Research Paper

Iranian Students' Emotional Perceptions of the Effects of Interactive Tasks on Self-Monitoring, Self-Regulation, and Willingness to Communicate

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Abstract
Engagement and interaction have recently been considered practical activities essentially in educational settings. Due to the importance of this notion, this research paper reviewed the qualitative study aimed to find out the evaluation of Iranian EFL students' emotional attitudes and perceptions towards interactive tasks on self-monitoring, self-regulation, and willingness to communicate in learning. Accordingly, the study as personality assessment developed the semi-structured interviews with 40 students in an experimental group and 40 students in a control group to explore students' motivational beliefs and their attitudes towards interactive tasks influencing their performance in learning and assisting them to communicate successfully. Based on the attitudinal analysis as the results of this study, using the Transcribed Interview Sample with coding (an extract) clearly identified that students with interactive tasks mainly outperformed those with regular instruction. Furthermore, the findings of the research indicated that students' achievement was improved in terms of their motivation, autonomy, and empowerment as contributed to their learning. However, this study revealed that teachers could increase the academically collaborative talk as well as social-emotional behavior of students in their teaching and learning environments to share feeling safe, taking risks, and enjoying constructive effects.

Keywords: Interactive task; Self-monitoring strategy; Self-regulation strategy; Willingness to communicate strategy

درک عاطفی دانشجویان ایرانی از تأثیر وظایف تعاملی بر خود نظارتی، خودتنظیمی و تمایل به برقراری ارتباط
تعامل و تعامل اخیراً به عنوان فعالیت های عملی در محیط های آموزشی مورد توجه قرار گرفته است. با توجه به اهمیت این مفهوم، این مقاله پژوهشی مطالعه کیفی با هدف بررسی نگرش‌ها و ادراکات عاطفی دانشجویان ایرانی زبان انگلیسی نسبت به وظایف تعاملی خود نظارتی، خودتنظیمی و تمایل به برقراری ارتباط در یادگیری را بررسی کرد. بر این اساس، مطالعه به عنوان ارزیابی شخصیت، مصاحبه های نیمه ساختاریافته را با 40 دانش آموز در یک گروه آزمایشی و 40 دانش آموز در گروه کنترل برای بررسی باورهای انگیزشی دانش آموزان و نگرش آنها نسبت به وظایف تعاملی که بر عملکرد آنها در یادگیری تأثیر می گذارد و به آنها در برقراری ارتباط موفق کمک می کند، توسعه داد. بر اساس تجزیه و تحلیل نگرشی به عنوان نتایج این مطالعه، با استفاده از نمونه مصاحبه رونویسی شده با کدگذاری (عصاره) به وضوح مشخص شد که دانش آموزان با وظایف تعاملی عمدتاً از دانش آموزان با آموزش منظم بهتر عمل می کنند. علاوه بر این، یافته‌های تحقیق نشان داد که پیشرفت دانش‌آموزان از نظر انگیزه، خودمختاری و توانمندی بهبود یافته است که به یادگیری آنها کمک می‌کند. با این حال، این مطالعه نشان داد که معلمان می توانند صحبت های مشارکتی تحصیلی و همچنین رفتار اجتماعی-عاطفی دانش آموزان را در محیط های آموزشی و یادگیری خود افزایش دهند تا احساس امنیت، ریسک کردن و لذت بردن از اثرات سازنده را به اشتراک بگذارند.
کلمات کلیدی: وظیفه تعاملی، راهبرد خود نظارتی، راهبرد خودتنظیمی، تمایل به برقراری ارتباط استراتژی

Introduction

The student's participation and interaction in classroom instruction in suitable ways can develop academic engagement. Furthermore, the classification of academic engagement may include active (e.g., verbally answering a question, writing) or passive (e.g., quietly listening to the speaker) engagement. In other words, successful academic learning and student behavioral outcomes can occur as academic engagement. Conceptually, in the learning process, academic success has more likely to be achieved for engaged students, and inappropriate behaviors are likely to present (Simonsen et al., 2008).

Upon interaction is identified in terms of an adequate negotiation of the meaning of the target language utterances and the general English language proficiency, as well as promoting students to control the discourse (Le & Rendaya, 2017). In more, the complexity of questions, the type of questions, and the communication pattern may affect classroom interaction (Al-Zahrani & Al-Bargi, 2017). The language-oriented activities (e.g., pair and group work, role-play, problem-solving, and language games) can be utilized and received appropriately and effectively with student engagement and active participation. However, interaction plays a key role in the process of learning a second language due to considering the heart of communication (Brown, 2007).

Communication and interaction are the important factors and main aim of language learning (Wang, 2010). To consider manipulating and enhancing the learning environment, different processes, as in the cognitive component metacognition and reflection on performance; in the environmental component, social and contextual influences on the learning process and in the behavioral component, actions are dealt with as Reciprocal Interactions in Human Functioning (Meloy, 2009). Further, in an effective L2 classroom, learners should actively participate in the activities by using the target language as much as possible to enhance the learning process (Van Lier, 2001).

The mediation of tools is claimed to affect supporting complex cognitive processing and modification of minds to make smarter ones. Effectively, capacity has been boosted by having new instruments to solve problems and make more influential decisions (Salomon & Perkins, 2005). Implementation of ICT can provide new environments for more flexibility, media combinations, and effectiveness in the use of traditional tools (language, image, the written word, 3D, …) as well as more appropriate dialogue and reflection. In the ICT-based curriculum, teachers especially move away from being knowledge transmitters and adopt the role of facilitator (Savignon, 2007).

Learner attitudes, beliefs, motivation, strategies, and personality direct the learner's contributions to the language learning process (Dornyei, 2009). In strategy research, the notion of "language learning strategies" has changed considerably, and recently the term "learning strategy" is almost entirely restricted to pedagogical use and rarely applies in L2 research publications. More importantly, some scholars still believe in the importance of strategies and are committed to strategy research (Rose, 2012). From the learning approach, the language learning strategies develop the cognitive perspective and socio-cultural perspective (Han, 2014). On the other hand, the term "language learning strategies" is substituted either by "learner strategies" or "strategic learning" (Cohen & Macaro, 2007).

Self-monitoring is investigated as the positive relationship of the five-factor personality at the meta-trait level (higher order combinations of multiple big five traits) regarding the higher order factor representing extraversion and openness (Wilmot et al., 2016). Especially self-monitoring is facilitated as a mechanism to conceal traits that might make them less socially adept. Although it will also be perceived as more capable in those, who display socially engaging behavior (Little, 2011). Accordingly, self-monitoring is a desire to portray images to improve one's social status,

an antecedent of impression management, or the efforts of an individual to create, change, manage, and sustain his or her social image (Bolino, Long, & Turnley, 2016).

Self-regulation as a continuous and holistic skill set implies to be one overarching latent construct (Panadero, 2017). Seemingly, self-regulation is a triadic interplay among personal, behavioral, and environmental processes to perform a task. Additionally, personal processes include cognitive beliefs and motivational and affective states. Similarly, behavioral processes as physical activities and environmental processes are physical and social settings (Zimmerman, 2013). Moreover, self-regulation is a skill to thrive in life. This skill is improved during the early years of life and is predictive of academic achievement, well-being, and life success. (McClelland & Cameron, 2012).

Willingness to communicate was conceptualized as psychological, linguistic, educational, and communicative dimensions of language to use the target language as an individual's willingness (Mystkowska-Wiertelak & Pawlak, 2016). Furthermore, willingness to communicate is considered a significant factor in second language acquisition, especially with the dramatic effects on authentic communication in a second language, as well as the prediction regarding the frequency of communication and language achievement quite well (Zarrinabadi & Abedi, 2011). Likewise, the active use of a second language in the language classroom is the willingness to communicate (WTC). It is stated that willingness to communicate (WTC), as the final psychological step to the initiation of L2 communication, can be conceptualized as a readiness to speak in the L2 at a particular time with a specific person (MacIntyre & Doucette, 2010).

This qualitative research aimed to test a hypothesized model of the relationship between speaking English proficiency and study instructional strategies in university students. By doing so, qualitative data were gathered from the interview with students related to the investigation on Iranian EFL University students' views about the language learning process and their willingness to communicate and achievement of higher speaking proficiency regarding personality assessment and personality traits.

This research addressed the following research questions by utilizing a qualitative-method research design.

RQ1. What is the perception of Iranian EFL students of the effect of interactive tasks on self-monitoring using ICT tools?

RQ2. What is the perception of Iranian EFL students of the effect of interactive tasks on self-regulation using ICT tools?

RQ3. What is the perception of Iranian EFL students of the effect of interactive tasks on their willingness to communicate using ICT tools?

Review of Literature

The four main concepts of the Responsive classroom include engaging academics, social interaction, effective behavior management, and attention in students. An optimal learning environment can be created by combining these four pillars where social learning theory meets developmentally appropriate academic goals. Providing clear directions, collaborating with children to create clear expressions for behavior, structuring the physical space of the room to meet developmental needs, and establishing a routine have been to foster self-regulation in the students (Rimm-Kaufman et al., 2007).

Related to the importance of teaching interactively, it was viewed as effective teaching through the lenses of direct instruction in which interactive teaching and classroom management are at the core. Good or successful teaching is discursive, characterized by high-quality oral work (Muijs & Reynolds, 2010). Developing teachers' Classroom International Competence is defined as teachers' and learners' ability for using interaction as a tool to meditate and assist learning. Classroom interaction stands at the heart of the teaching and learning process and will have a

positive impact on learning, especially when learning is regarded as a social activity where strongly influenced by involvement, engagement, and participation (Walsh, 2012).

In the vision of the importance of active learners in the classroom (constructivist view), the students play a key role in their learning, and consequently, the students' discourse may predominate (Harmer, 2001). Furthermore, in the learner-centered approach, the students are expected to communicate more using the L2 so that they are more in charge of their learning process (Hitotuzi, 2005). Students may benefit from an intervention such as positive behavior support systems to increase on-task behaviors and task completion (Todd, Horner, & Sugai, 1999) and self-monitoring systems (Rock, 2005).

In one study, it was shown that there was a distinction between seeking *approval* versus *status and standing* in relation to self-monitoring. Correlations between self-monitoring and the need for social approval seem to be ranging from .21 (Sosik & Dinger, 2007) to .09 (Sendjaya et al., 2016) in organizational samples.

One instructional-oriented organization studied the association between the activity-orienting strategy on students' self-regulation and academic skills. The teacher acted by providing a preview of upcoming activities, explaining an activity, providing center locations along with demonstrating what is to be done for each task. The results indicated that children in classrooms tended to score higher on measures of behavioral self-regulation (measured by Head-to-Toes Task) and overall achievement where teachers spent more time on orienting activity. Additionally, teachers were more effective to present information in a structured manner and preparing children for what was to come in the day (Cameron & Morrison, 2011).

In a multiple case study, it was examined the dynamic and situated nature of L2 WTC within a perspective to elaborate on various social, environmental, and individual factors influencing WTC. It was reported that situational L2 WTC emerges from the interdependence among linguistic factors, classroom environmental conditions, and individual characteristics. Moreover, the effect of these combinations is different from person to person, being facilitative for some and debilitative for others (Cao, 2014). Another study investigated the Iranian EFL learners' perceptions of their willingness to initiate communication across four types of contexts and three types of receivers. The study concluded that Iranian EFL learners are willing to initiate communication in familiar situations, such as group discussions or communicating with their friends. In contrast, they are less willing to communicate in unfamiliar situations, such as public speaking (Barjesteh, Vaseghi, & Neissi, 2012).

Method

Participants
This study was conducted by using a random sampling method to select the participants. The distribution of the participants according to group, place, gender, and grade is presented in Table 1.

Table 1
Distribution of Participants

Group	Place	Gender	Grade	Frequency	Total
Experimental Group	University	Female	BA	24	
	University	Male	BA	16	40
Control group	University	Female	BA	23	
	University	Male	BA	17	40
Total					**80**

The sample population for this study comprised 80 Iranian EFL students, males and females, from Payame Noor University in Behbahan. The participants were undergraduate students (33 males and 47 females) with ages ranging between 20 and 27 years studying English language translation at Payame Noor University, located in Bebahan. The group under study was assigned from Bachelor of Arts grade of translation students randomly and employed two groups of 40 students as control and experimental group participants. The data of the students' general information in the 2020-2021 academic year is presented in Table 2 below.

Table 2
Students' general information in the 2020-2021 academic year

General Data	List	Number	Percentage
Gender	Female	47	58.75
	Male	33	41.25
	20-24	69	86.25
Age	25-27	11	13.75
Total		80	100

Instrumentation
The study utilized one research tool, the classroom interview, as a qualitative approach to collect the needed data. By conducting the interview of the EFL students, the researcher tried to explore the experience of the participants regarding how the interactive tasks supported EFL students' needs with interaction and their understanding of the problems and difficulties they had met and the worries they had in the current learning situation, and on the contrary, seek advice and suggestions from them.

Procedure
The study utilized the classroom interview as a technique to collect qualitative data and was directed to describe participants' behavior for qualitative research. In general, the interviewees were intermediate EFL students who were in the English translation field. The respondents were the Bachelor of Arts students in the English translation field. Initially, a homogeneity test was administered to the participants to determine the student's proficiency level. Table 3. shows the number of Interaction sessions to be conducted, which are interaction and strategy training and the application of interaction, respectively.

Table 3
Schedule of Interactive Task Instructional Process

| Week	Session (1 hour and 45 minutes)
1	Interaction and Strategy Instruction
2	Free Discussion with Interaction ➔ Session I
3	Free Discussion with Interaction ➔ Session II
4	Free Discussion with Interaction ➔ Session III
5	Free Discussion with Interaction ➔ Session IV
6	Free Discussion with Interaction ➔ Session V
7	Free Discussion with Interaction ➔ Session VI
8	Free Discussion with Interaction ➔ Session VII

9	Free Discussion with Interaction ➔ Session VIII
10	Free Discussion with Interaction ➔ Session IX
11	Free Discussion with Interaction ➔ Session X
Interview	

Tasks

In this study, the interactive task integration perspective and educational communications perspective were utilized to establish the situation and obtain the data. As demonstrated in Figure 1, the Interaction model, defined as the integrated educational communications perspective in Instructional Communication, is categorized into information as follows.

Figure 1
Interactive Task Integration
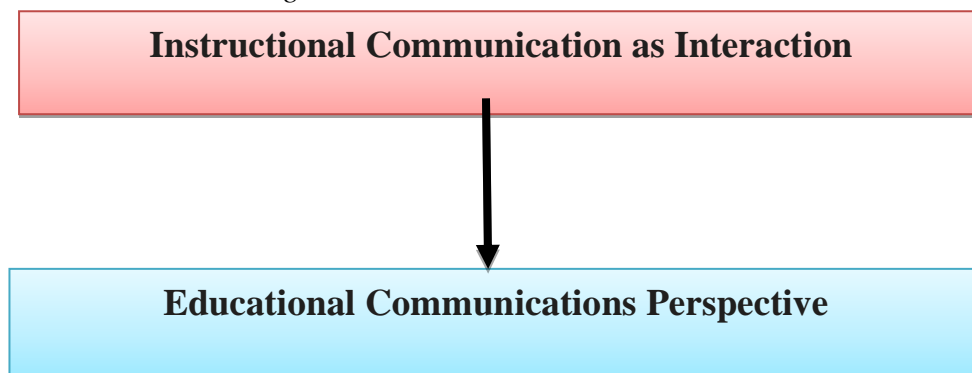
The student's use of the interactive tasks, markedly more accurate and complex tasks, in practice, was also necessary to take into account. The following figure presents the components of the interactive task to develop English interaction ability and language acquisition:

Figure 2
The Interactive Task and Language Acquisition

Data Analysis

Qualitative research as a social action form seeks to interpret the way of people and make sense of their experiences to understand the social reality of individuals. It comprises interviews, diaries, journals, classroom observations and immersions, and open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials with oral history (Zohrabi, 2013). Moreover, it aims to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied and to generate new concepts and theories. The basis of the choice of methodology lies in the questions being raised (Viswambharan & Priya, 2016).

For the present study, an interview as the qualitative component of the research was conducted in paired test-talk of research time to collect data. In line, the interviews were applied to interpret a general overview of the participants' interactive skills as well as the mentioned motivated strategies. This design was held to obtain more details about the results of the method with the interpretability and meaningfulness of the results.

In terms of data collection, the learners' attitudes towards the use of motivating strategies in an interactive context for their language learning activities were gathered using qualitative classroom interviews, and they were independently analyzed to elaborate the respective research questions and keep telling how important they were.

Considering the findings, the participants developed learning-oriented goals as well as performance-oriented goals in the classroom. The qualitative results are presented in the following parts.

Results

The qualitative data would reflect the students' classroom-based activities and learning activities. This part presented the findings of the classroom interview of what the learners were doing and which categories of strategy use processes would be done. The interview could assess and reflect at the end of teaching sessions. All in all, it looked at the extent to mark the students' experience an indicator of the quality of students' learning. The Transcribed Interview Sample with Coding (an extract) sought to gain insights into the answers to the research questions, as presented in Table 4.

Table 4
Interview Transcription of EFL Students Use of Interactive Task

No.	Questions	Statements
1	A: In the present interview, we are going to talk about Interaction in education and your communicative academic development. So firstly, would you state something about yourself and your learning experience?	B: OK. Frankly speaking, I think to some extent, EFL students have stress in a class, especially when they are addressed to speak and state themselves in English; although I'm actually interested in and satisfied with my field alongside its learning basically the problem of learning is lack of a secure and safe situation and should avoid grammatical accuracy-oriented speaking-center class.
2	A: Very good point. Well, have you ever experienced any Interactive Tasks for learning in your classroom? If yes, what are they? If no, why not?	B: Not all the time. Slightly just done for speaking courses regarding oral activities and exercise in books via lecturing and doing artificial

		conversations with classmates.
3	A: So, do you think using Interactive Tasks can make any difference to your learning?	B: Sure. When it's really with participation among students that students are encouraged to volunteer for speaking in a non-threatening way.
4	A: That's true. What difference have Interactive Tasks made to your learning?	B: Well, at me, let's say there is little of it. As I mentioned earlier, because of limited interaction, there was thus limited negotiation of meaning between student and teacher, although much of the discussion centers on questions and answers. But I would like to say I can infer meaning more or less and learn more words. To some degree, I can dare to speak English, and it will be useful to make myself understood.
5	A: OK. That's good. Who or what influences your use of Interactive Tasks in learning?	B: In my view, a collaborative teacher as a starting point to direct discussion and provides students with understanding. On the other hand, students to negotiate and construct the meaning of the discourse. Comprehension and appropriateness of utterances and dynamic, collaborative interaction, besides maintaining and management discourse, also affect classroom interaction.
6	A: That's great. Are there any problems related to the use of Interactive Tasks? Or have you found any problems related to the use of Interactive Tasks? Or are there any barriers to the use of Interactive Tasks in your learning?	B: Well, not so serious problem, just it will be worth If the student's level of language proficiency and the level of student's interest as well as the student's level of participation in interaction be considered because ignoring them can affect the classroom interaction. Another notable point is that spoken instructions can also reinforce comprehension for interactivity. It would be great removing teacher control to keep the discussion going.
7	A: I hope so. OK., Have you tried to solve these problems?	B: Well. I would pay more attention that much of the discussion centers on teachers to extend the quantity and the quality of the students' production. It will be useful that students take up the challenge of keeping negotiation and make themselves understood.
8	A: What do you think is the ideal form to apply Interactive Tasks in your	B: I feel more like finding a friendlier atmosphere to have informal but

	learning?	structured interaction in class overall. It would be nice to have the teacher as more collaborator than an evaluator who provides greater detail in what to do and why it's important.
9	A: Everything is good as it is. So, how have you gained your knowledge of Interactive Tasks competence, and how do you maintain that competence?	B: I would like to say interaction has a wordplay nature as well as is a teacher-dominated competence. With this in mind, the relevance and matching of interaction competence with feelings, as well as praise and encouragement, highlights the importance of competence and consequently is maintained.
10	A: In so doing, have you received any support from your teachers to address your needs and interests related to the Interactive Tasks? What are they?	B: Actually teacher dominates the classroom discourse to encourage general participation among students as well as a general plan with fewer details in utilizing interactive features. In fact, the tendency of the teacher is centrality on questions and answers but not a connected discourse which is more welcomed by students. Students perceive value in collaborative interaction.
11	A: Alright. Have you taken part in any interactive programs led by your teachers to respond to the current English reform to improve your Interactive Task skills? If yes, please describe. If no, why not? Given a chance, are you willing to participate? And where would you like the training to be held?	B: Yeah. In two or three sessions during the term, there was just free discussion the whole of session time. As a matter of fact, the teacher didn't hold to determine who talks, and collaboratively students volunteered to participate in class interaction. So everything was good as it was. Definitely, I feel more like it. In my view, training regarding interaction is changeable and needs to be updated since students' interests, backgrounds, and proficiency are varied and depend on time and situation. I mean, it can be a modernized matter.
12	A: Wonderful. How do you feel you need to develop professionally to be able to do what is now expected of you by this reform?	B: Absolutely, that's cool at me. If happen this, students negotiate and construct the meaning of that context as well as balanced, factual information. Aren't they?
13	A: Of course, yes. I agree. So, what types of Interactive forms do you prefer to Interactive Tasks? Interactive Task workshops/seminars and conferences/self-taught learning packages	B: All in all, all the mentioned forms are essential and effective, and maybe some others, but the notable point is that these forms should be utilized and applied academically and professionally.

14	A: Amazing. What interaction forms will help you implement Interactive Task-enhanced learning more efficiently and effectively?	B: Not special forms If they are developed in a professional, updated, and possible natural way to achieve speaking fluency with readiness for functional activities and educational goal attainment will be fantastic for me.
15	A: Ok, anything you care to add?	B: In short, classroom interaction can be summarized generally in theme/idea, plan, and exploration of the theme via dealing with utterance opportunities along with background knowledge and relevant schemata in an effective positive climate.
16	A: Awesome. Thanks for your time and your participation. Have nice learning, and good luck.	

Q 1: What is the perception of Iranian EFL students towards the effect of interactive tasks on self-monitoring using ICT tools?

The finding of the interview of the learning task, answering research question 1, showed that learners were engaged to illustrate and communicate their opinions and knowledge. They were motivated to enjoy the process of employing strategies and to be creative as well as proud of their work. These mentioned facts in the qualitative data were indicated by the quantitative results. They discussed that personalizing motivated them to work harder in comparison to just sitting there and expecting to ask and interact with them. Moreover, they felt that they were very uncertain and afraid as well as they would become quiet or uncritically agree to what they were saying by utilizing these statements such as "I think" and pauses between words and sentences. If more of the efforts were directed to the understanding, expression, and reporting of the emotions, the self might actively choose to *display* feelings to give outward impressions to others and the ability to keep a "conversational collaboration" in emotional interactions. So the self would be a defended subject and was tried to defend the self against emotional pain such as a sense of anxiety, despair, and helplessness in the emotionally threatened context since emotional labor was central to academic and effective learning. The result of the study is summarized in Table 5 as see:

Table 5
Percentage and Frequency of participants who would agree to the effect of interactive tasks on self-monitoring

Participants	More Effective		Less Effective	
	Percentage (%)	Frequency	Percentage (%)	Frequency
Females	53	43	5	4
Males	36	28	6	5
Total	89	71	11	9

The percentage (89%) and frequency (71) of students who believed that interaction as more effective was comparatively greater than as expected the interactive tasks as less effective, most likely due to the fact that these subjects were more conscious of the class goal and more familiar with it through their specialist classes and academic interactions. As shown in Figure 3 below:

Figure 3
The effect of interactive tasks on self-monitoring
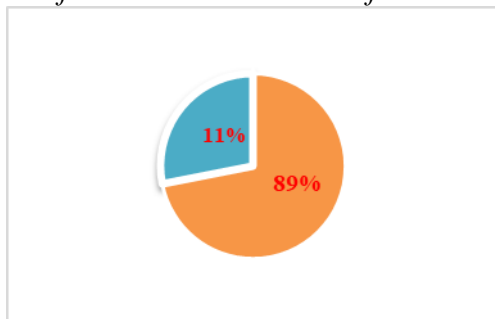
Eighty-nine percent (89%) of the students claimed that the interactive tasks were the most effective.

Q2: What is the perception of Iranian EFL students towards the effect of interactive tasks on self-regulation using ICT tools?
The Interpretations of the qualitative data narrating research question 2 presented that the participants of the study were motivated to create the chance for interaction and felt that they could improve their interaction skills alongside risk-taking potential with more challenging content. In more, they explained regulating their effort to do well. The majority of the responses would demonstrate how these motivation strategies reinforced student effort. While accessing a familiar and meaningful context, students would emphasize the complexity of sentence content and structure as well as make an extra effort to select and present their content. They would regulate and engage to adjust their attention, time, and tasks instead of using just knowledge to improve their learning objectives. Some students noted that their English classes were not so inspirational, that would lead to having negative feelings and attitudes toward English learning. Students also expressed that they might not always be positively supported and motivated by people around them. Dealing with more feedback from the teacher, students commented that the teacher supported providing authentic learning through improving personality and focusing on learners' goals. Most importantly, students were motivated to speak English regardless of their mistakes. They were more strategic language learners. In contrast to the habit of regular questioning directly to the teacher, the researcher tried to keep a balanced role to engage learners in classroom practices, cooperation, alternative learning experiences, and work collaboratively with their instructor. Table 6 shows the percentage and frequency assigned by the subjects for the use of interactive tasks in the class context as follows:

Table 6
Percentage and Frequency of participants who would agree to the effect of interactive tasks on self-regulation

Participants	More Effective		Less Effective	
	Percentage (%)	Frequency	Percentage (%)	Frequency
Females	54	43	*5*	*4*
Males	38	31	*3*	*2*
Total	92	74	8	6

The findings from this question revealed that a majority of the students (92%) considered and associated themselves with interaction in the self-regulation-dominated context. In this regard,

the participants idealized the classroom as confirmation to the educational context alongside the nature of social contacts. This fact is demonstrated in Figure 4 as follows:

Figure 4
The effect of interactive tasks on self-regulation
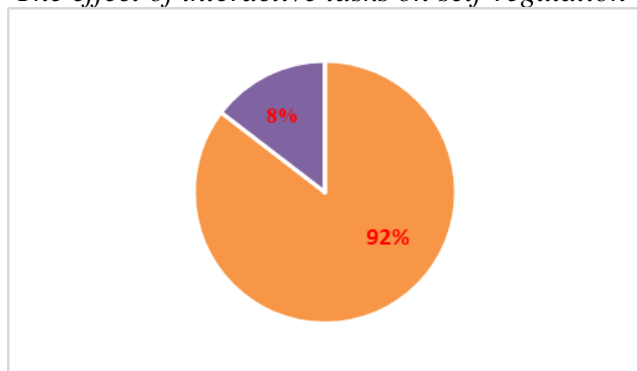
It is shown 74 students (92%) of the participants indicated a preference for interaction in academic settings.

Q3: What is the perception of Iranian EFL students towards the effect of interactive tasks on willingness to communicate using ICT tools?
The findings indicated that engagement occasioned a personal journey for the respondents to gain inherent pleasure, boost their professional development, and sustain their efforts regarding the act of interaction. Further, the intrinsic forces motives (e.g., professional development and personal enjoyment) carried the same weight as extrinsic ones (e.g., getting a promotion). Positive reaction helps could increase students' motivation, boost their self-esteem and encourage them to make a greater effort next time. It was noticeable that cognitive stress caused many mistakes in terms of language. It was, therefore, very important that students had enough time and support to check language and grammar. Support did not mean that the teacher told the students what to do or say, but the teacher would make sure that students could get the help they needed. The culmination of converging, conflicting processes might entail a learner to feel both motivated to learn and inhibited by anxiety. It was also asserted that because of the limited interaction, there was thus limited negotiation of meaning between student and teacher. The teacher in the study mentioned that informal but structured interaction with students helped with classroom management and created a friendlier atmosphere as well as breaking from expectations of formality contributed to the notion of the classroom as a safe space for students to foster a positive and non-threatening classroom atmosphere removing teacher increased likelihood of student communication since the research design. The major findings are listed in the following Table 7:

Table 7
Percentage and Frequency of participants who would agree to the effect of interactive tasks on willingness to communicate

Participants	More Effective		Less Effective	
	Percentage (%)	Frequency	Percentage (%)	Frequency
Females	56	45	*3*	2
Males	41	33	*0*	*0*
Total	97	78	3	2

As illustrated in Table 7, It is noteworthy to mention that 97% of the students preferred interaction as the most effective item regarding willingness to communicate. It is interesting to note that they believed in the improvement of their own social motivations and group identity. The information in terms of subjects' own perspectives on interactive tasks is depicted in figure 5 below:

Figure 5
The effect of interactive tasks on willingness to communicate
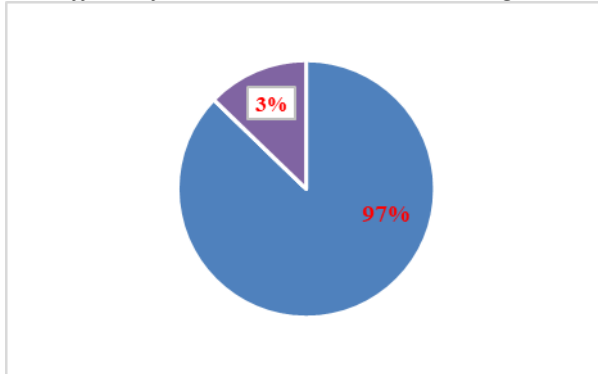
The overall percentage of students' responses showed 97% of students who agreed that the interactive tasks were effective with them in class contexts.

Discussion

To highlight the importance of this study in terms of the nature of research variables and the patterns of gathering the needed data, first, the results obtained from the descriptive analysis are the attempt to investigate some empirical information.

It seeks insights to answer the question, "What is the perception of Iranian EFL students towards the effect of interactive tasks on self-monitoring using ICT tools?". Some elaboration upon answers concerning the evaluation of this question was done through interviews. Teachers could help the learners to get a broader understanding of internal motivation via more engagement and appropriate instruction. It was also recommended to adjust the classroom environment and modify the method of instruction. Concerning engagement in the learning process, students were supposed to learn to set goals and monitor their progress. It was important to keep rendered deeper, and more courageous thoughts and consequently care more about perceptions in favor of their ability to direct and control their cognition and behavior in learning situations.

Following the second question concerning "What is the perception of Iranian EFL students towards the effect of interactive tasks on self-regulation using ICT tools?" the investigation of the instructional strategies was imagined to affect the participants' personal, behavioral, and environmental processes. Additionally, participants believed that the strategy-based approach has mostly positive effects on feeling the confidence to perform in their personal and contextual conditions as well as their success and failure to employ them appropriately. Collaborative practices would highlight they tried to rely on themselves to start and finish tasks on their own. Taking the findings into consideration, the participants also commented motivation enhances their beliefs to achieve their goals appropriately, talk about their fun, purpose, experiences, and so on.

In a final attempt to answer the third research question, "What is the perception of Iranian EFL students towards the effect of interactive tasks on willingness to communicate using ICT tools?" from this point of view, the strategy instruction was the central importance the extent to which

the self-esteem of the participants was remarkable in their achievements and activities. To address this issue, it provided opportunities to enjoy classroom participation and encourage shared responsibility. In other words, the teacher and students have undertaken the encouragement of shared responsibility, illustrated what was certainly the most important feature of that field.

From a variety of pedagogical perspectives, teachers developed a friendly atmosphere to do activities in a safe learning environment with centeredness in the classroom". Figuring opportunities to take risks and make errors in a comfortable context due to constructing a safe and relevant learning environment formed the dynamic system in such interactive environments. In effect, the students felt safe and secure and were improved their self-confidence. In contrast, it illustrated the participants' reactions to the integration of insufficient feedback and insufficient authentic learning with the lack of time for regular instruction. In short, the encounter with freedom in the learning process depicted the levels of the educational spectrum.

Conclusion

Based on the findings of the study above at hand, to promote interactional occasion and learning, the following conclusions can be considered. In main, the use of interactive-based learning is partly subject in the instructional process. The first research objective was to recognize what the perception of Iranian EFL students is towards the effect of interactive tasks on self-monitoring using ICT tools. The findings of the study highlighted that interactive activities were considered as an improvement of confidence. In other words, they raised students' awareness of their lack of linguistic knowledge and warned them not to overestimate their linguistic knowledge in speaking.

When learners are intrinsically interested in a particular task, and they do it for pleasure, they become likely actively involved in the task, complete it successfully, eliminate distraction, and continue to their motivation and goal orientation (Noels, 2010). Interactive activities could reinforce the learning process in an effective and meaningful way in a non-threatening environment in the classroom to increase engagement in the language classroom alongside enhancing learning. Moreover, the interactive achievement would be utilized in a classroom with minimal required training. In other words, students could spend less time and less attention to redirecting and utilizing the grammatical structure in their interaction.

The second research objective was to investigate what the perception of Iranian EFL students is towards the effect of interactive tasks on self-regulation using ICT tools. As an important area for intervention, research on interventions considered that students' abilities would be improved to monitor and regulate their learning is educationally valuable. Strong links are found between self-regulatory skills, such as monitoring and reflection, alongside their achievement, and a large portion of students are deficient in these skills (Dunlosky & Rawson, 2011).

Strategic instruction could help students develop motivation and avoidance of distractions to apply their knowledge of educational theory to a real-world context with the development of knowledge effectively. More importantly, the experimental group benefited from instruction to increase engagement in the language classroom alongside enhancing learning, while the control group did not have the opportunity to study in the motivating teaching techniques during the period of the research.

The third research objective was to consider what the perception of Iranian EFL students is towards the effect of interactive tasks on willingness to communicate using ICT tools. WTC would develop as a multi-faceted construct that is related to affective, social-psychological, linguistic, and communicative variables and is a potential source of describing, explaining, and

predicting language learners' communicative behavior in an L2. However, it reliably predicts language achievement with different skills and components of language‖ (Oz, 2014).

Students could find the ability to do a task alongside more self-confidence leading to more goal-directed behaviors alongside promoting their motivation, learning, and becoming independent in their learning process as well as more confident with speaking tasks. One of the main objectives of Interactive tasks in education was not only knowledge and compassion cooperatively but also making rational decisions in any situation to develop the most acceptable models of thinking, action, and communication.

The interaction can offer the profile of mixing the two balanced optimally and implemented effectively grammar and communicative language skills for the desired level of language learning outcomes. One of the main objectives of Interactive tasks in education is not only knowledge and compassion cooperatively but also making rational decisions in any situation to develop the most acceptable models of thinking, action, and communication. More importantly, interactive achievement can be utilized in a classroom with minimal required training. In other words, the teacher can spend less time redirecting and instructing the students.

Students can verbalize their academic competencies as well as reflect and construct meaning with speech to express themselves and experience the world. Consequently, students can find the ability to do a task alongside more self-confidence leading to more goal-directed behaviors alongside promoting their motivation and learning and become independent in their learning process as well as more confident with speaking tasks. Particularly, the interactive tasks can create emotional contact to make students listen to peers and collaborate with them.

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