



THE IMPACT OF REAL-WORLD TASKS ON STUDENT MOTIVATION IN EFL CLASSROOMS: A TASK-BASED LANGUAGE TEACHING APPROACH

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Abstract

Learning a second language is a complex cognitive and social process that requires continuous practice, motivation, and appropriate learning strategies. In EFL contexts, maintaining student motivation remains one of the most challenging aspects of language instruction. This study investigates the impact of real-world tasks on student motivation within the framework of Task-Based Language Teaching (TBLT).

Using a quasi-experimental mixed-methods design, the study involved 100 intermediate-level university students. The findings reveal that real-world tasks significantly increase intrinsic motivation and classroom engagement compared to traditional teaching methods. Quantitative results show strong statistical improvements, while qualitative data highlight the importance of task relevance, collaboration, and confidence-building.

The study concludes that integrating authentic, real-life tasks into EFL instruction enhances motivation and supports long-term language development. These findings provide practical implications for educators seeking to improve student engagement in language classrooms.

Keywords: EFL, student motivation, task-based language teaching, real-world tasks, intrinsic motivation, language learning.

Annotatsiya

Mazkur maqolada ingliz tilini xorijiy til sifatida o'qitish jarayonida talaba motivatsiyasiga real hayotga asoslangan topshiriqlarning ta'siri Task-Based Language Teaching (TBLT) yondashuvi doirasida tahlil qilinadi. Tadqiqotning asosiy maqsadi autentik va kommunikativ topshiriqlar an'anaviy o'qitish usullariga nisbatan talabalarning ichki motivatsiyasi hamda darsdagi faolligini sezilarli darajada oshira olishini aniqlashdan iborat. Tadqiqotda 100 nafar o'rta darajadagi universitet talabasi ishtirok etgan bo'lib, kvazi-eksperimental aralash metodli yondashuv qo'llanildi. Miqdoriy va sifat tahlili natijalari real hayotga asoslangan topshiriqlar talabalarning ishtiroki, ishonchi va til o'rganishga qiziqishiga ijobiy ta'sir ko'rsatishini tasdiqlaydi. Shuningdek, hamkorlik va topshiriqning mazmuniy dolzarbligi motivatsiyani kuchaytiruvchi asosiy omillar sifatida aniqlangan. Tadqiqotning ilmiy yangiligi universitet darajasidagi EFL muhitida topshiriq autentikligi va uning motivatsion ta'sirini tizimli ravishda tahlil qilganidir.

Kalit so'zlar: EFL, talaba motivatsiyasi, topshiriqqa asoslangan til o'qitish, real hayotga asoslangan topshiriqlar, ichki motivatsiya, darsdagi faollik, autentik o'rganish, til ta'limi

Аннотация

В данной статье анализируется влияние заданий, основанных на реальных жизненных ситуациях, на мотивацию студентов в процессе обучения английскому языку как иностранному в рамках подхода Task-Based Language Teaching (TBLT). Основная цель исследования заключается в определении того, способны ли аутентичные и коммуникативные задания значительно повысить внутреннюю мотивацию и учебную активность студентов по сравнению с традиционными методами

обучения. В исследовании использован квазиэкспериментальный смешанный метод с участием 100 студентов университета среднего уровня владения языком. Количественные и качественные результаты показывают, что задания, основанные на реальных жизненных ситуациях, положительно влияют на участие студентов, их уверенность и интерес к изучению языка. Кроме того, сотрудничество и содержательная значимость задания были определены как ключевые факторы повышения мотивации. Научная новизна исследования заключается в системном анализе аутентичности заданий и их мотивационного влияния в условиях университетского обучения EFL.

Ключевые слова: EFL, мотивация студентов, обучение языку на основе заданий, задания из реальной жизни, внутренняя мотивация, учебная активность, аутентичное обучение, языковое образование

Introduction

In the global landscape of English as a Foreign Language (EFL) education, student motivation remains a critical yet complex factor influencing language acquisition and persistence (Dörnyei & Ushioda, 2021). Traditional EFL classrooms, often dominated by grammar-focused instruction and rote memorization, frequently fail to engage learners effectively. As a result, students may experience reduced interest, lower participation, and limited progress in language proficiency (Harmer, 2015).

This issue is particularly evident in non-English-dominant contexts, where English is often learned for instrumental purposes such as academic success or career advancement. However, instructional practices frequently lack connection to students' real-life experiences, which diminishes intrinsic motivation (Lamb, 2017). As educational environments evolve in response to globalization and digitalization, there is an increasing need for innovative teaching approaches that promote active engagement and meaningful learning.

Task-Based Language Teaching (TBLT) offers a promising alternative by emphasizing authentic, real-world tasks that simulate practical language use (Willis & Willis, 2007). These tasks encourage learners to use language meaningfully rather than focusing solely on grammatical accuracy. According to Self-Determination Theory, motivation increases when learners experience autonomy, competence, and social interaction (Deci & Ryan, 2012).

Therefore, this study aims to examine the effectiveness of real-world tasks in enhancing student motivation in EFL classrooms and to identify key task features that contribute to improved engagement.

Literature Review

Student motivation is widely recognized as a fundamental factor in successful language learning. Dörnyei (2001) emphasizes that motivation directly influences learners' persistence, engagement, and achievement. Traditional teaching approaches, however, often fail to sustain motivation due to their repetitive and decontextualized nature.

Self-Determination Theory provides a theoretical foundation for understanding learner motivation. According to Deci and Ryan (2012), individuals are more motivated when their needs for autonomy, competence, and relatedness are fulfilled. Real-world tasks align with these principles by offering meaningful learning experiences and opportunities for collaboration. Dörnyei's L2 Motivational Self System further highlights the importance of learners' future self-image as language users (Dörnyei & Ushioda, 2021). Tasks that reflect real-



life scenarios help students connect classroom learning with their personal and professional goals.

Empirical research supports the effectiveness of TBLT. Kang and Pyun (2013) found that collaborative tasks increased students' willingness to communicate, while González-Lloret (2016) demonstrated that technology-enhanced tasks improved motivation. Plonsky and Kim (2020) reported significant positive effects of authentic tasks on learner engagement.

Despite these findings, research on EFL contexts, particularly in Central Asia, remains limited. This study addresses this gap by examining motivation in a university-level EFL setting.

Methodology

This study employed a quasi-experimental mixed-methods design to investigate the impact of real-world tasks on student motivation. A total of 100 intermediate-level EFL students participated in the study and were divided into experimental and control groups. The experimental group engaged in task-based activities, including role-plays, collaborative projects, and real-life simulations. The control group followed traditional teaching methods focusing on grammar exercises and controlled practice.

Data were collected through pre- and post-intervention questionnaires measuring motivation and engagement. In addition, semi-structured interviews were conducted to gather qualitative insights into students' experiences. Quantitative data were analyzed using statistical methods, including t-tests and ANOVA, while qualitative data were examined through thematic analysis. This approach ensured a comprehensive understanding of the effects of real-world tasks on motivation.

Results and Discussion

The results indicate that real-world tasks significantly improve student motivation and engagement. The experimental group showed substantial gains in both intrinsic motivation and classroom participation compared to the control group. Students involved in task-based activities demonstrated higher levels of interest and willingness to communicate. Collaborative tasks, in particular, contributed to increased confidence and reduced anxiety. Learners reported that real-life relevance made lessons more meaningful and enjoyable.

Quantitative analysis confirmed these findings, showing statistically significant differences between groups. Qualitative data further revealed that task authenticity, collaboration, and personal relevance were key factors influencing motivation. These findings are consistent with previous research and support the theoretical assumptions of Self-Determination Theory and Task-Based Language Teaching. The results suggest that real-world tasks provide a more engaging and effective learning environment than traditional approaches.

Conclusion

This study demonstrates that real-world tasks play a crucial role in enhancing student motivation in EFL classrooms. By creating meaningful learning experiences, these tasks encourage active participation and improve language use in authentic contexts. The findings highlight the importance of integrating task-based approaches into language teaching. Educators should design activities that reflect real-life situations and promote collaboration among learners.

Future research should explore long-term effects and examine the impact of task-based learning on language proficiency. Overall, this study provides valuable insights for improving motivation and effectiveness in EFL education.



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