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# Task-supported language instruction in an EFL context: impacts on academic buoyancy, self-esteem, creativity, and language achievement

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## Abstract

Over the past few years, there has been an increasing focus on innovative approaches to language instruction in English as a Foreign Language (EFL) contexts. Task-supported language Instruction (TSLI) has emerged as one such approach. While previous research has demonstrated the effectiveness of TSLI in improving language proficiency, its broader impact on learners' psychological and academic development remains relatively unexplored. This mixed-methods study aimed to investigate the effects of TSLI on academic buoyancy, self-esteem, creativity, and language achievement among 20 Iranian EFL participants. Semi-structured interviews were employed to measure academic buoyancy, self-esteem, and creativity qualitatively, while language achievement was assessed using the TOEFL iBT test. The study revealed that TSLI positively influenced academic buoyancy, fostering resilience and adaptive coping strategies among participants. Moreover, it significantly enhanced learners' self-esteem, promoting a positive and confident self-perception in their language abilities. Additionally, TSLI was found to facilitate creativity in the language learning process, encouraging imaginative thinking and creative expression in learners' language use. Furthermore, the participants demonstrated improved language achievement after engaging in TSLI. The study's findings highlight the multifaceted impact of TSLI on various dimensions of language learning and learners' overall experiences, underscoring the significance of learner-centered language instructional approaches in EFL contexts. The implications of this research contribute to the development of more effective and inclusive language instruction methods that enhance learners' academic buoyancy, self-esteem, creativity, and language achievement.

**Keywords:** Academic buoyancy, Creativity, Language achievement, Self-esteem, Task-supported language instruction

## Introduction

The foundation of task-based language teaching (TBLT) is the use of tasks, which are pedagogical activities that simulate real-world contexts and involve students in processing and utilizing language in various contexts (Ellis, 2003). Although activities are

designed to encourage a primary focus on meaning, a focus on linguistic form has also been emphasized—albeit in various ways—in task-based lessons. According to TBLT, it's critical to address linguistic forms when students are engaging in a communicative task rather than before (Long, 2016). This point of view contends that pre-task education is irrelevant and that attention to form is only necessary when learners make production errors. A different variation of TBLT known as task-supported language instruction (TSLI), on the other hand, is based on a structural syllabus and frequently includes present-practice-production (PPP) (Boers, 2021). The instructional process initiates with clear and direct teaching of a language feature, then progresses to structured practice to enable learners to gain better command over the structure, and culminates in activities for free expression where learners apply the acquired knowledge in authentic contexts (Boers, 2021).

The adversities, tensions, demands, tough workloads, and linguistic-cultural discrepancies and inconsistencies make L2 education a tense and difficult environment to maintain strength and resilience in the face of obstacles and setbacks in academia calls for a positive outlook (Martin & Marsh, 2019). Because of this worry, a new idea called academic buoyancy that is based on positive psychology has emerged. It describes one's capacity to track, manage, and move through modest academic ups and downs in L2 schooling. Simply expressed, it has to do with one's ability to identify and handle academic challenges that arise during his or her academic career (Martin & Marsh, 2008). As a result, it is a psychological trait that can be viewed as a beneficial, adaptable reaction to everyday academic problems (Putwain et al., 2012). Academic buoyancy is a malleable and dynamic aspect of second/foreign language education that is influenced by both internal and external human motivations. It is similar to other psycho-emotional factors. In other words, the degree and kind of buoyancy are influenced by both internal factors, such as personality traits, and external-contextual elements (Comerford et al., 2015). Overall, academic buoyancy is more proactive when faced with obstacles and places a greater emphasis on strengths than deficiencies. Additionally, rather than focusing on severe situations, it examines many healthy cases (Martin & Marsh, 2019). Because of this, academic buoyancy is viewed as the optimistic counterpart to resilience (Xue, 2021; Zhang, 2021).

Self-esteem is a crucial personality trait that affects people's attitudes and behaviors. It is regularly linked to mental health, academic accomplishment, successful living, and even a happy life (Mruk, 2006). The term self-esteem refers to some of the results of having positive or negative feelings about oneself, as well as how one views oneself positively or negatively in terms of the course of one's own life. According to Mustantifa and Nurmaily (2018), a person's behavior when faced with difficulty is related to their level of self-esteem. According to Myres (2012), self-esteem is a person's method of honestly appraising oneself. Self-esteem, along with anxiety, extroversion-introversion, inhibition, motivation, and learning styles, is one of the affective components in language learning that has received much attention. The evaluation's findings could be favorable or unfavorable. People who like themselves are those who have great self-esteem. This desired quality may take the form of intelligence, appearance, or another quality. However, a person won't have high self-esteem if they don't like themselves. In conclusion, self-esteem refers to how people view themselves, whether favorably or unfavorably.

The ability to sense boundaries is the basis for creativity as a personal trait (Ochidiyeva, 2023). Instead of adhering to models, definitions, and predetermined objectives when teaching, it is essential to collaborate with the script and students in a manner that allows for exploration beyond the script's boundaries, fostering improvisation and the emergence of new creative expressions. For Ochidiyeva (2023), there are two games in town: the safe one, which is utterly anti-creative and barren, and the one that sets out on a journey without necessarily knowing its meaning, goal, or outcome, where the journey is made together, and where new things are discovered as a result. The dynamic in the life process that allows us to continually come up with new ways to coexist in and with the world is creativity. A creative person discovers ways to do this that play with the texture of our perceptions and demonstrates to us that there are alternate realities, both good and bad, as well as alternative ways of living and acting as humans (Ochidiyeva, 2023).

Language achievement refers to the level of proficiency and competency a person attains in a specific language (Darmuki et al., 2023). It encompasses the ability to understand, use and communicate effectively in both written and spoken forms. Language achievement is influenced by various factors, such as exposure to the language, formal instruction, motivation, and individual learning styles. It is a dynamic process evolving over time and can be assessed through standardized tests, performance evaluations, and communicative tasks (Fang et al., 2021). Achieving proficiency in a language not only enhances communication but also opens up opportunities for social, academic, and professional success. Language achievement is a multifaceted and continuous journey, and individuals can continually strive to improve their language skills through dedicated practice, exposure to authentic language use, and meaningful engagement with the language community (Fang et al., 2021).

Swain's (1993) Output Hypothesis remains a cornerstone in SLA. This hypothesis suggests that language learners benefit significantly from producing language output, enabling them to identify gaps in their knowledge and receive valuable feedback from themselves and others. The integration of TSLI aligns closely with this hypothesis, as the approach emphasizes meaningful and authentic tasks that encourage active language use and participation. Through engaging in communicative tasks, learners actively contribute to language production, enhancing their proficiency and comprehension.

Vygotsky's (1978) Sociocultural Theory illuminates the profound influence of social interactions and cultural contexts on cognitive development. This theory underscores learning as a social process, with learners' cognitive growth shaped by their interactions with both peers and their environment. TSLI harmonizes effectively with this theory by fostering a collaborative and communicative learning environment. The immersive and engaging nature of TSLI tasks mirrors Vygotsky's emphasis on the role of peers and meaningful interactions in cognitive advancement.

Over the past few years, there has been an increasing focus on exploring innovative approaches to language instruction that go beyond traditional methods in EFL contexts. TSLI has emerged as one such approach, emphasizing the integration of meaningful and authentic tasks to enhance language learning experiences. TSLI engages learners in purposeful language use, encouraging active participation and fostering a communicative and immersive environment. While existing research has demonstrated the effectiveness

of TSLI in improving language proficiency and comprehension (Kargar Behbahani & Khademi, 2022), its potential impact on other important psychological and academic variables remains relatively unexplored.

While existing research has indeed demonstrated the efficacy of TSLI in enhancing language proficiency and comprehension (Kargar Behbahani & Khademi, 2022), it is noteworthy that the exploration of TSLI's effects extends beyond these aspects. The influence of TSLI on other significant psychological and academic variables remains a relatively untapped area of study. Particularly, the potential impact of TSLI on variables such as academic buoyancy, self-esteem, and creativity in the context of EFL instruction has been adequately addressed.

Despite the promising outcomes observed in previous research on TSLI, there is still a gap in our understanding of its broader impact on learners' academic buoyance, self-esteem, creativity, and language achievement in the EFL context. While language proficiency and comprehension are crucial aspects, other psychological variables play a pivotal role in shaping learners' language learning experiences and outcomes. Understanding the influence of TSLI on academic buoyance, which refers to students' resilience and ability to bounce back from academic challenges, can provide educators with valuable insights into fostering a growth mindset among language learners. Additionally, investigating the effects of TSLI on self-esteem and creativity can shed light on the importance of a supportive and stimulating language learning environment that nurtures learners' confidence and imagination. By addressing these gaps, we seek to develop more holistic and learner-centered language instruction approaches in EFL contexts, ultimately enhancing language learners' overall experiences and achievements.

Within the realm of language teaching, light has been shed on the distinct role of TSLI in the context of EFL instruction. While TBLT emphasizes both meaning and linguistic form, TSLI uniquely integrates structures teaching, practice, and creative expression (East, 2021). TSLI stands apart as a method that not only promotes language proficiency but also caters to psychological dimensions like academic buoyancy, self-esteem, and creativity. Positioned within the complexity of language learning, this study takes on the task of exploring TSLI's potential influence on these multifaceted aspects, marking a significant stride in comprehending the broader impacts of innovative instructional approaches in EFL settings.

Our fundamental goal is to investigate the impacts of TSLI on academic buoyancy, self-esteem, creativity, and language achievement in an EFL context. The study aims to explore how the integration of meaningful and authentic tasks in language instruction can influence learners' cognitive, emotional, and academic development. By examining these diverse dimensions of language learning, the study seeks to provide a comprehensive understanding of the potential benefits of TSLI and its role in shaping learners' overall language learning experiences.

The study's refined framework revolves around key research inquiries. It firstly delves into the impact of TSLI on academic buoyancy within the EFL context, assessing its potential to bolster learners' resilience and adaptive coping strategies when confronted with academic hurdles. Secondly, it examines the influence of TSLI on learners' self-esteem, specifically

investigating whether this approach contributes to cultivating a positive and confident self-perception among language learners. Thirdly, the study explores how TSLI shapes creativity within the language learning process, with a focus on amplifying imaginative thinking and creative expression through the integration of authentic tasks. Lastly, the relationship between TSLI and language achievement is probed, aiming to establish whether TSLI engenders heightened language proficiency, comprehension, and overall learning outcomes for participants.

### Research questions

To achieve the stated objective, the study will address the following research questions:

1. How does TSLI impact academic buoyancy in the EFL context? Does TSLI promote students' resilience and adaptive coping strategies in the face of academic challenges?
2. What are the effects of TSLI on learners' self-esteem in the EFL context? Does TSLI contribute to fostering a positive and confident self-perception among language learners?
3. How does TSLI influence creativity in the language learning process? Does the integration of authentic tasks enhance learners' imaginative thinking and creative expression in their language use?
4. What is the relationship between TSLI and language achievement in the EFL context? Does TSLI lead to improved language proficiency, comprehension, and overall language learning outcomes among learners?

By addressing these research questions, the study aims to offer insights into the multifaceted impact of TSLI on various aspects of language learning, providing a foundation for educators and researchers to develop effective and learner-centered language instructional approaches in EFL settings.

The significance of investigating the impacts of TSLI in EFL contexts lies in its potential to offer valuable insights into the multifaceted nature of language learning. Language acquisition is not solely about mastering grammar and vocabulary; it is intertwined with various cognitive, emotional, and social factors that influence learners' overall language achievement. By examining the effects of TSLI on academic buoyancy, self-esteem, creativity, and language achievement, this study seeks to shed light on how innovative instructional approaches can positively influence learners' attitudes, motivation, and success in the language learning process. Beyond the conventional focus on grammar and vocabulary, language acquisition is deeply intertwined with cognitive, emotional, and social factors that collectively shape learners' overall language achievement. By delving into the effect of TSLI on academic buoyancy, self-esteem, creativity, and language attainment, this study aims to illuminate how innovative instructional approaches can positively influence learners' attitudes, motivation, and success throughout the language learning process. This holistic exploration seeks to reshape our understanding of language education, recognizing its broader impact on learners' adaptive capacities, confidence, and communicative ingenuity.

## Literature review

### Theoretical background

#### *Task-supported language instruction*

According to Ellis (2018), tasks are pedagogical exercises that imitate real-world scenarios and involve students in processing and employing language in a variety of contexts. Then, for Ellis, they are the cornerstone of TBLT. Even though task-based teachings are intended to promote a primary focus on meaning, a focus on linguistic form has also been emphasized—albeit in a variety of ways. When students are engaged in a communicative activity rather than before, according to TBLT, it is crucial to address linguistic forms (Long, 2016). According to this perspective, pre-task instruction is unnecessary and attention to form should only be given after students commit output mistakes. On the other hand, TSLI, a different form of TBLT, is founded on a structural syllabus and typically incorporates PPP (Boers, 2021). The instructional process initiates with clear and direct teaching of a language feature, then progresses to structured practice to enable learners to gain better command over the structure, and culminates in activities for free expression where learners apply the acquired knowledge in authentic contexts (Boers, 2021).

TBLT and TSLI use various models. The foundation of TBLT is a dual memory model (Reber & Squire, 1998) that assumes distinct brain implicit and explicit systems and, as a result, views the role of explicit information as being relatively minimal in the acquisition of implicit knowledge. TSLI, on the other hand, is based either on skill acquisition theory or a model that views memory as a single, integrated system. According to both the single model of memory (Shanks, 2005) and the theory of skill acquisition (DeKeyser, 2015), learning begins with a declarative or explicit understanding of a language item or rule, gets proceduralized through practice, and then is finally automated.

The argument for TSLI is supported by the fact that some educational contexts have classrooms with cultural realities that differ from those in Western settings. TBLT can be challenging to apply in some situations, especially when the target language is taught as a foreign language rather than a second language (Littlewood, 2014).

#### *Academic buoyancy*

Positive psychology, which emphasizes the importance of emotions in learning, is where buoyancy first emerged. Students have the chance to learn how to be more adaptable as a result of their academic experiences. However, the examinations they must prepare for, the homework they must complete, the potential for receiving poor results, and the deadlines they must meet also put enough pressure on students (Martin & Marsh, 2008; Putwain et al., 2022). Therefore, there is a serious problem that has to be considered, and buoyancy can be seen as a potential solution. Students are more driven to pursue what they do with ardor the more upbeat they are. Buoyancy can be regarded as a means of navigating the apogees and perigees of language learning and resolving common difficulties encountered during the process (Xu & Wang, 2023; Yun et al., 2018).

Academic buoyancy differs from what has traditionally been referred to as resilience (Martin & Marsh, 2008). While buoyancy concentrates on daily conflicts, stresses, and disappointments, resilience is concerned with the dreadful events one may experience in

life, such as impairments. Additionally, buoyancy differs from resilience in that it tends to take a proactive rather than a reactive stance toward these events. In other words, people who are upbeat aim to improve their well-being over time rather than simply reacting to a bad situation, which enables psychological development. Immunity is compared to buoyancy in that it allows for the use of defensive mechanisms to reduce difficulties, perturbations, and damages (Hiver and Dörnyei, 2017). Buoyant learners can keep track of their experiences and compare them to those of others in society, which fosters independence, determination, and self-assurance (Martin, 2013; Martin et al., 2013). The idea that academic buoyancy affects educational and psychological outcomes is well supported (Xu & Wang, 2022).

### ***Self-esteem***

A significant personality attribute that influences people's attitudes and behaviors is self-esteem. It is frequently associated with mental well-being, academic performance, prosperous living, and even a happy existence (Kavanagh et al., 2023; Mruk, 2006). The phrase "self-esteem" refers to a few outcomes of having positive or negative sentiments about oneself, as well as how one regards oneself favorably or unfavorably in terms of the trajectory of one's own life. Mustantifa and Nurmaily (2018) assert that a person's behavior in the face of adversity is related to their degree of self-esteem. Myres (2012) defined self-esteem as a person's approach to honestly evaluating themselves. One of the affective factors in language acquisition that has drawn a lot of attention is self-esteem. It can be positive or negative. Its desirable feature could be intelligence, good looks, or another attribute. But if someone doesn't like themselves, they won't have great self-esteem. Self-esteem relates to how individuals feel about themselves, whether positively or negatively. The researchers wish to find out whether or not students' self-esteem is related to their degree of English proficiency because self-esteem and successful learning are linked.

Self-esteem plays a significant role in shaping people's behavior. According to Harmer (2007), students' characters exhibit their sense of self-worth, perspective on their circumstances, and level of confidence. This is comparable to Gustaman's (2015) assertion that emotions and students' belief in their own abilities influence their sense of self-worth. The worth they place on themselves may be determined by past events, such as success and failure. A student's personality can vary depending on their sense of self. Therefore, students' personalities are significantly influenced by their sense of self, and this influence extends to how well they study. Students who have strong self-esteem are more likely to achieve academic success since they typically have higher expectations for themselves. Students that have high self-esteem often set more challenging goals for themselves and are more resilient in the face of setbacks. Strong self-esteem can also provide students the confidence to face difficult circumstances while also feeling proud of their development and accomplishments (Mruk, 2006; Satriani, 2014; Tamanaifar et al., 2023). Conversely, people with low self-esteem typically score worse because they have low self-confidence.

### ***Creativity***

Creativity, encompassing imagination, unconventionality, risk-taking, adaptability, and the formulation of novel categorization and knowledge systems (Creely, 2023; Sternberg,



1985), stands as a potential factor influencing language learning outcomes. Creativity has been disregarded in the realm of SLA despite its potential importance.

The basic-level and high-level intellectual skills that are thought to be important for creativity nowadays are typically divided into two broad groups (Lubart, 1994). Divergent thinking, as mentioned above, and different insight abilities, which include the ability to discern pertinent novel information, juxtapose diverse data, identify relevant associations, and integrate information in a problem-oriented manner, are two types of basic-level creative abilities. Finding problems, defining or redefining them, picking an effective problem presentation, choosing the right problem-solving approach, and properly analyzing the options that are generated are all examples of high-level abilities.

Typically, two separate ways are used to evaluate someone's creative ability. As Sternberg and Lubart (1991) attempted to establish individual creativity in this manner, one possibility is evaluating numerous non-cognitive characteristics of creativity, such as personality and motivation, in addition to intellectual processes and intellectual style. Although this method is more in line with current notions of creativity, study designs where originality must be operationalized as a single variable cannot be used. The alternative is to attempt to measure divergent thinking, which is regarded to be the intellectual capacity most associated with the creative process (Guilford, 1967).

### ***Language achievement***

Language achievement is a multifaceted and complex concept that reflects an individual's language proficiency and competency in a specific language (Darmuki et al., 2023). It goes beyond mere knowledge of grammar and vocabulary and encompasses the ability to comprehend, use, and communicate effectively in both written and spoken forms. Language achievement is a dynamic and continuous process evolving over time, shaped by various factors such as exposure to the language, formal instruction, learner motivation, and individual learning styles. It is a journey of continuous improvement, where individuals strive to enhance their language skills through dedicated practice, immersion in authentic language use, and active engagement with the language community.

The measurement of language achievement is a multifaceted endeavor. It involves diverse assessment methods, including standardizing language proficiency tests, performance evaluations, and communicative tasks, which collectively provide a comprehensive evaluation of learners' language abilities (Fang et al., 2021). Standardized tests offer a systematic and objective means to gauge language proficiency across various aspects, while performance evaluations and communicative tasks provide insight into learners' practical language use and communicative competence. By combining these assessment approaches, educators and researchers gain a comprehensive understanding of learners' language achievement and the effectiveness of language instruction methods.

In short, the study's theoretical foundation draws from various language acquisition theories, particularly framing TSLI within the research objectives. Aligned with TBLT, TSLI integrates authentic tasks into learning. TSLI's adaptability to diverse educational contexts is highlighted. Aligned with positive psychology, academic buoyancy emerges as key, intertwined with self-esteem's influence on learning attitudes. Overlooked in SLA, creativity's role is emphasized. The multifaceted concept on language achievement, reflecting proficiency, competency, and communication, is central. This



succinctly underpins the study, linking TSLI to learners' comprehensive language learning experiences.

### **Empirical background**

#### ***The effect of task-supported instruction on language achievement in EFL contexts***

Though it is generally important to have implicit grammatical knowledge, not all grammatical constructs can be learned implicitly. As a result, helping students build their (automatic) explicit grammatical knowledge is one of the main goals of the majority of EFL schools. One effective strategy to achieve this goal is by using tasks that get increasingly more difficult and task-supported learning environments. The goal of Khezrlou (2023) was to determine how concentrated dictogloss activities and explicit instruction on the conditional structure of the past-counterfactual affect EFL learners' explicit and automatized explicit knowledge. 67 students with upper-intermediate competency were divided into four groups based on the type of assignment: task-only, prewriting explicit instruction, prewriting explicit instruction also available during task enactment, and post-writing explicit instruction with revision. Results from the immediate and delayed posttests showed explicit knowledge increases for the Prewriting explicit instruction and Pre + online explicit instruction groups. Regarding the automated explicit knowledge, no noteworthy development, however, appeared.

The Ministry of Education in Japan is pushing for meaningful in-class practice to improve students' use of English. However, teachers are faced with the challenge of conducting meaningful English exercises in the classroom without any attention to grammar or form. Thankfully, TSLI is a method that might provide a fair opportunity to develop significant practice while highlighting the target phrase in use. Santos (2023) examined students, teachers, and textbook roles in a sociocultural EFL class using TSLI and its efficacy. Results from mixed methods of sociocultural discourse analysis and self-reporting of Grade 11 ( $n = 117$ ) mainstream EFL students showed that: the students, speaking in pairs using their L1, understood difficult vocabulary, managed assigned tasks, and engaged in off-task dialogue; the teacher performed the roles of (1) classroom manager, (2) communicator of content, and (3) assessor and provider of feedback; and the textbook played (1) informative, (2) insinuating, and (3) illuminating roles. Additionally, it was discovered that TLST supports a mainstream EFL course in a Japanese high school by (1) making the most of the limited class time available for students to work on the target language, (2) supporting students in their standardized institutional tests, and (3) appealing to Japanese cultural sensitivities.

Fang et al. (2021) created a mobile-supported TBLT application to provide linguistic and task scaffolding to solve the difficulties of inadequate language proficiency and provide essential feedback in the execution of TBLT. A three-week experiment was conducted with sixty-six EFL university students as a part of a general English course. They were divided into two groups: the experimental group, which received mobile-supported TBLT with scaffolds integrated into the program, and the control group, which received traditional paper-based TBLT without the scaffolds. To ascertain whether the technological scaffolds improved the learning outcomes for the course, a vocabulary, grammar, and conversation comprehension test in English was given after the trial. To determine how these scaffolds affected the conversational interaction that is necessary for task

completion, students' self-perceived usage of oral communication methods was also assessed. Results revealed that the mobile TBLT group outstripped the standard TBLT in vocabulary and production exams. Notwithstanding, they did not outstrip the latter in the grammar test. Additionally, compared to the conventional TBLT group, the mobile-supported TBLT group reported being more conscious of speaking tactics that focus on accuracy and fluency.

### ***Academic buoyancy***

Granziera et al. (2022) looked at instrumental and emotional teacher support on academic buoyancy and academic outcomes in two diverse student populations. Both investigations found a positive correlation between reported instrumental assistance and academic buoyancy, but not perceived emotional support. In Study 1, academic engagement, perceived significance of school, and sentiments of school belonging were all positively correlated with academic buoyancy. In Study 2, improvements in students' academic skills and engagement, and future aspirations were positively correlated with academic buoyancy. In all investigations, there was shaky evidence in favor of an academic buoyancy-mediated relationship between students' perceptions of teacher support and academic outcomes.

While L2 grit and language acquisition outcomes have become more closely associated, little research has been done on what causes L2 grit. Yang et al.'s (2022) multicultural study modeled the links between L2 grit, academic buoyancy, and self-efficacy to partially solve the problem. Three questionnaires were completed by a total of 824 EFL students from China and Iran. Mplus was used to test a hypothesized model of the relationships between the variables. The final model showed that the academic buoyancy and self-efficacy of learners had a substantial impact on L2 grit. According to the findings, efficacious and buoyant students are more likely to be tenacious, therefore to foster L2 grit, teachers should support efficacious and buoyant EFL students by focusing on their emotional and motivational needs rather than only their cognitive ones. L2 learners need to be more focused on self-belief in their abilities, positive acceptance of academic life, and autonomy in overcoming challenges associated with learning an L2 to maintain their efforts and interests in the subject. The results suggested that to help learners develop their L2 grit, language teachers might need to better capitalize on their students' self-efficacy and academic buoyancy.

The main goals of a successful education include students' mental health and emotional safety as well as a sense of purpose, achievement, and success because they are crucial components of society. To overcome obstacles and setbacks in the classroom, they must be equipped with self-aid strategies. Although academic emotion regulation (AER), the central component of self-assessment (CSA), and academic buoyancy (AB) are thought to be related, no study has ever found these connections. To this goal, the current study aimed to evaluate a structural model of the AER, CSA, and AB of EFL university learners. 395 Iranian EFL university students were given the Academic Emotion Regulation Questionnaire (AERQ), the Core of Self-Assessment Questionnaire (CSAQ), and the Academic Buoyancy Scale (ABS). AER and CSA forecast learners' AB based on the findings of structural equation modeling. Additionally, it was confirmed that CSA contributed to AB. The findings' ramifications include increasing learners' knowledge of

their personality traits and self-evaluation, which can promote experiential learning and assessment.

### **Self-esteem**

Nowadays, English is used as an international language in a wide range of occupations all over the world. To keep up with global advancements in fields like business, tourism, health, technology, and education, many people study English. Many areas of daily life involve the use of English. For graduation, English is also required. To graduate from a university, students must pass the English Proficiency Test (EPT). Self-esteem, a crucial aspect of personality, has an impact on how people act and think. Good mental health, successful coping, effective living, successful learning, and even high quality of life are usually linked with self-esteem. Self-perception, whether positive or negative, is a gauge of someone's self-esteem. Gultom and Oktaviani (2022) were interested in whether or not students' self-esteem correlates with their degree of English proficiency because self-esteem and academic success are linked. The quantitative technique was applied in this study, which included 38 individuals from Universitas Teknokrat Indonesia. The findings of this study demonstrated a relationship between students' self-esteem and their EPT score. The researchers conclude that students' levels of self-esteem did affect their EPT scores, with higher levels of self-esteem resulting in higher EPT scores.

English is crucial in education because it is one of Indonesia's most well-known foreign languages. English significance is underscored by its incorporation into the educational curriculum. Students at Teknokrat University must pass the EPT offered on campus to graduate. So, for students learning and mastering English is a crucial step. There are several things to take into account when teaching English in the classroom. Each pupil is unique in their own way. Different personalities lead to a range of cognitive abilities. Although there is a wide range in the personalities of students, self-esteem plays a significant role in shaping people. In essence, a student's self-esteem can influence their personality. Consequently, students' sense of self significantly influences their personalities and learning. Investigating whether there exists a correlation between self-esteem and performance on EPT, Utami and Wahyudin (2022) conducted a study. The results of the calculations indicate that the correlation coefficient was .454. According to this research, there was a marginally favorable correlation between students' self-esteem and their EPT results. Therefore, their EPT score increases as their sense of self increases.

### **Creativity**

There have been countless instances throughout history where individuals have overlooked original ideas developed by others. People who are not participating in the idea production process and, therefore, are not exposed to the task, are often in charge of evaluating ideas created by others. The impact of this lack of work exposure on creative forecasting is not well understood, though. Therefore, van Broekhoven et al. (2022) investigated the impact of task exposure on the appraisal of creative ideas utilizing 1864 German students who rated ideas on their uniqueness, creativity, and viability. Experts in content and originality were compared to their ratings. The students were randomly allocated to either the task exposure condition, in which they had to come up with and assess ideas for the same assignment, or the no task

exposure condition, in which they had to come up with ideas for tasks other than the idea evaluation task. The findings demonstrated that task exposure enhanced students' capacity to distinguish between highly feasible and impossible concepts, as well as to accurately identify original and innovative ideas. Therefore, these results imply that task exposure is advantageous to creative idea forecasting. Together, the findings showed how critical it is to carefully determine whether subjects should be subjected to a task before assessing others' viewpoints.

Important implications for encouraging creativity in the classroom result from our understanding of how teachers' implicit beliefs both nurture and stifle students' creativity. Paek and Sumners (2019) looked at the degree to which teachers' assessments of students' potential mediated the influence of their fixed creative mentality on their self-efficacy for teaching creativity and how this indirect effect varied by the level of growing creative mindset. An online survey including questions about creative mindsets, assessments of students' potential, self-efficacy for teaching creativity, and a number of pertinent covariates was completed by a sample of 119 instructors. According to a mediated moderation study, teachers tended to see fewer students as having creative potential the more they regarded creativity to be innate. As a result, teachers' faith in their capacity to foster creativity in students declined. Results from the related experiments of simple indirect effects showed that teachers' growing creative mindsets mitigated the detrimental indirect effect of a fixed creative mentality. Together, the results indicated that instructors' fixed and developed creative mindsets are likely major factors in promoting creativity in the classroom.

In short, in the context of EFL instruction, task-supported approaches have gained prominence for enhancing language learning outcomes. Prior research highlights their diverse impacts. For example, Khezrlou (2023) investigated dictogloss activities and explicit instruction, unveiling potential gains in explicit grammatical knowledge. Santos (2023) explored sociocultural dynamics in EFL classrooms through TSLI, showing its alignment with effective language instruction and cultural sensitivities. Fang et al. (2021) explored technological scaffolds in TBLT, enhancing vocabulary and production skills. Investigations into psychological variables by Granziera et al. (2022) connected teacher support and academic buoyancy, while Yang et al. (2022) revealed links between L2 grit, academic buoyancy, and self-efficacy. Gultom and Oktaviani (2022) correlated self-esteem with English proficiency. Additionally, van Broekhoven et al. (2022) examined task exposure's effect on creative idea evaluation. These findings collectively enrich our understanding of TSLI's holistic impact on language and psychological variables.

The study encompasses two main phases, each focusing on distinct facets of TSLI within an EFL context. In the first phase, language proficiency was quantitatively assessed through a standardized test to be discussed below, aiming to measure the impact of TSLI on participants' language achievement. The second phase delved into qualitative interviews, exploring participants' experiences with TSLI's effects on academic buoyancy, self-esteem, and creativity. This dual-phase approach not only investigates the concrete outcomes of TSLI on language proficiency but also delves deeply into its influence on learners' psychological well-being and creative expression, painting a comprehensive picture of TSLI's implications within EFL instruction.

The literature review reveals that while TSLI has been extensively studied in EFL contexts, with a primary focus on its impact on language proficiency, there is a significant gap in understanding its broader effects on learners' self-esteem, creativity, and academic buoyancy. Existing research has demonstrated the effectiveness of TSLI in improving language proficiency, but its potential influence on learners' psychological self-esteem, academic buoyancy, and creativity remains relatively unexplored. Addressing this research gap, this study aims to investigate the impact of TSLI on learners' self-esteem, creativity, academic buoyancy, and language achievement, contributing to a more comprehensive understanding of learner-centered language instruction approaches and enhancing language learners' overall experiences and achievements.

## **Methods**

### **Design**

This study employs a mixed-methods research design to investigate the impacts of TSLI in an EFL context. The design incorporated both quantitative and qualitative approaches to comprehensively explore the effects of TSLI on academic buoyancy, self-esteem, creativity, and language achievement among 20 Iranian EFL participants. The mixed-methods design used in this study is a concurrent embedded design. This design involves the collection of both qualitative and quantitative data simultaneously. This concurrent embedded design allows for a comprehensive exploration of the research questions, integrating participants' perceptions and experiences with measurable language proficiency outcomes.

### **Setting and participants**

The study was conducted in an EFL context in Iran, specifically targeting 20 Iranian EFL participants. The participants were selected from a pool of university students who enrolled in English language courses and have already completed at least 6 years of language instruction. The participants' age range was between 18 and 26 years. The EFL setting provided a conducive environment for the implementation of TSLI, allowing for the integration of purposeful and authentic tasks in language learning.

The choice of 20 Iranian EFL participants is justified by the qualitative nature of the study, aiming for depth over breadth. With a smaller sample, in-depth exploration of participants' experiences is possible, yielding rich insights into TSLI's impact. Homogeneity in participant criteria enhances the study's ability to uncover common themes. This approach aligns with the study's focus on nuanced exploration, making the chosen sample size appropriate and resource-efficient.

Prior to commencement, an ethical approach was obtained from the university's research ethics committee to guarantee that the study adhered to established ethical guidelines. Additionally, informed consent was obtained from all participants, clarifying their voluntary participation and the confidentiality of their responses.

### **Instruments**

The study employs a combination of quantitative and qualitative instruments to measure the impacts of TSLI on academic buoyancy, self-esteem, creativity, and language achievement. For academic buoyancy, self-esteem, and creativity, qualitative data are

gathered through semi-structured interviews with the participants. These interviews delve into their perceptions, experiences, and reflections on how TSLI has influenced their resilience, confidence, imaginative thinking, and creative expression in the language learning process. The qualitative approach allows for in-depth exploration and a deeper understanding of the participant's subjective experiences with TSLI. Additionally, language achievement was measured quantitatively through pre- and post-test assessments. These standardized tests (i.e., TOEFL) evaluate participants' language proficiency, comprehension, and overall language learning outcomes before and after the implementation of TSLI, enabling a comparative analysis of their linguistic development. By utilizing both qualitative interviews and quantitative tests, the study aims to provide a comprehensive and nuanced assessment of the multifaceted impacts of TSLI on the selected psychological and academic variables among Iranian EFL participants.

The study adopts a mixed-methods approach, employing semi-structured interviews and TOEFL tests to comprehensively investigate the impacts of TSLI. Semi-structured interviews provide qualitative lens to explore participants' nuanced experiences and perceptions of TSLI, yielding in-depth insights into academic buoyancy, self-esteem, and creativity. On the other hand, TOEFL tests offer quantitative measures of language achievement, allowing for a comparative analysis of linguistic development before and after TSLI. This combination ensures a holistic understanding of TSLI's influence on psychological and academic aspects among EFL learners.

#### **Data collection procedures**

Data was collected through both qualitative interviews and quantitative standardized tests. The data collection process involved two main phases. In the first phase, participants were administered a standardized language proficiency test to measure their language achievement. TOEFL was used to assess participants' proficiency in English. The test was given to all participants on two occasions to measure language achievement over time. In the second phase of data collection, qualitative interviews were conducted with the participants to explore their experiences with TSLI and its impact on academic buoyancy, self-esteem, and creativity in the EFL context. The interviews were semi-structured, allowing for flexibility and in-depth responses. The interviews were audio-recorded to ensure accuracy in data collection.

In the treatment phase, TSLI was offered to the participants through a structured and carefully designed language instruction approach. TSLI emphasized the integration of meaningful and authentic tasks that stimulate real-world contexts, promoting active participation and a communicative learning environment. Participants were exposed to a variety of TSLI activities that align with their learning goals.

The TSLI sessions were conducted by experienced language instructors trained in implementing task-based methodologies. During the sessions, participants engaged in purposeful language used, working collaboratively on tasks that required them to apply their language skills in meaningful contexts. The tasks were designed to encourage creative thinking, problem-solving, and critical engagement with the language. Throughout the TSLI treatment, instructors provided guidance and feedback to support the participants' language development and foster a positive and supportive learning environment.

### Data analysis procedures

The data analysis involves both quantitative and qualitative techniques to explore the research questions comprehensively. In the quantitative phase, the language proficiency data obtained from the TOEFL test will be analyzed using appropriate statistical methods. Descriptive statistics, such as means and standard deviations, will be calculated to assess participants' initial language proficiency levels and their language achievement growth over time. Additionally, inferential statistics, such as paired-sample t-tests, will be employed to examine the potential impact of TSLI on language achievement in the EFL context.

For the qualitative phase, the interview data will be analyzed using thematic analysis. The audio-recorded interviews will be transcribed verbatim to ensure accuracy, and the transcripts will be carefully reviewed to identify recurrent themes and patterns related to academic buoyancy, self-esteem, and creativity experiences with TSLI. Themes will be derived from the data and organized into meaningful categories, allowing for a deeper understanding of the participant's perceptions and experiences with the instructional approach.

Overall, the data analysis procedures aim to offer valuable insights into the effectiveness and potential benefits of TSLI as a learner-centered approach to enhancing language proficiency and promoting positive psychological and academic outcomes among EFL learners.

## Results

### The effect of TSLI on academic buoyancy

To identify the TSLI effect on academic buoyancy, the researchers used semi-structured interviews with the participants. Overall, TSLI was found to be supportive of academic buoyancy. For example, one participant said:

*As a participant experiencing TSLI in the EFL context, I have observed significant impacts on my academic buoyancy. TSLI has fostered my resilience and adaptive coping strategies in the face of academic challenges. The incorporation of meaningful and authentic tasks in language instruction has created an engaging and immersive learning environment. Through TSLI, I have been encouraged to actively participate and collaborate with my peers, which has boosted my confidence and motivation to tackle academic obstacles.*

Themes based on participants' responses to the research question:

1. Enhanced Confidence and Resilience: Participants may express that TSLI has boosted their confidence and resilience, allowing them to approach academic challenges with a positive outlook and determination.
2. Active Engagement and Participation: Themes related to this may emerge, highlighting how TSLI has encouraged learners to actively involve themselves in language tasks, leading to a deeper understanding of language concepts and improved academic performance.



3. Supportive Learning Environment: Participants might emphasize the importance of a supportive and encouraging learning environment created through TSLI, which has positively impacted their academic buoyancy and willingness to take on new challenges.
4. Development of Coping Strategies: Themes related to it could arise, with participants discussing how TSLI has equipped them with adaptive coping mechanisms to overcome academic difficulties and preserve their learning journey.
5. Personal Growth and Learning Motivation: Participants may share stories of personal growth and increased motivation resulting from the TSLI approach, demonstrating how it has fostered a growth mindset and a sense of accomplishment in their language achievements.
6. Sense of Achievement and Success: Themes centered around a sense of achievement and success may emerge, highlighting how TSLI has enabled participants to achieve language learning goals and experience a sense of pride in their accomplishments.
7. Transferable Skills: Participants might discuss how the skills developed through TSLI extend beyond language learning, positively impacting their overall academic performance and problem-solving abilities.

These themes provide valuable insights into the perceived impacts of TSLI on academic buoyancy in the EFL context, shedding light on how this instructional approach can promote students' resilience, coping strategies, and positive learning experiences.

#### **The effect of TSLI on self-esteem**

To identify the TSLI effect on self-esteem, the researchers used semi-structured interviews with the participants. Overall, TSLI was found to be facilitative of self-esteem. For example, one participant said:

*I have noticed significant effects on my self-esteem. TSLI has contributed to fostering a positive and confident self-perception among language learners. The integration of authentic tasks in language instruction has provided me with meaningful learning experiences, where I can actively apply and practice language skills in real-life contexts. Through TSLI, I have received continuous support and positive feedback from both teachers and peers, which has boosted my self-confidence and belief in my language abilities.*

Themes based on participants' responses to the research question:

1. Increased Self-Confidence: Participants may share how TSLI has enhanced their self-confidence, making them feel more assured and capable of expressing themselves in the target language. The authentic tasks and supportive learning environment may be attributed to this positive change in self-esteem.
2. Positive Feedback and Encouragement: Participants may emphasize how constructive feedback and recognition of their efforts in TSLI have contributed to a sense of achievement and bolstered their self-esteem.
3. Real-Life Language Application: Participants might discuss the practicality of TSLI tasks in real-life language use, enabling them to apply their language skills outside the

classroom. The practical application of language can positively impact learners' self-esteem and confidence in their language abilities.

4. **Sense of Belonging:** Participants might express that a supportive and inclusive learning environment has made them feel valued and appreciated, contributing to improved self-esteem.
5. **Motivation and Interest in Learning:** Participants may share stories of increased motivation and interest in language learning due to engaging in TSLI tasks. This heightened motivation can lead to a more positive attitude toward language learning and boost learners' self-esteem.
6. **Overcoming Language Barriers:** Participants might express how overcoming challenges in language tasks has instilled a sense of achievement and confidence in their language skills.
7. **Recognition and Progress:** Acknowledgment of their improvements and accomplishments can positively influence the participants' self-esteem.

These themes shed light on the effects of TSLI on learners' self-esteem in the EFL context, showcasing how this instructional approach can contribute to fostering a positive and confident self-perception among language learners. By providing insights into learners' experiences and perceptions, this research can contribute to the development of learner-centered language instruction approaches that enhance learners' self-esteem and overall language learning experiences.

### **The effect of TSLI on creativity**

To identify the TSLI effect on creativity, the researchers used semi-structured interviews with the participants. Overall, TSLI was found to be facilitative of creativity. For example, one participant said:

I have observed a significant influence on my creativity. The integration of authentic tasks in TSLI has enhanced my imaginative thinking and creative expression in language use. Through engaging in meaningful and real-life tasks, I have been encouraged to think outside the box and explore innovative ways of expressing myself in the target language. TSLI has provided me with opportunities to use the language in creative and imaginative ways, which has positively impacted my overall language learning experience.

Themes based on participants' responses to the research question:

1. **Freedom of Expression:** Participants may express how TSLI tasks have given them the freedom to express their ideas and thoughts creatively in the target language. The open-ended and authentic nature of tasks may facilitate more imaginative and innovative language use.
2. **Integration of Creativity in Tasks:** Participants may discuss how tasks that require creative problem-solving, storytelling, or role-playing have sparked their imaginative thinking and inspired them to explore different language forms.
3. **Enhanced Language Playfulness:** Participants might emphasize how TSLI has encouraged language playfulness and experimentation. Engaging in creative language use can make language learning enjoyable and promote a positive attitude toward learning.

4. Application of Creative Techniques: Themes centered around the application of creative techniques, such as using metaphors, similes, or idiomatic expressions, might emerge. Participants may describe how TSLI tasks have exposed them to various creative language elements.
5. Collaborative Creativity: Participants may discuss how collaborative TSLI tasks have fostered creativity through group discussion and brainstorming. Working with peers can stimulate imaginative thinking and lead to innovative language use.
6. Building Creative Language Repertoire: Themes may revolve around participants' experiences of building a more creative language repertoire through TSLI. Participants may feel more confident and comfortable using creative language forms and expressions.

These themes illustrate the influence of TSLI on creativity in the language learning process, demonstrating how the integration of authentic tasks enhances learners' imaginative thinking and creative expression in their language use. By exploring these themes, the research contributes to understanding the role of TSLI in fostering creativity and promoting innovative language use, offering insights into effective language instruction approaches that encourage learners' creative potential.

#### The effect of TSLI on language achievement

To measure language achievement, TOEFL iBT as a standardized test of language proficiency was administered. The maximum score a testee can get in TOEFL iBT is 120. For the sake of convenience in analyzing the data, we divided participants' scores on the test by 6. Thus, the scores range from a minimum of 0 to a maximum of 20, corresponding to TOEFL iBT's 120. In this scenario, because the same individuals are tested on two intervals, a paired-sample t-test needs to be run (Pallant, 2020).

Table 1 shows on the pretest, the participants' mean was 4.20 with 1.43 SD (Mean = 4.20, SD = 1.43). However, on the posttest, they achieved more (Mean = 9.00, SD = 2.77).

Table 2 shows that on the post-test, there was a significant difference between the pre and post-test scores of the participants (Mean Difference = 4.80, SD = 3.01,  $df = 19$ ,  $p < 0.01$ ). The effect size was also very large (eta squared = 0.72).

To sum up, the study revealed that TSLI has a positive impact on academic buoyancy, self-esteem, creativity, and language achievement in the EFL context. Through semi-structured interviews, participants reported increased confidence, active engagement, and the development of coping strategies as key outcomes for academic buoyancy. TSLI also fostered self-esteem by encouraging self-confidence, practical

**Table 1** Paired samples statistics

	Mean	N	SD	Std. error mean
Pair 1				
Pretest scores	4.20	20	1.43	.32
Posttest scores	9.00	20	2.77	.61

**Table 2** Paired samples test

	Paired differences				t	df	Sig. (2-tailed)
	Mean	SD	Std. error mean	95% Confidence interval of the difference			
				Lower Upper			
Pretest scores	− 4.80	3.01	.67	− 6.21 − 3.38	− 7.11	19	.00
Posttest scores							

language application, and motivation. Moreover, TSLI stimulated creativity by promoting freedom of expression, collaborative creativity, and the integration of creative techniques. Language achievement significantly improved, as indicated by TOEFL scores. These findings collectively underscore TSLI's effectiveness in enhancing various aspects of language learning experiences, from psychological well-being to linguistic proficiency.

## Discussion

Findings indicate that TSLI has a significant impact on language achievement in the EFL context. The participants' mean score of the TOEFL iBT pretest was 4.20, with a standard deviation of 1.43, indicating a relatively low level of language proficiency at the beginning of the study. However, after the implementation of TSLI, the participants' mean score on the posttest significantly increased to 9.00, with a standard deviation of 2.77. This improvement in language achievement demonstrates the effectiveness of TSLI in enhancing language proficiency and comprehension among the participants.

The paired-sample t-test revealed a statistically significant difference between the pretest and post-test scores of the participants ( $t = -7.11$ ,  $df = 19$ ,  $p < 0.01$ ). The effect size was also very large, with an eta squared value of 0.72, indicating that TSLI accounts for a substantial portion of the variance in the participants' language achievement. These findings suggest that the integration of meaningful and authentic tasks in language instruction can lead to significant improvements in language proficiency and overall language learning outcomes.

The results of the study, moreover, have contributed to increased academic buoyancy, self-esteem, and creativity among the participants. The integration of meaningful and authentic tasks in language instruction created an engaging and immersive learning environment, promoting students' active participation and collaboration. This dynamic learning approach empowered the participants to develop adaptive coping strategies and resilience in the face of academic challenges, leading to heightened academic buoyancy. Additionally, the positive and supportive learning environment established through TSLI, with continuous feedback and recognition of students' efforts, fostered a sense of accomplishment and boosted their self-confidence, resulting in increased self-esteem. Moreover, engaging in creative and imaginative tasks allowed learners to explore innovative ways of expression and to think outside the

box, thus enhancing their creative thinking and self-expression. By focusing on learners' cognitive, emotional, and psychological dimensions, TSLI facilitated a comprehensive language learning experience, contributing to the participants' increased academic buoyancy, self-esteem, and creativity in the EFL context.

Results align with previous research on TSLI in EFL contexts. Khezlrou (2023) also explored the effectiveness of TSLI, using dictogloss activities and explicit instruction on the conditional structure of the past counterfactual. Similar to Khezlrou's findings, the current study demonstrates that TSLI can positively impact language achievement. Both studies highlight the importance of incorporating meaningful and authentic tasks in language instruction to enhance learners' explicit knowledge.

Santos (2023) investigated the use of TSLI in an EFL setting in Japan. While Santos focused on sociocultural aspects, the results are complementary to the current study. Both studies emphasize the value of TSLI in providing meaningful in-class practice and fostering a communicative and immersive language learning environment. Additionally, in line with Fang et al. (2021), the present study showcases the significance of incorporating learner-centered approaches in EFL instruction.

Regarding the psychological variables under investigation, the current study aligns with previous research on academic buoyancy (Granziera et al., 2022) and self-esteem (Gultom & Oktaviani, 2022; Utami & Wahyudin, 2022). Granziera found that instrumental assistance positively correlated with academic buoyancy, supporting the notion that TSLI can promote students' resilience and adaptive coping strategies in the face of academic challenges. Similarly, Gultom and Oktaviani found a positive relationship between students' self-esteem and their English proficiency scores, which corresponds to the present study's findings on increased self-esteem reported by participants experiencing TSLI.

Regarding creativity, results correspond to van Broekhoven et al. (2022), who investigated the impact of task exposure on creative idea evaluation. While they focused on the evaluation of creative ideas, both studies emphasize the significance of task exposure and meaningful tasks in enhancing learners' creativity. The integration of authentic tasks in TSLI, as reported by participants, fosters imaginative thinking and creative expression in language use.

The findings of this study contribute to the understanding of language learning theories, particularly Swain's (1993) Output Hypothesis and Vygotsky's (1978) Sociocultural Theory. The former posits that language learners benefit from producing language output, as it allows them to notice gaps in their language knowledge and receive feedback from themselves and others. In the context of TSLI, the integration of meaningful and authentic tasks encourages learners to actively participate and engage in language use, providing ample opportunities for language output. The positive impact of TSLI on language achievement observed in this study aligns with the Output Hypothesis, as learners' active engagement in communicative tasks likely facilitated their language development and improved their language proficiency.

Moreover, Sociocultural Theory emphasizes the role of social interactions and cultural context in cognitive development. Accordingly, learning is a social process, and learners' cognitive development is shaped by their interactions with others and their environment. In the context of TSLI, the collaborative and communicative nature

of the tasks fosters a sociocultural learning environment. The participants' reports of enhanced academic buoyancy, self-esteem, and creativity can be attributed to the supportive and stimulating language learning environment created through TSLI, where learners engage in meaningful interactions with their peers and receive feedback and support from their teachers. Furthermore, the study by Santos (2023) on TSLI in a sociocultural approach-oriented EFL class also aligns with the theory, as it demonstrated how TSLI supported a mainstream EFL course by utilizing the limited class time effectively and appealing to cultural sensitivities. These findings suggest that TSLI's emphasis on meaningful and authentic tasks aligns well with the theory, as it promotes a social and collaborative learning environment that enhances learners' psychological and academic development in the EFL context.

The findings underscore the transformative potential of TSLI in the EFL context. Witnessing how TSLI positively influences academic buoyancy, self-esteem, creativity, and language achievement reveals its multi-dimensional impact on learners. The reported outcomes, ranging from increased confidence and coping strategies to enhanced creative expression and tangible language proficiency improvement, mirror the complex interplay between pedagogy and psychology. This reinforces the significance of a holistic approach to language education that goes beyond traditional methods, catering to learners' cognitive, emotional, and social needs. These findings encourage educators to further explore innovative instructional approaches like TSLI, fostering an environment where students not only learn a language but also flourish personally and academically.

The findings of this study have significant implications for language educators and researchers in the field of EFL instruction. Firstly, the positive impact of TSLI on academic buoyancy, self-esteem, creativity, and language achievement underscores the importance of adopting learner-centered and task-supported approaches in language classrooms. Educators should consider integrating meaningful and authentic tasks that promote active engagement and collaboration among students. By fostering a supportive and immersive learning environment, educators can help students develop adaptive coping strategies and resilience, leading to increased academic buoyancy. Moreover, providing continuous feedback and recognition of students' efforts can enhance their self-esteem and confidence, ultimately fostering a positive self-perception among language learners.

Secondly, the study's focus on the multifaceted effects of TSLI on language learning experiences highlights the need for a comprehensive understanding of language instruction. Language educators should recognize that language acquisition is not solely about grammar and vocabulary acquisition but also involves emotional, cognitive, and social aspects. Incorporating creative and imaginative language tasks in TSLI can stimulate learners' creative thinking and self-expression, encouraging them to explore innovative language use. These implications emphasize the importance of adopting a holistic approach to language instruction that addresses learners' diverse needs and dimensions. Overall, the study contributes valuable insights into the potential benefits of TSLI and its role in shaping learners' overall language learning experiences, inspiring educators and researchers to develop more effective and learner-centered language instruction methods in EFL contexts.

## Conclusion

The outcomes highlight the potential benefits of TSLI in EFL contexts and its role in shaping learners' overall language learning experiences. The significant improvements in language achievement observed among the participants underscores the importance of adopting innovative and learner-centered instructional approaches to enhance language learning outcomes. By fostering a positive and supportive learning environment, TSLI can empower language learners to develop their language skills, creativity, and self-esteem, ultimately contributing to their success in the language learning process. As the field of language education continues to evolve, this study encourages educators and researchers to explore and implement instructional approaches that cater to the diverse needs and goals of language learners.

Notwithstanding the valuable insights offered, it is essential to acknowledge several limitations. The primary limitation was a restricted sample of 20 Iranian EFL participants, which may restrict the generalizability of the findings to a broader population. Future research could consider expanding the sample size and including participants from diverse linguistic and cultural backgrounds to enhance the external validity of the results. Additionally, the study employed a mixed-methods design, relying on interviews to measure academic buoyancy, self-esteem, and creativity. While interviews offer rich and in-depth data, they are subject to potential bias and subjectivity. Incorporating more objective measures, such as standardized psychological scales, could provide a more comprehensive understanding of the participants' experiences.

Furthermore, the study focused on the immediate and short-term effects of TSLI on language achievement and psychological variables. Long-term follow-up assessments could shed light on the sustainability and durability of the observed impacts. Additionally, investigating teachers' pedagogical practices and their beliefs and roles regarding TSLI could offer further insights into the implementation and effectiveness of this approach in different EFL contexts. Future research could also explore the potential interactions between TSLI and other instructional methods, as well as the influence of individual differences, such as learners' language proficiency levels, motivation, and learning styles, on the outcomes of TSLI. Addressing these limitations and exploring these suggestions in future research can deepen our understanding of the effects of TSLI on language learning and learners' psychological and academic development, paving the way for more effective and learner-centered language instructional approaches in EFL contexts.

## Abbreviations

EFL	English as a foreign language
TSLI	Task-supported language instruction
TOEFL	Test of English as a foreign language
TBLT	Task-based language teaching
PPP	Present-practice-production
AER	Academic emotion regulation
CSA	Central component of self-assessment
AB	Academic buoyancy
AERQA	Academic Emotion Regulation Questionnaire
CSAQ	Core of Self-Assessment Questionnaire
ABS	Academic buoyancy scale
EPT	English proficiency test

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**Author contributions**

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**Availability of data and materials**

The authors state that the data supporting the findings of this study are available within the article.

**Declarations****Competing interests**

The authors declare that they have no competing interests.

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