviews were conducted to gain qualitative insights into students' perceptions and experiences within the task-based video production integrated with crowdfunding. The open coding method facilitated qualitative data analysis, comprehensively exploring emerging patterns, themes, and insights within the dataset (Strauss & Corbin, 1998; Flick, 2009; Saldafia, 2009).
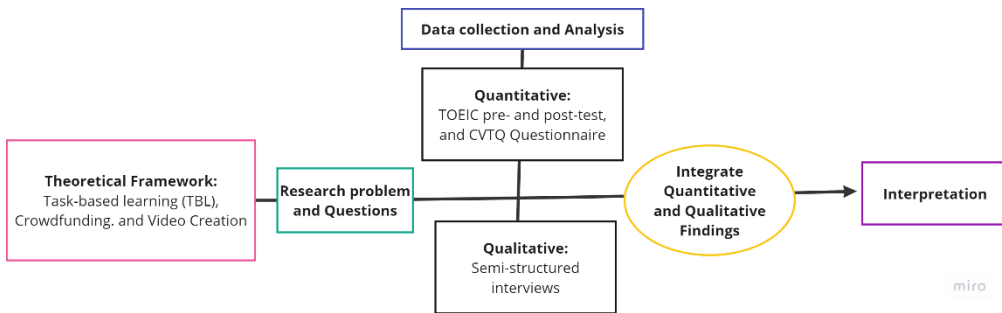

Fig. 1. Research design

3.2 Participants

The study was conducted in central Taiwan, involving participants from a private university. The participants in this study were 86 EFL students (61 females and 25 males) enrolled in the Business English course. Their English proficiency levels ranged from A2 to B1 levels, according to the CEFR framework, as assessed through TOEIC tests. The researcher informed the participants about the study's purpose and procedures and provided their consent to participate voluntarily. The participants in this study were from the following areas of specialization: Finance (19.8%), followed by Marketing and Logistics Management (25.6%) and Leisure Service Management (18.6%). Business Administration students comprised 17.4%, while those from Insurance constituted 11.6%. Accounting students made up 7% of the total participants.

3.3 Procedure

The experimental procedure for the study is illustrated in Figure 2. Before the intervention, participants took a pre-test consisting of TOEIC test to establish their baseline language proficiency levels. The crowdfunding video task was integrated into the regular curriculum of the Business courses. Participants in this study were involved in crowdfunding-related activities. The experimental group followed the TBL procedure and created a crowdfunding video task (details in Table 1), while the control group received conventional instruction and watched crowdfunding videos in class only. The control group engaged in discussions and analyses of the videos, focusing on identifying features of successful crowdfunding campaigns, such as persuasive communication and effective use of visuals. However, they did not participate in the TBL procedures and collaborative aspects of creating their own crowdfunding projects. The goal was to improve all participants' language skills, particularly listening and reading, within a business context. Following the intervention, semi-structured interviews were conducted with participants to gather qualitative data regarding their perceptions and experiences with task-based English learning integrated with crowdfunding.

The interviews aimed to explore the participants' perspectives on the effectiveness and levels of engagement associated with this approach and differences between the two groups. Also, the experimental groups completed the Crowdfunding Video Task Questionnaire (CVTQ) to ascertain their perception of the crowdfunding video task's benefits in enhancing their learning experience. Finally, participants underwent a post-test, mirroring the structure of the pre-test, to measure any changes in their TOEIC scores (Figure 2).
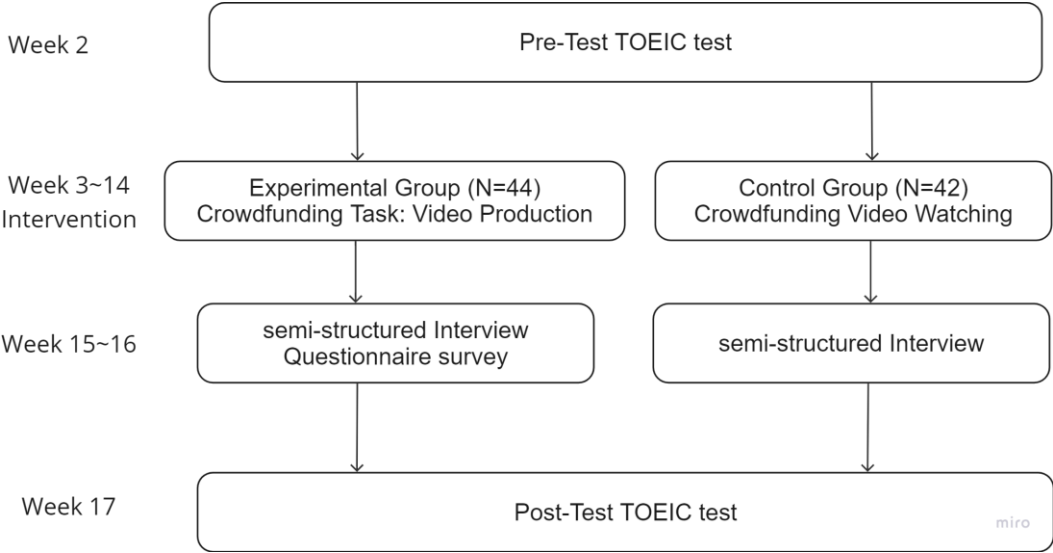

Fig. 2. Experimental procedure

3.4 Instruments

The study employed TOEIC tests, crowdfunding activities, semi-structured interviews, and the CVTQ survey. To ensure the reliability and validity of the instruments, a Cronbach's alpha value of .948 for TOEIC tests and a calculated Cronbach's Alpha coefficient of .95 for CVTQ indicated a high level of internal consistency and reliability in measuring participants' language proficiency. Moreover, the semi-structured interview questions underwent evaluation by three EFL instructors to ensure validity.

3.5 Implementation of the crowdfunding video task

The control group only watched crowdfunding videos and received instruction from workplace textbooks. The experimental group, on the other hand, was required to follow the instructions for the crowdfunding video task and create a final video to promote their selected product or merchandise. The crowdfunding video task comprised of distinct stages to enhance language usage, expression, and creativity. It started with a pre-task phase introducing crowdfunding, assigning groups, and teaching essential language skills. Second, the task cycle involved project creation, planning, and presentations. Third, the language focus phase analyzed crowdfunding campaign language and offered constructive feedback. Fourth, post-production emphasized refining crowdfunding videos. The final stages included screening, evaluation, and peer feedback which enriched the learning experience. The detailed crowdfunding video task procedures, aligned with the TBL concept, are outlined in Table 1.

Table 1. Crowdfunding video making task procedures

Task steps	Descriptions
Pre-task Phase	a. Introduce the concept of crowdfunding and its relevance. b. Assign students to groups or pairs. c. Teach essential language skills required for creating a crowdfunding video campaign.
Task Cycle	a. Task students with creating a crowdfunding video task. b. Guide students in planning and organizing their video scripts and ideas, considering content and language use for persuasion. c. Provide a timeframe for students to work on their video creation. d. Instruct students to present their crowdfunding video to the class.
Language Focus Phase	a. Conduct a language analysis session. Focus on the language used in crowdfunding campaigns. b. Based on the task, offer feedback and guidance to improve video stories, message delivery, language usage and presentation skills.
Post-production and Refinement	a. Assist students in refining their video stories and campaigns, emphasizing clarity, creativity, and engagement. b. Allow students to make necessary revisions and improvements based on feedback received.
Screening and Evaluation	a. Present the final video in the class. b. Facilitate a discussion and evaluation session, highlighting strengths and areas for improvement. c. Encourage peer feedback and constructive critique to enhance the learning experience.

KEY Coffee Grinder | Fiido X – 130KM Folding Electric Bike

Fig. 3. Example crowdfunding videos as teaching materials
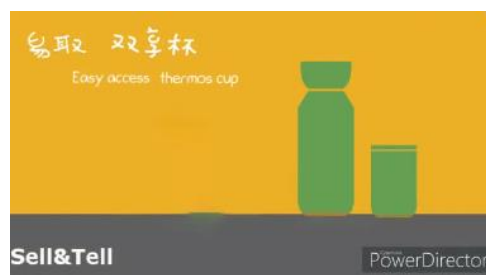
Easy Access Thermos Cup | Extreme Umbrella

Fig. 4. Examples of students' video productions

3.6 Crowdfunding video task questionnaire (CVTQ)

The survey questionnaire was designed utilizing 14 items sourced and adapted from the works of Hırata (2009) and Lai, Lei, & Liu (2016). It was further refined and structured as the Crowdfunding Video Task Questionnaire (CVTQ) to gauge participants' perspectives regarding the crowdfunding video task creation process. The questionnaire consisted of six items employing a Likert scale (ranging from 1 = strongly disagree to 6 = strongly agree). These options enabled the participants to articulate their perspectives and judgments regarding the variables under investigation.

3.7 Semi-structured interviews

Semi-structured interviews were administered to 24 participants (12 from each group) to gather comprehensive qualitative insights that complemented the quantitative data. The control group students were asked about their perspectives regarding watching crowdfunding videos in the context of English learning. On the other hand, the experimental group responded to the following set of questions:

1. Please describe how the experience with the crowdfunding video task integrated into Business English enhanced the English skills assessed in the TOEIC test.
2. Please describe how the crowdfunding video task enhances your overall understanding and application of Business English concepts and skills.
3. How do you perceive the integration of the crowdfunding video task in the Business English course in terms of aiding the learning experience?

4   Data analysis

As part of the quantitative analysis, the pre-and post-test scores underwent examination using both independent t-tests and paired sample t-tests to identify any notable disparities in TOEIC scores. CVTQ questionnaire results were presented as means and standard deviations. On the qualitative front, transcriptions of the semi-structured interviews were meticulously analyzed through thematic analysis, employing open coding methods to discern recurring patterns and themes elucidating participants' experiences and perceptions. Open coding involves an inductive process of segmenting and categorizing data to uncover recurring patterns and themes. This approach yielded rich, detailed qualitative data that was instrumental in identifying important themes. Results were categorized into key themes of learning outcomes related to persuasive skills, vocabulary acquisition, grammar improvement, presentation skills, market knowledge, product introduction strategies, and real-life application.

4.1 Pre-and Post-test data analysis

The first research question pertained to how integrating a crowdfunding video task into Business English affects the TOEIC scores of students. To ensure group equivalence, the pre-test was administered simultaneously to both the experimental and control groups. An independent sample t-test was then employed to analyze the pre-test scores of these two groups. The pre-test achievement scores for the students in both groups, related to the TOEIC scores, are compared in Table 2, showcasing means, standard deviations, and t-test statistics. The significance level for all reported effects was set at 0.05. The average pre-test score for students in the experimental group was M = 364.66, SD = 129.38, while for the control group, it was M = 400.48, SD = 161.39. An independent t-test comparing the students' pre-test scores from both groups yielded a t-value of t(84) = -1.138. The results indicated no statistically significant difference between the pre-test scores of the students in these two groups at the 0.05 level (p = .972; p > .05).

Table 2. Independent t-test result of TOEIC pre-test scores from the two groups

	Groups					
	Experimental		Control			
Pre-test	M	SD	M	SD	*t*	*df*
	364.66	129.38	400.48	161.39	-1.138	84

Two paired-sample t-tests were employed to evaluate the performance of both groups in the pre-test and post-test, aiming to ascertain whether students showcased improvements following the intervention. The outcomes demonstrated a notable improvement in the post-test scores of the experimental group (M = 409.32, SD = 150.16) compared to their pre-test scores (M = 364.66, SD = 129.38). The t-value indicated a highly significant difference (t = -5.808, p = .000; p < .01). Conversely, the control group did not exhibit a substantial enhancement (Table 3).

Table 3. Comparison of two groups' TOEIC pre and post-test scores

	Pre		Post			
Groups	M	SD	M	SD	*t*	*df*
Exp.	364.66	129.38	409.32	150.16	-5.808***	43
Control	400.48	161.39	377.14	152.37	3.447	41

*** *p*<.001

In sum, the experimental group demonstrated a significant improvement in post-test scores, underscoring the effectiveness of the Crowdfunding video production task in enhancing TOEIC test scores performance.

4.2 Crowdfunding video task questionnaire (CVTQ) analysis

The second research question focused on students' attitudes and opinions regarding the relevance and practicality of the crowdfunding video task within the context of their business-oriented language learning objectives. The average mean of the 14 items was 4.63, indicating that most participants in the experimental group who engaged in the crowdfunding video task perceived this task as a positive experience for their Business English learning (Table 4). Noteworthy findings from the data analysis revealed that participants strongly affirmed that the task positively influenced their communication skills (M = 4.70, SD = 1.05) and fostered their awareness of the logical progression within conversations (M = 4.75, SD = 1.04). Additionally, the crowdfunding video task significantly contributed to the students' heightened understanding of word usage and expressions in various contexts (Mean = 4.80, SD = 1.03). Likewise, it was found that the participants indicated a high level of perceived learning in video recording and editing skills through collaborative efforts with peers (M= 4.95, SD=1.06). Also, respondents perceived a substantial benefit in teamwork and collaborative idea exchange during task completion (M=4.86, SD=1.03). This suggests a positive inclination towards collaborative efforts and the value derived from pooling diverse perspectives and thoughts within the team. Moreover, in comparing the videos produced by students with each other, they engaged in an objective evaluation of their accomplishments (M= 4.91, SD=1.07), indicating a relatively high level of agreement or positive evaluation of student's work concerning other teams' videos. Thus, the data analysis revealed a strong positive impact of the crowdfunding video task on participants' communication skills, awareness of conversational logic, word usage comprehension, video production and editing skills, teamwork, and objective evaluation of their work.

Table 4. Results of CVTQ questionnaire

Item		N	M	SD
1.	I enhanced my ability to edit videos through video task.	44	4.50	1.09
2.	The task helped me improve my communication skills.	44	4.70	1.05
3.	I became more aware of the logical flow of conversations.	44	4.75	1.04
4.	The task helped me understand how words and expressions behave in different ways for different situations.	44	4.80	1.03
5.	The task assisted me in understanding what kinds of expressions and words are usually used by particular people, in different situations.	44	4.64	1.01
6.	I felt that I learned more about videotaping and editing skills from peer collaborating than working alone.	44	4.95	1.06
7.	Doing collaborative video task was not a waste of time.	44	4.64	1.16
8.	I benefited from accomplishing my work as a team and collaborating our feelings and ideas.	44	4.86	1.03
9.	Comparing our videos with other ones made us evaluate objectively what we accomplished.	44	4.91	1.07
10.	The task was effective in simulating a real conversation in the real world.	44	4.52	1.17
11.	The task will be useful when I use the target language in a similar international situation in the future.	44	4.36	1.20
12.	I enjoyed learning English through collaborating with others on video task.	44	4.52	1.19
13.	I felt more confident about communicating in the target language.	44	4.20	1.27
14.	My English expression improved through doing video task with my teammates.	44	4.45	1.17

4.3 Interview data analysis

The analysis of participants' semi-structure interview data unveiled significant attitudinal differences between the experimental group (engaged in video task production) and the control group (focused on video watching only). The qualitative data from semi-structured interviews was analyzed using the open coding method, an inductive approach to identify patterns and themes. Transcripts were reviewed to extract insights, with recurring concepts systematically coded (e.g., "gained vocabulary" for vocabulary improvement, "enhanced expression" for better presentation skills). Related codes were then grouped into broader themes, such as "learned persuasive skills." Table 5 illustrates the participants' responses to interview question three: "To what extent do Business English students perceive the crowdfunding video task as beneficial for improving their learning experience?" It specifically highlighted the perceptions of the video production group regarding English achievements, market and product understanding, and presentation abilities.

Table 5. Summary of interviewees' responses

Themes	Experimental group	Control group
Learned persuasive skills	12 (100%)	0 (0%)
Gained vocabulary	10 (83%)	5 (41%)
Better grammar structures	9 (75%)	0 (0%)
Enhanced expression and presenting skills	11 (91%)	2 (16%)
More knowledge about market trends	12 (100%)	7 (58%)
How to introduce product features and benefits	11 (91%)	2 (16%)
Real-life context and products	12 (100%)	8 (66%)

Engaging in the crowdfunding video task presented a unique and empowering opportunity for students to amplify their linguistic and professional capabilities. For instance, students engaged in various strategies, such as conceptualizing, creating, and presenting a crowdfunding campaign, which necessitates clear articulation and persuasive communication in English. Through this task,

students build confidence in expressing their ideas effectively, not only in terms of language but also in the context of a business venture. One participant said:

> *The crowdfunding video task in our class was very beneficial. It pushed me to improve my English, especially in terms of business English. Because creating a crowdfunding video need writing better scripts and give audience a reason to invest me, I think they are keys for better TOEIC scores. It was a practical application of what we had learned, and it boosted my confidence in using English to sell something (S2208).*

Another student said:

> *Thinking about the benefits from the task, it's clear the video making experience helped for my public speaking and presentation skills. I mean, I feel way more confident standing up and talking about a product in front of a group now. It's like a transformation (S2209).*

This video task proved instrumental in polishing students' English proficiency in articulating their ideas clearly and precisely. Students were prompted to carefully choose and structure their words by engaging with the crowdfunding video task, ensuring that their intended message was communicated accurately. This process naturally led to an enhancement in their language skills, including vocabulary usage, grammatical accuracy, and practical sentence construction. According to a participant:

> *Integrating the crowdfunding video task into our Business Englishwas eye-opening. It allowed me to work on my team together from a fun way. In the TOEIC test, understanding and delivering clear messages are crucial, and the crowdfunding video task made us focus on that. Making a compelling video campaign improved my vocabularies, grammar, and my abilities to express ideas clearly, I think the video task is (directly impacting) my TOEIC performance (S2202).*

Furthermore, the task encouraged students to delve into more sophisticated language patterns and expressions, prompting them to go beyond primary language usage. They were motivated to craft messages that resonated with the target audience, utilizing persuasive techniques and nuances specific to the business context. This heightened level of engagement with the language empowered them to express their thoughts eloquently and positively. For example, one interviewee said:

> *The crowdfunding video task was taking a lot of time, but in a good way. It made me think critically about the English I wanted to use to persuade potential investors. The task made me to refine my English sentence and my attractiveness of my product. This kind of practice was valuable, as it directly translated into better performance in my English test results (S2207).*

The crowdfunding video task proved highly advantageous as it immerses students in comprehensive market analysis. It provided a platform to understand the intricate dynamics of market trends, consumer preferences, and competition. By engaging in this task, students learned how to effectively identify and segment their target audience, a skill paramount in devising successful marketing campaigns. Crafting a compelling crowdfunding video necessitates a deep understanding of the product's benefits, pain points, and unique selling propositions. Through this process, students better-communicated product value effectively in a competitive business landscape. The task serves as a practical bridge between theoretical concepts and real-world applications, fostering a holistic comprehension of Business English concepts and skills. One student said:

> *Creating a crowdfunding video meant understanding the product in depth. It made me delve into market needs, target audience, and product features, enhancing my grasp of business-*

related terminologies and marketing strategies (S22012).

Another student mentioned:

Working on the crowdfunding project improved my teamwork and collaboration skills. We had to brainstorm new ideas, finish the task, and present a good product story. I learned well how to tell a great story from the task. Now, I have a much better understanding of product benefits in a business setting (S22013).

Crowdfunding provided a direct link to practical knowledge and innovative product demonstrations for students. It connected them to real-world entrepreneurship and novel concepts, offering an unmediated glimpse into inventive ventures. Through crowdfunding video tasks, students engaged with genuine projects and potential future endeavors, merging knowledge acquisition with the excitement of exploring distinctive products. One interviewee shared the following:

I really love the idea of integrating the crowdfunding video task into our English learning. I think adding the crowdfunding video task is so nice. It's like applying what we learn in real-life situations. You know, selling an idea or product just like we would in a real business setup. It really helped me learn and use business English is a more practical way (S22010).

Hence, engaging in crowdfunding video tasks elevated students' TOEIC English language and business skills, enriching vocabulary, boosting confidence, and providing insights into market analysis and product communication. It linked theoretical TBL concepts to real-world dynamics, connecting students to entrepreneurship and innovation, profoundly influencing their understanding of Business English. Although results are promising, students faced challenges in the task-based intervention. Participants' unfamiliarity with market concepts was addressed through preliminary sessions. Moreover, time management was challenging due to the tasks' demands and unequal team contributions, as some partners were less active. Careful planning is essential to guide interventions, organize teaching steps, and address logistical challenges. The study's data analysis will provide insights and guide future studies. Hence, instructors should integrate language skills with emerging technologies (Aben Ahmed, 2022) and design tasks aligned with proficiency, purpose, and refinement (Hismanoglu & Hismanoglu, 2011).

5 Discussion

5.1 TOEIC score improvements

To answer the first research question, this study examined the impact of integrating a crowdfunding video task into Business English on students' TOEIC scores. It aimed to identify distinctions between the experimental and control groups following the intervention. The paired-sample t-tests conducted on TOEIC post-test scores revealed notable improvements. These improvements were observed among students in the experimental group. These improvements were observed after they engaged in the crowdfunding video production task. The results showed a statistically significant increase in the post-test scores of the experimental group (M = 409.32, SD = 150.16), highlighting the effectiveness of the crowdfunding video task in improving workplace-oriented English proficiency. The finding corresponds with Baralt and Morcillo (2017), highlighting the goal of enhancing language functionality, with improved English proficiency observed in students (Niu, 2021; Hu, 2024).

5.2 Students' perceptions of crowdfunding video tasks

For research question two, which analyzed participants' views on the relevance of the crowdfunding video task to workplace-oriented language learning, the CVTQ results indicated strong positive perceptions among the experimental group, aligning with the focus on 21st-century skills. Participants acknowledged that the task improved their communication skills and helped them develop logical conversation progression. They also highlighted the unique features of the crowdfunding video task, such as pitching, video production, and audience interaction, as instrumental in building their confidence and enhancing their expressive abilities. This finding on English expressive skills also relates to self-expression in the target language, as noted by Ruso (1999), Wenas, Liando, and Rorimpandey (2023), and Waluyo (2019).

This finding also resonates with the opinions of scholars and industry leaders. It underlines the importance of the 4Cs: communication, collaboration, creativity, and critical thinking (Erdoğan, 2019; Teo, 2019; Wu & Yuan, 2022). The task's integration of language learning with technical and entrepreneurial skills adds a unique dimension to task-based learning, bridging traditional classroom settings with real-world business dynamics. The crowdfunding video task significantly contributed to a heightened understanding of word usage and expressions in various contexts. Additionally, participants expressed a high level of perceived learning in video editing skills through collaborative efforts with peers. Respondents recognized substantial benefits in teamwork and the exchange of collaborative ideas during task completion. Their feedback highlights a strong inclination toward collaborative efforts and emphasizes the value they gained from pooling diverse perspectives within the team. These findings aligned with Xu (2021) and Pisharady and Ravikumar (2021), who highlighted TBL's effectiveness in enhancing English proficiency, fostering collaboration, expanding vocabulary, and linking learning to real-life communication and career goals. Building on previous studies, educators can use crowdfunding to develop curricula and teaching materials, particularly for English for Specific Purposes (ESP). This approach enables students to acquire innovative, problem-solving, and collaborative skills (Benna, 2018). Participants objectively assessed their accomplishments by comparing their videos with others, reflecting positive evaluations. This finding aligns with Nychkalo et al. (2020), who observed that task-based learning enhances vocabulary, teamwork, and communication. They emphasized the value of creative language use over achieving linguistic perfection.

5.3 Implications for task-based learning in business English

Similarly, research question three explored the extent to which Business English students perceive the crowdfunding video task as beneficial for enhancing their learning experience. The analysis of interview data revealed various themes and patterns related to this question. These findings confirm that participants in the experimental group, actively engaged in the video production task, recognized and appreciated several benefits. They reported improvements in their English language proficiency, gained a better understanding of market dynamics and product specifics, and enhanced their presentation skills through their task participation. The task's multi-modal approach—combining linguistic, technical, and collaborative components—was identified as a distinctive feature contributing to these outcomes.

Unlike traditional TBL tasks, which simulate real-world interactions, the crowdfunding video task requires authentic engagement with external audiences, fostering digital literacy, entrepreneurial thinking, and deeper language immersion. TBL-integrated crowdfunding prepares students for real-world challenges, equipping them to apply their skills for future success (Nae, 2023; Popescu, 2022; Tassabehji et al., 2021; Wu & Yuan, 2022; Zhou et al., 2022). Through this task, students gain confidence in effectively expressing their product ideas or advocating for them. They focus not only on language form but also on the meaning of the language, aligning with TBL concepts (Baralt & Morcillo, 2017; Willis, 1996a; Hismanoglu & Hismanoglu, 2011).

In summary, engaging in the crowdfunding video task significantly enhanced students' TOEIC

English language skills and business acumen. The task provided a holistic learning experience by integrating technical, entrepreneurial, and linguistic components. This approach went beyond the scope of traditional classroom activities, offering students a more comprehensive and practical educational experience. The results aligned with TBL in business English, enhancing motivation, practical knowledge, and collaboration and emphasizing real-life application (Xie, 2022; Pisharady & Ravikumar, 2021). The crowdfunding video task provided a unique opportunity to bridge theoretical knowledge with practical applications. It equipped students with essential 21st-century skills required for success in today's global business environment.

5.4 Key enhancements

Several key anticipated outcomes of the study include improved English proficiency, reflected in higher TOEIC scores in vocabulary, grammar, and expression (Hu, 2024; Niu, 2021). Students are also expected to enhance their practical communication skills (Hismanoglu & Hismanoglu, 2011; Phan et al., 2022; Rao, 2019; Teo, 2019). This includes gaining confidence in presenting ideas, introducing product features, and engaging in real-world discussions (Nae, 2023; Tassabehji et al., 2021; Wu & Yuan, 2022; Zhou et al., 2022). In the same vein, participants are anticipated to develop market awareness and entrepreneurial skills through task-based activities like creating and pitching crowdfunding videos while also improving teamwork and problem-solving abilities essential for collaborative tasks (Tassabehji et al., 2021).

6   Limitations and future research

In acknowledging the contributions of this study, certain limitations should be noted. The study was conducted in a specific academic context with a relatively small sample size, limiting the generalizability of its findings. Larger-scale studies across diverse educational and cultural settings are needed to validate and expand these results. Additionally, the study focused on short-term impacts; future research would assess the long-term effects of crowdfunding video tasks and whether sustained engagement enhances language proficiency. Further exploration is needed into specific components of crowdfunding video tasks, such as video production and persuasive language, that foster language acquisition and 21st-century skills like creativity and collaboration. Key areas for future study include active versus passive engagement in TBL activities, optimizing collaboration, refining evaluation methods, and examining how crowdfunding video tasks bridge academic learning with real-world applications in ESP contexts. These directions would advance innovative, task-based approaches in EFL education.

7   Conclusion and implications

The research findings highlight three noteworthy outcomes: (1) significant TOEIC score improvement in the experimental group due to the crowdfunding video task; (2) positive effects on various skills and self-evaluation through questionnaire analysis; and (3) remarkable attitudinal differences, with improved language and business understanding in the experimental group. It also highlighted the impact of integrating TBL with real-world applications, such as crowdfunding, in EFL education. It fostered practical language skills, market awareness, and collaboration, addressing the need for curricula that prepare EFL students for real-life communication. The findings provide a model for innovative, adaptable teaching practices, advancing EFL pedagogy. Furthermore, the study offered significant educational insights and pedagogies toward promising avenues for future exploration in integrating the crowdfunding video task within ESP contexts. These include (1) augmenting TOEIC scores through the task, (2) promoting collaborative learning and language communication, and (3) establishing a strong link between theoretical concepts and real-world applications, as explained further in the following sections.

7.1 Enhancing TOEIC scores through the crowdfunding video task

The substantial improvement observed in TOEIC post-test scores of the experimental group highlighted the potential effectiveness of integrating the crowdfunding video task to enhance English test scores. The disparity in TOEIC post-test performance between the control and experimental groups can be attributed to the differing levels of language engagement and application. The control group, focused on passive video watching, lacked active language interaction, unlike the experimental group that was actively involved in a productive manner. This disparity underscored the importance of active language participation in improving language proficiency. The findings corroborate Nunan's (1989) emphasis on the significance of meaning in tasks, taking into account their linguistic aspects. Moreover, Willis (1996a) underscored the utilization of the target language for communicative intentions to attain specific outcomes, highlighting the importance of learning by doing. Thus, educators should consider integrating such tasks into language instruction to bolster students' language proficiency, particularly in workplace-oriented English assessments like TOEIC. Future research should investigate how specific elements of the crowdfunding video task or TBL curriculum contribute to language acquisition and whether tailoring these tasks further amplifies their language learning benefits.

7.2 Fostering collaborative learning and objective evaluation

The value derived from teamwork and the collaborative exchange of ideas during task completion underscored the potential of integrating the crowdfunding video task as collaborative learning experiences. For instance, participants expressed enjoyment during interviews regarding the collaborative and creative process of crafting the product story. Also, the findings suggest that comparing their videos with each other allowed for an objective evaluation, providing valuable insights into their performance and areas for improvement. This external benchmarking offered an impartial assessment of their achievements. Future research could explore methodologies to optimize collaboration and objective evaluation within these tasks to ensure a well-rounded learning experience and to further investigate effective strategies for objective evaluation and constructive feedback.

7.3 Bridging theory and real-world application

This study illuminated how engaging in the crowdfunding video task directly links classroom teaching to real-world dynamics, especially within the business domain. Future research should explore diverse ways this task can be designed to bridge academic knowledge and practical application, enhancing students' understanding of business concepts, language usage, and persuasion strategies. ESP and crowdfunding activities enhance efficiency, productivity, and drive innovation in higher education (Benna, 2018). The task-based production experience not only expanded students' vocabulary and improved their command of English sentence structures, enhancing their confidence, but it also significantly deepened their real-world understanding of marketing strategies, consumer behavior, and effective product positioning. The video task experience sharpened their 21st-century skills by fostering creativity, critical thinking, collaboration, and adaptability—essential qualities for success in the modern professional landscape. As such, future research could further explore and refine TBL crowdfunding video approaches, aligning them with the evolving landscape of EFL teaching and learning as well as the demands of the competitive and authentic world.

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