Developing Interactive Tasks in Iranian EFL Students' Self-Monitoring, Self-Regulation, and Willingness to Communicate Using ICT Tools

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ABSTRACT

This mixed-methods design study has been conducted to gain insights into the developing interactive tasks in Iranian EFL students in terms of self-monitoring, self-regulation, and willingness to communicate within the educational system. The study collected data using the questionnaires measuring self-monitoring scale (SMS), self-regulated language learning scale (SRLLS), and willingness to communicate (WTC) to compute the differences in interactive scores of 40 students in an experimental group with the interactive scores of 40 students in a control group. The study adopted a qualitative interview-based methodology with EFL learners who took part in the investigation and the extent to which they could achieve and receive the instruction with significant findings. 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. As the results of the study, using the independent sample t-test, the interactive tasks could facilitate suitable training and professional development. The major finding of the study was related to theinfluence of interactive activities in improving positive attitudes towards interactive tasks and was beneficial to language learning. 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 enjoy constructive effects.

Keywords: Interactive task, Self-monitoring strategy, Self-regulation strategy, Willingness tocommunicate strategy

توسعه فعالیت ها ی تعاملی خود نظارتی، خودتنظیمی و تمایل به برقراری ارتباط با استفاده از ابزار ICT در دانشجویان ایرانی زبان انگلیسی

این مطالعه طراحی ترکیبی برای به دست آوردن بینشی در مورد تکالیف تعاملی در حال توسعه در دانشجویان زبان انگلیسی زبان انگلیسی از نظر خود نظارتی، خودتنظیمی و تمایل به برقراری ارتباط در سیستم آموزشی انجام شده است. این مطالعه داده‌ها را با استفاده از پرسشنامه‌های سنجش مقیاس خود نظارتی(SMS) ، مقیاس یادگیری زبان خودتنظیمی (SRLS)و تمایل به برقراری ارتباط (WTC) جمع‌آوری کرد تا تفاوت‌های نمرات تعاملی 40 دانش‌آموز در یک گروه آزمایشی را با روش تعاملی محاسبه کند. نمرات 40 دانش آموز در یک گروه کنترل. این مطالعه یک روش کیفی مبتنی بر مصاحبه را با فراگیران زبان انگلیسی اتخاذ کرد که در تحقیق شرکت کردند و تا چه حد می‌توانستند به آموزش دست یابند و با یافته‌های قابل توجهی دریافت کنند. 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 فعالیت هاتعاملی مؤثر بر عملکرد آنها در یادگیری و کمک به آنها در برقراری ارتباط موفق ایجاد کرد. . با توجه به نتایج پژوهش، با استفاده از آزمون تی نمونه مستقل، تکالیف تعاملی می تواند آموزش مناسب و توسعه حرفه ای را تسهیل کند. یافته اصلی مطالعه مربوط به تأثیر فعالیت های تعاملی در بهبود نگرش مثبت نسبت به فعالیت هاتعاملی بود و برای یادگیری زبان مفید بود. بر اساس تجزیه و تحلیل نگرشی به عنوان نتایج این مطالعه، با استفاده از نمونه مصاحبه رونویسی شده با کدگذاری (یک عصاره) به وضوح مشخص شد که دانش آموزان با فعالیت هاتعاملی عمدتاً از دانش آموزان با آموزش معمولی 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 برای به اشتراک گذاشتن احساس امنیت، ریسک کردن و لذت بردن از تأثیرات سازنده افزایش دهند.

واژگان کلیدی: فعالیت تعاملی، راهبرد خود نظارتی، راهبرد خودتنظیمی، تمایل به برقراری ارتباط، توانمندسازی

INTRODUCTION

The student's participation and interaction in classroom instruction with the suitable ways can develop academic engagement. Furthermore, the classification of the academic engagement may include the active (e.g., verbally answering a question, writing) or passive (e.g., quietly listening to the speaker) engagement. In other words, successful academic learning as well as student behavioral outcomes can occur as academic engagement. Conceptually, in the learning process, the academic success is more likely been to achieve for the engaged students and the inappropriate behaviors are likely been 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 the 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 via 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 minds to make smarter one. Affectively, capacity has been boosted through having new instruments to solve the 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, especially teachers move away from being knowledge transmitters and adopt the role of a facilitator (Savignon, 2007).

Learner attitude, 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).
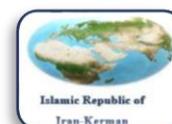
Self-monitoring is investigated as the positive relationship of the five-factor personality at the meta-trait level (higher order combinations of multiple big five traits), regarding the higher order factor representing extraversion and openness (Wilmot et al., 2016). Specially, self-monitoring is facilitated as a mechanism to conceal traits that might make 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, elf-regulation is a triadic interplay among personal, behavioral, and environmental processes to perform a task. Additionally, personal processes include cognitive beliefs, 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, wellbeing, 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 as the significant factor in second language acquisition especially with the dramatic effects on authentic communication in 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 the second language in the language classroom is 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).

The ongoing research has approached the diversity of inquiry methodologies to find out student engagement within the language-learning process and concurrently their engagement in the world language classroom by utilizing a mixed-methods research design. By doing so, the present study collected the quantitative data via Self-Monitoring Scale (SMS), the Self- Regulated Language Learning Scale (SRLLS), and the Willingness to Communicate (WTC) questionnaire alongside the interview with participants related to their performance and language learning process. Thus, the present study sought to address the following questions:

Are there any significant differences in the Iranian intermediate EFL students' self-monitoring due to using interactive tasks?

Are there any significant differences in the Iranian intermediate EFL students' self-regulation due to using interactive tasks?

Are there any significant differences in the Iranian intermediate EFL students' willingness to communicate due to using interactive tasks?
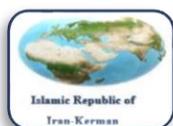
REVIEW OF LITERATURE

Theoretical Frameworks

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 thestudents (Rimm-Kaufman et al., 2007).

Related to the importance of teaching interactively, it was viewed 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 definedas 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).

Review of the Previous Empirical Studies

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 needfor social approval seems to be ranging -.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. Teacher acted as providing apreview 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 classroomstended 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, preparechildren for what is 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 some 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. The following subsection would illustrate the sample chosen for the research method. The distribution of the participants according to the group, place, gender, and grade is presented in Table 1.

Table 1

Distribution of Participants

Group	Place	Gender	Grade	Frequency	Total
Experimental	University	Female	BA	24	**40**
group	University	Male	BA	16	
Control group	University	Female	BA	23	**40**
	University	Male	BA	17	
	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 3.2. below:

Table 2

Students' general information in 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**
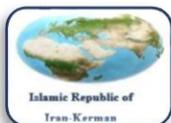
Instruments

The study adopted two research tools as part of a broadly quantitative approach; namely, Self-Monitoring Scale (SMS); Snyder (1974), the Self-Regulated Language Learning Scale (SRLLS); Lai and Gu (2011), and the Willingness to Communicate (WTC) questionnaire; MacIntyre, Baker, Clement, and Conrod (2001), alongside with classroom interview, on the other hand, as a qualitative approach. At the first time of the research, a language proficiency test was administered; oxford placement test (OPT); to determine the level of participants. In thisstudy, the researcher was looking from the interactive task integration perspective and educational communications perspective.

Procedure

This study employed a questionnaire survey regarding quantitative research to collect data and draw conclusions about the phenomenon under investigation. Classroom interview recording was also directed to describe participants' behavior for qualitative research. In general,the qualitative research and quantitative survey were implemented at the same time.

The interviewees are intermediate EFL students who are in the English translation field. The respondents are the Bachelor of Arts students in the English translation field. Initially, a homogeneity test is administered to the participants to determine the students' proficiency level. Then, the data for the present pre-test of the study comes from the responses of the participants to the three SMS, SRLLS, and WTC questionnaires. During the treatment period, the experimental group deals with the motivation to take part in the discussion by devoting more free chat opportunities, being asked to talk about their own personal and academic life, etc. The researcher also pays no more exact attention to grammar and vocabulary accuracy; peers' corrections and self-corrections, focusing on students 'needs, abilities, interests, and lets them feel free to express themselves alongside making rational decisions in any situation to develop the most acceptable models of thinking, action, and communication. In more, the treatment and instruction of the experimental group last a whole academic semester, ten sessions for each group. 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

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

This study employed the interactive tasks with regards to developing English interaction ability and language acquisition. The components of the interactive task acquisition are depicted in the following figure.

Figure 1

*The Interactive Task and Language Acquisition*

Data Analysis

This study employed a mixed-methods research design. The mixed-methods of data collection help to see things from different perspectives and to understand the topic in a more rounded and complete fashion that the data been drawn from just one method (Denscombe, 2003). A popular mixed-methods approach, particularly in educational research, the qualitative data explain and elaborate on the quantitative results.

In this study, the data collection occurred in two stages. Interview, as the qualitative component of the research, conducted in paired test-talk of research time to collect data. In line, a survey, as the main quantitative component of the research, was to provide a general overview of the participants' interactive skill with regards to the mentioned motivated strategies.

To analyze the study data the SPSS Statistics and the independent samples t-test was commonly employed to elaborate the respective research questions. Additionally; using qualitative approach; the classroom interviews were described to interpret the participants' views about the intervention. As the finding's perspective, it is worth noting that the participants improved themselves what can be clearly observed is the following parts and significantly this is also confirmed through their responses to interview questions.
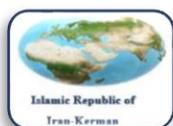
RESULTS

To answer the first research question; whether using interactive tasks significantly affects Iranian intermediate EFL students' self-monitoring; data were analyzed and the results are of the pre-test of the control group are descriptively presented in Table 2.

Table 2

Descriptive Statistics (Control Group)

G		N	Min.	Max.	Range	Mean	Std.D	P
Self-Monitoring	Pretest	40	11	19	8	16.725	3.4197352	< 0.05
Posttest		40	11	20	9	16.675	3.2690271	< 0.05

The descriptive statistics for SMS of the control group were calculated and they are laid out in Table 2. As can be seen, there is no significant difference in students' performance.

Therefore, these results indicate that the interaction can form a different construct as depicted in Table 3.:

Table 3

Descriptive Statistics (Experimental Group)

G		N	Min.	Max.	Range	Mean	Std.D	P
Self-Monitoring	Pretest	40	12	20	8	17.75	2.8059131	< 0.05
Posttest		40	15	26	11	19.375	2.6378653	< 0.05

To provide a logical answer to the first research question, the interaction was run. Table 3. shows that using interactive tasks significantly affects Iranian intermediate EFL students' self-monitoring. An independent-samples T-Test was conducted to determine whether or not there was a statistically significant difference between the two control and experimental groups' achievement on thepre-test and post-test as shown in Table 4. below:

Table 4

T-Test

	G	N	Mean (Control)	Mean (Experimental)	Std.D (Control)	Std.D (Experimental)	t	P
Self-	Pretest	40	16.725	17.75	3.4197352	2.8059131	**0.5667906**	**0.001**
Monitoring	Posttest	40	16.675	19.375	3.2690271	2.6378653	**0.5818827**	**0.001**

In respect of group comparison, the independent samples t-test as depicted above in Table 4.

wasutilized for a possibility of a significant difference indicated participants' performance in the post-test of the control group and experimental group.

To confirm the results and accomplish the objectives of the first research question, the descriptivestatistics measured of self-monitoring scale filled out by students is outlined in Table 5. below:

Table 5

Descriptive Statistics of EFL Students Use of Interactive Task to Monitor Language Learning (Taken)

	True				**False**			
N		Percent	Mean	Std.D	N	Percent	Mean	Std.D
1. I find it difficult to imitate the behavior of other people.	23	57.5	0.575	3.590	17	42.5	0.425	2.654
2. My behavior is usually an expression of my true inner feelings, attitudes, and beliefs.	31	77.5	0.775	4.839	9	22.5	0.225	8.775
3. At parties and social gatherings, I do not attempt to do or say things that others will like.	29	72.5	0.725	4.527	11	27.5	0.275	1.717
4. I can only argue for ideas I already believe.	21	52.5	0.525	3.278	19	47.5	0.475	2.966
5. I can make impromptu speeches even on topics about which I have almost no information.	25	62.5	0.625	3.903	15	37.5	0.375	2.341
6. I guess I put on a show to impress or entertain people.	24	60	0.6	3.746	16	40	0.4	2.497
7. When I am uncertain how to act in a social situation, I look to the behavior of others for cues.	28	70	0.7	4.371	12	30	0.3	1.873
8. I would probably make a good actor.	27	67.5	0.675	4.215	13	32.5	0.325	2.029
9. I rarely need the advice of my friends to choose movies, books, or music.	30	75	0.75	4.683	10	25	0.25	1.561
10. I sometimes appear to others to be experiencing deeper emotions then I am.	22	55	0.55	3.434	18	45	0.45	2.810
11. I laugh more when I watch a comedy with others than when alone.	18	45	0.45	2.810	22	55	0.55	3.434
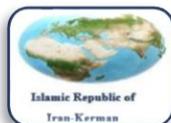
12. In a group of people I am rarely the center of attention.   17   42.5   0.425
2.654   23   57.5 0 .575 3.590

13. In different situations and with different people, I often act like   15   37.5 0.375
2.341   25   62.5 0 . 6 2 5 3 . 9 0 3
very different persons.

14. I am not particularly good at making other people like me.   21   52.5 0.525
3.278   19 47.5   0.475   2.966

15. Even if I am not enjoying myself, I often pretend to be having 23   57.5 0.575
3.590   17 42.5 0.425   2.654
a good time.

16. I'm not always the person I appear to be.   10   25   0.25   1.561   30 75 0.75
4.683

17. I would not change my opinions (or the way I do things) to 2 1   52.5   0.525
3.278   19   47.5 0.475   2.966
please someone else or win their favor.

18. I have considered being an entertainer.   15   37.5 0.375   2.341   25 62.5   0.625
3.903

19. To get along and be liked, I tend to be what people expect 13   32.5   0.325 2.029   2 7
67.5 0.675   4.215
me to be rather than anything else.

20. I have never been good at games like charades or improvisational   17   42.5
0.425   2.654 2 3 57.5 0.575 3.590
acting.

21. I have trouble changing my behavior to suit different people and   21   52.5
0.525   3.278   19   47.5 0.475
2.966
different situations.

22. At a party, I let others keep the jokes and stories going. 23   57.5 0.575
3.590   17   42.5 0 . 4 2 5 2.654

23. I feel a bit awkward in the company and do not show up quite so   10   25 0.25
1.561   30   75   0.75 4.683
well as I should.

24. I can look anyone in the eye and tell a lie with a straight face   30   75 0.75
4.683 1 0 25   o.25 1.561
(if for a right end).

25. I may deceive people by being friendly when I dislike them.   10   25 0.25
1.561 3 0 75   0.75 4.683

The self-monitoring scale was used to measure participants' self-monitoring or the extent to

which participants adjust their behavior for the appropriateness of speaking skills. The scale contained 25items with "True" and "False" answers.

The analysis of the survey results showed that student respondents have a higher level of self-monitoring in interaction with behaviors differently in different situations, in other words, they have notrouble changing their behavior to suit different people and situations.

Regarding the second research question of the study which is about whether using interactive tasks significantly affects Iranian intermediate EFL students' self-regulated language learning, Table 6.clearly explains its answer.

Table 6

Descriptive Statistics (Control Group)

G		N	Min.	Max.	Range	Mean	Std.D	P
Self-Regulated	Pretest	40	15	22	7	18.025	2.1269507	< 0.05
Language Learning	Posttest	40	16	22	6	17.95	2.0748803	$< 0,05$

Note: SRLL Mean values are based on a 5-item Likert scale (5-strongly agree; 4-agree; 3-not sure; 2-disagree; 1-strongly disagree)

The descriptive analyses for participants' self-regulation scores for the control group in the pre-test and post-test are given in Table 6. The mean scores and the standard deviation scores of the participants in the pre-test and post-test show that the impact of the research on the academic performanceof the respondents was slight.

Table 7. below reflects the results of descriptive statistics of the experimental group that is used to compare the SRLL measures with the control group.

Table 7

Descriptive Statistics (Experimental Group)

G		N	Min.	Max.	Range	Mean	Std.D	P
Self-Regulated	Pretest	40	15	23	8	20.375	2.0461093	< 0.05
Language Learning	Posttest	40	20	26	7	22.5	1.8536174	$< 0,05$

Note: SRLL Mean values are based on a 5-item Likert scale (5-strongly agree; 4-agree; 3-not sure; 2-disagree; 1-strongly disagree)

Research shows that self-regulated students are more engaged in their learning, and can positively influence their academic behavior and educational goals with a high level of communicative competence.

As a group-dominated comparison, the independent samples t-test was used to compare the scoresof the possible differences of participants in the control group and the experimental group presented in Table 8. as follows:
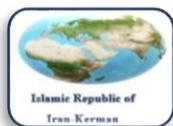
Table 8

T-Test

	G	N	Mean (Control)		Mean	(Experimental)
			Std.D (Control)	Std.D (Experimental)		t
			P			
Self-	Pretest	40	18.025	20.375	2.1269507	2.0461093
			0.6922894	0.001		
Regulated	Posttest	40	17.95	22.5	2..0748803	1.8536174
Language			0.7135127	0.001		
Learning						

Results proved the group difference in favor of the experimental group in the post-test toward learning and communication that the experimental group was better in the post-test and had higher scoresthan the control group.

Overall, Table 9. below demonstrated in detail that effortful interaction assessed at academic activities and performance positively predicted high self-regulatory capacities.

Table 9

Descriptive Statistics of EFL Students Use of Interactive Task to Regulate Language Learning (Taken from LAI & GU, 2011)

N	SA/A				NS				SD/D			
	Percent	Mean	Std.D	N	Percent	Mean	Std.D	N	Percent	Mean	Sd.D	
1.ICT tools are important	28	70	0.7		4.371	7	17.5	0.175	1.092	5	12.5	
		0.125	0.780									
sources to maintain my interest in achieving my language learning goals.												
2. I believe ICT tools can	29	72.5		0.725	4 .527	6	15	0.15	0.936	5	12.5	
		0.125	0.780									
help me in reaching my ultimate goal in learning												
English.												
3. I believe ICT tools can	30	72.5		0.725	4 .527	6	15	0.15	0.936	4		
		10	0.10		0.624							
help me achieve my language learning goals quickly and efficiently.												
4.When I feel bored with	26	65	0.65	4.059	5	12.5	0.125		0.780	9	22.5	
0.225		1.405										
learning the language, I use ICTs to decrease the boredom and increase the enjoyment.												
5. I use ICTs to make the	29		72.5	0.725	4 .527	7	17.5	0.175	1.092			
	4	10		0.1	0.624							

task of language learning more attractive to me.

6. I feel ICTs effectively 3280 0.8 4.995 5 12.5 0.125 0.780 3
7.5 0.075 0.468
maintain my interest and enthusiasm in learning the language.

7. When I start to resist 2562.5 0.625 3.903 7 17.5 0.175 1.092 8
20 0.2 1.248
learning the language, I use ICTs to help myself regain the interest and enthusiasm.

8. When I feel I need 2870 0.7 4.371 5 12.5 0.125 0.780 7
17.5 0.175 1.092
more learning resources in the language, I use ICTs to expand my resources.

9. I use ICTs to increase my 29 72.5 0.725 4.527 4 10 0.1 0.624
7 17.5 0.175

1.092
learning experience outside the language classroom.

**10. I use ICTs to create
and increase opportunities** 33 82.5 0.825 5.152 4 10 .1 0.624 3 7.5
0.075 0.468
to learn and use the language.

11. I use ICTs to search for 36 90 0.9 5.620 3 7.5 0.075 0.468 1
2.5 0.025 0.156
learning resources and opportunities to help achieve my goals.

12. I search for attractive 36 90 0.9 5.620 2 5 0.05 0.312 2 5
0.05 0.312
language learning materials and experience delivered by ICTs.

13. ICTs help to make my 28 70 0.7 4.371 7 17.5 0.175 1.092 5
12.5 0.125 0.780
language learning a relaxing process.

14. ICTs make me enjoy 29 72.5 0.725 4.527 5 12.5 0.125 0.780 6
15 0.15 0.936
learning the language more.

15. I use ICTs to increase 32 80 0.8 4.995 5 12.5 0.125 0.780 3
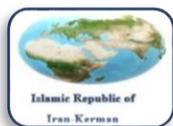7.5 0.075 0.468
the time I spend on learning the language.

16. I use ICTs to connect 27 67.5 0 .675 4.215 8 20 0.2 1.248 5
12.5 0 .125 0.780
with native speakers of the language.

17. I use ICTs to connect 26 65 0.65 4.059 10 25 0.25 1.561 4 10 0.1
0.624
with other learners all over the world.

18. I use ICTs to search   28   70   0.7   4.371 9   22.5 0.225 1.405   3   7.5   0.075   0.468

for encouragement and support from other learners of the language.

19. I use ICTs to help   31   77.5   .775   4.839   5   12.5   0.125 0.780   4   10   0.1   0.624

myself to increase my ability to interact with the target culture.

20. I use ICTs to 33   82.5 0.825   5.152 5   12.5   0.125 0.780   2 5   0.05 0.312

understand and appreciate the target culture better.

21. I use ICTs to 29   72.5   0.725 4.527   7   17.5   0.175 1.092 4   10   0.1   0.624

find information on language and culture.

22. I know how to   26 65   0.65   4.059   6   15   0.15   0.936   8   20   0.2 1.248

use ICTs to effectively monitor myself to achieve the learning goals at each stage.

23. I plan learning   25   62.5   0.625   3.903   7   17.5   0.175   1.092   8   20   0.2   1.248

tasks to do outside of school that involve the use of ICTs.

24. I plan relevant   27   67.5   0.675   4.215   8   20   0.2 1.248 5   12.5   0.125   0.780

materials to do outside of school that involve the use of ICTs.

25. I adjust my   28   70 0.7   4.371   7   17.5 0.175   1.092   5   12.5   0.125   0.780

language learning goals using ICTs.

26. I am satisfied 27   67.5   0.675   4.215   9   22.5   0.225   1.405 4   10 .1   0.624

with the way I use ICTs to help myself continue in reaching my learning goals.

27. I set sub-goals   29   72.5   0.725   4.527   8   20 0.2   1.248 3   7.5   0.075   0.468

for the next stage of learning in the light of how much I can understand and produce when using ICTs to acquire information or communicate with others.

28. For the areas that 27   67.5   0.675   4.215   10   25   0.25   1.561   3   7.5   0.075   0.468

I am weak in, I know how to select and use appropriate ICTs to improve the areas.

Table 9. has demonstrated a five-category (*strongly agree, agree, not sure, disagree, and strongly disagree*) rating scale with 28 statements. This 5-point rating scale ranging from 1=*strongly disagree* to 5=*strongly agree* was utilized in the current study to analyze the whole 28-item inventory.

Concerning the third research question of the study that is whether using interactive tasks significantly affects Iranian intermediate EFL students' willingness to communicate, Table 10. was run tofind its answer.

Table 10

Descriptive Statistics (Control Group)

G		N	Min.	Max.	Range	Mean	Std.D	P
Willingness to	Pretest	40	30	37	7	32.55	3.0157029	< 0.05
Communicate	Posttest	40	31	37	6	32.6	2.9682076	< 0.05

Note: WTC Mean values are based on a 5-item The frequency of time scale (1 = Rarely willing; 2 = Sometimes willing; 3 = Willing half of the time; 4 = Usually willing 5 = Almost always willing

Table 10. represents the main findings to answer the third research question. As can be seen in Table 10., the WTC scores of the participants implies no significant differences in students' willingness tocommunicate.

To examine any significant differences between the willingness to communicate the scale and academic achievement, the researcher ran correlation analyses given in Table 11. as follows. The improvement of the students' speaking ability can be seen clearly in the following table:

Table 11

Descriptive Statistics (Experimental Group)

G		N	Min.	Max.	Range	Mean	Std.D	P
Willingness to	Pretest	40	31	36	5	38.525	2.1630479	< 0.05
Communicate	Posttest	40	40	47	7	42.025	1.9280321	< 0.5

Note: WTC Mean values are based on a 5-item The frequency of time scale (1 = Almost never willing; 2 = Sometimes willing; 3 = Willing half of the time; 4 = Usually willing 5 = Almost always willing

Having proved the existence of the difference in the performance of the students on their communication, Table 11 reveals that interaction improves the students' speaking skills significantly aswell as positive effects of the students' use of interactive tasks to communicate and leads to further participation.

As for group comparison, the independent t-test was applied to compare the control group andexperimental group scores which are presented n Table 12. below:
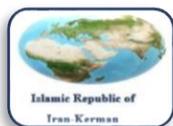
Table 12

T-Test

	G	N	Mean (Control)		Mean		(Experimental)	
			Std.D (Control)	Std.D (Experimental)		t		P
Willingness to Communicate	Pretest	40		32.55	38.525	3.0157029		
			2.1630479	0.6214447	0.001			
	Posttest	40						
	32.6		42.025	2.9682076		1.9280321	0.4519273	0.001

There was, no meaningful difference was detected between the control group and the experimental group in the pre-test.

To see the improvement of the students' speaking skills, the researcher presents Table 13. as follows:

Table 13

Descriptive Statistics of EFL Students Use of Interactive Task to Communicate (Taken from MACINTYRE ET AL, 2001)

1 (Never willing)					**2/3 (Willing sometimes)**				**4/5 (Willing most time)**			
N	Percent	Mean	Std.d	N	Percent	Mean	Std.D	N	Percent	Mean	**Std.D**	
1. Speaking in a group about your summer vacation.	5	12.5 0.25	0.125 1.561		0.780	25	62.5	0.625	3.903	10	25	
2. Speaking to your teacher about your homework assignment.	4	10 0.625	0.1 3.903	0.624	11	27.5	0.275		1.717	25	62.5	
3. A stranger enters the room you are in, how willing would you be to have a conversation if he talked to you first?	1	2.5 85	0.025 0.85	0.156 5.308	5	12.5	0.125		0.780	34		
4. You are confused about a task you must complete, how willing are you to ask for instructions/clarification?	2	5 57.5	0.05 0.575	0.312 3.590	15	37.5	0.375		2.341	23		
5.Talking to a friend while waiting in line.	3	7.5 70	0.075 0.7	0.468 4.371	9		22.5	0.225	1.405	2 8		
6. How willing would		60	5	12.5 0.6	0.125 3.746	.780	11		27.5	0.27.5	1.717	24

you be to be an actor in a play?

7. Describe the rules 7 17.5 0.175 1.092 11 27.5 0.275 1.717 22 55 0.55 3.434
of your favorite game.

8. Play a game in English, 3 7.5 0.075 0.468 7 17.5 0.175 1.092 30 75 0.75 4.683
for example Monopoly.

1. Read a novel 2 5 0.05 0.312 9 22.5 0.225 1.405 29 72.5 0.725 4.527

2. Read an article in 4 10 0.1 0.624 10 25 0.25 1.561 26 65 0.65 4.059
a paper.

3. Read letters from a 5 12.5 0.125 0.780 9 22.5 0.225 1.405 26 65 0.65 4.059
pen pal written in native English.

4. Read personal letters 1 2.5 0.025 0.156 4 10 0.1 0.624 35 87.5 0.875 5.464
or notes written to you in which the writer has deliberately used simple words and constructions.

5. Read an advertisement 3 7.5 0.075 0.468 11 27.5 0.275 1.717 26 65 0.65 4.059
in the paper to find a good bicycle you can buy.

6. Read reviews for 6 15 0.15 0.936 9 22.5 0.225 1.405 25 62.5 0.625 3.903
popular movies.

1. Write an advertisement 5 12.5 0.125 0.780 10 25 0.25 1.561 25 62.5 0.625 3.903
to sell an old bike.

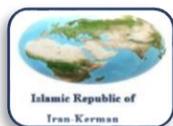**2. Write down the** 2 5 0.05 0.312 10 25 0.25 1.561 28 70 0.7 4.371
instructions for your favorite hobby.

3. Write a report on your 3 7.5 0.075 0.468 11 27.5 0.275 1.717 26 65 0.65 4.059
favorite animal and its habits.

4. Write a story. 5 12.5 0.125 0.780 12 30 0.3 1.873 23 57.5 0.575 3.590

5. Write a letter 4 10 0.1 0.624 9 22.5 0.225 1.405 27 67.5 0.675 4.215

to a friend.												
6. Write a newspaper article.	5	12.5	0.125	0.780	11				27.5	0.275	1.717	24 60 0.6 3.746
7. Write the answers to a "fun" quiz from a magazine.	4	10	0.1	0.624	8	20	0.2	1.248	28	70	0.7	4.371
8. Write down a list of things you must do tomorrow.	1	2.5	0.025	0.156	3	7.5	0.075	0.468	36	90	0.9	5.620
1. Listen to Instructions and complete a task.	6	15	0.15	0.936	9	22.5	0.225	1.405	25	62.5	0.625	3.903
2. Bake a cake if instructions were not in Persian.	5	12.5	0.125	0.780	8	20	0.2	1.248	27	67.5	0.675	4.215
3. Fill out an application form.	4	10	0.1	0.624	7	17.5	0.175	1.092	29	72.5	0.725	4.527
4. Take directions from an English speaker.	6	15	0.15	0.936	6	15	0.15	0.936	28	70	0.7	4.371
5. Understand an English movie.	1	2.5	0.025	0.156	2	5	0.05	0.312	37	92.5	0.925	5.776

According to Table 13., there is a significant improvement of the students' speaking skills via the interactive tasks deals with their self-confidence.

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 on the answers to the research questions as follows in Table 4.:
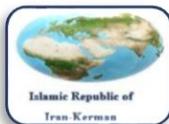
Table 4

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 class specially 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, collaboratively 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. Comprehensible and appropriateness of utterances, 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 students' level of language proficiency and the level of students' interest as well as the students' level of participation in interaction be considered because ignoring them can affect 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 learning?	**B: I feel more like finding a friendlier atmosphere to have informal but structured interaction in class overall. It would be nice to have the teacher as more collaborator than 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 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 the 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 the chance, are you willing to participate? And where would you like the training to be held?	**B: Yeah. Two or three sessions during the term, there was just free discussion the whole of the 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' interest, background, 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 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, a 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 a positive effective climate.**
16	A: Awesome. Thanks for your time and your participation. Have nice learning and good luck.	

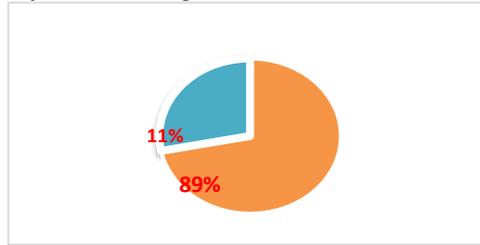The result of the study is summarized in Table 5 as see:

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 in 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
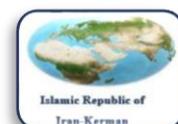
The effect of interactive tasks on self-monitoring

Eighty-nine percent (89%) of the students claimed that the interactive tasks were most effective. Table 6 shows the percentage and frequency assigned by the subjects for the use of interactive tasks in the class context as follows:
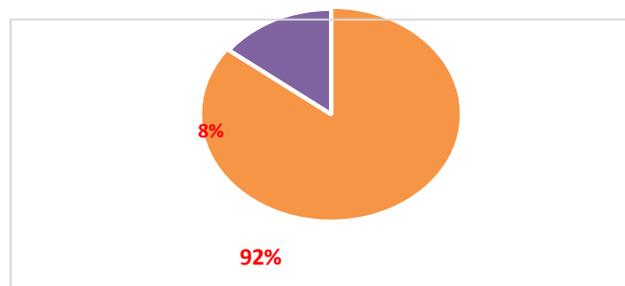
Table 6
Percentage and Frequency of participants who would agree to the effect of interactive tasks on self-regulation

	More Effective		Less Effective	
Participants	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 associate 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. 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*
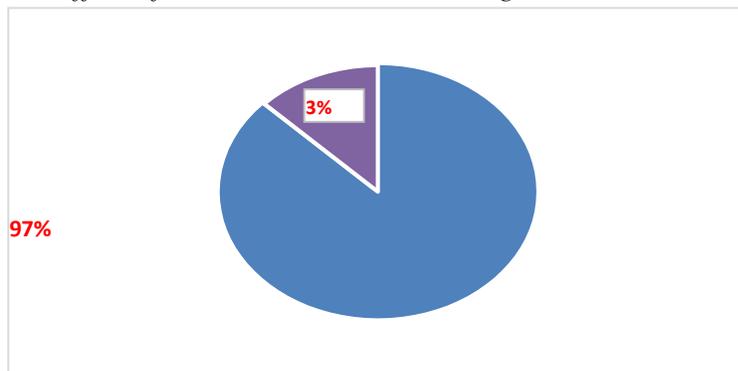
The overall percentage of students' responses showed 97% of students who agreed that the interactive tasks were effective with them in class contexts.

DISCUSSION

To assess the efficacy of the research objectives behind the intervention and the important results based on the data gathered, effectively the formative assessment was considered.

To take into consideration and sufficiently address the question "Are there any significant differences in the Iranian intermediate EFL students' self-monitoring due to using interactive tasks? the self-monitoring scores of focus groups the experimental and the control groups were investigated as a comparison of a pre-test and post-test design. According to the independent-sample *t*-test of the students in the experimental and control groups ($t = 0.58188273$) and on the other hand, the mean scores of the students in the experimental group, 19.375 ($SD = 2.6378653$) in comparison to the control group, 16.675 ($SD = 3.2690271$), it is observable that they connect their ability and their ideas to express them efficiently and at ease. This can result in having better understanding of the learning process in class context.

With regards to the elaboration of interviews, it can be answered to this question by a careful
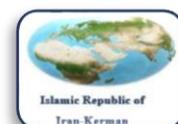
analysis of the participants' ideas. Their comments all centered on the place of organizational behavior and attention to potential with their tendency to the effectiveness of theirperformance into the dynamic learning. It is very important to keep that everybody would give itattention and value as manifested in the most of the comments in favor of this question included.

The second question of the study "Are there any significant differences in the Iranian intermediate EFL students' self-monitoring due to using interactive tasks? sought to gain insights on the evidence exists in the pre-test and post-test design of the experimental and the control groups directed as a comparison of the self-regulation scores. Thus, based on assessments achieved at the gain scores of the students in the experimental and control groups ($t = 0.71351276$) to deal with such differences in the experimental group, 22.50 ($SD = 1.8536174$) was higher than that of the control group, 17.95 ($SD = 2.0748803$),

As mentioned above, it provides strong evidence in favor of the participants' commentsin their interviews. It looks at the extent to demonstrate attempt at protecting academic adjustment effortful regulating and control emotions with behaviors.

The third question is designed to obtain insight into "Are there any significant differencesin the Iranian intermediate EFL students' willingness to communicate due to using interactive tasks? that guided the study to prompt and inform based on the statistical descriptions of the independent t-test presented of the control group and the experimental group as presented: ($t =0.4519273$) will support the mean of the gain score of the students in the experimental group, 42.025 ($SD = 1.9280321$) and the control group, 32.6 ($SD = 2.9682076$). It has made significant progress contribute to the successful interaction with regards to free choice for engagement in communication when they have the opportunity and highlights their tendency to do conversation.

The current study is an attempt to provide some empirical information concerning the students' attitudes trough interview to express themselves properly and demonstrate communication in the content. It is worth noting to master active performance and engagementin communication act.

CONCLUSION

After concerning the study discussion, it is a concern to shed light on the research conclusion.

The **first research objective** was in terms of whether or not there are any significantdifferences in the Iranian intermediate EFL students' self-monitoring due to using interactive tasks. It may be overtly realized the self-monitoring can impress and motive participants' personality traits and attitudes with regards to their tendency to adapt and control themselves to their achievements and performance precisely. Self-monitoring is confirmed that affects on the performance to mediate centrality (Fang et al., 2015).

The **second research objective** dealt with there are any significant differences in the Iranian intermediate EFL students' self-regulation due to using interactive tasks or not. As it advanced, the study participants were developed in terms of the adjustment to learning context and objectives se

well as the self-directness to focus on the effective aspects of learning. Clearlyit is demonstrated that optimal self-regulatory is contributed to the capacities dealt with the adaptive social and academic adjustment (Eisenberg, Hofer, Sulik, & Spinrad, 2014).

The **third research objective** considered there are any significant differences in the Iranian intermediate EFL students' willingness to communicate due to using interactive tasks or not. The most concerning issue was that the students had opportunity due to their self-confidenceto express their intentions and actively participate in perceptual learning with interaction at ease. Furthermore, to the initiation of L2 communication as the final psychological step, a readiness tospeak in the L2 at a particular time with a specific person can be identified the willingness to communicate (WTC)(MacIntyre & Doucette, 2013).

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 acceptablemodels 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, the 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, learning, and become independent in their learning process as well as more confident with speaking tasks. Particularly, the interactive tasks can create emotional contacts to make students listen to peers and collaborate with them.

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