

Research Article

BÊN NGOÀI BÀI HỌC: KHÁM PHÁ SỰ PHÁT TRIỂN ĐỘNG LỰC, KHẢ NĂNG PHỤC HỒI VÀ LÒNG TỰ TRỌNG TRONG GIẢNG DẠY TIẾNG ANH NHƯ MỘT NGOẠI NGỮ DỰA TRÊN NHIỆM VỤ

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TÓM TẮT

Nghiên cứu này xem xét tác động lâu dài của Phương pháp Giảng dạy Ngôn ngữ Dựa trên Nhiệm vụ (TSLI) đối với động lực học tập, khả năng phục hồi học tập và lòng tự trọng của người học tiếng Anh như một ngoại ngữ (EFL). Sử dụng thiết kế nghiên cứu hỗn hợp theo chiều dọc, 180 người học (18–22 tuổi) tham gia trong 10 tháng với các bài học có cấu trúc, kết hợp các nhiệm vụ giao tiếp chân thực phù hợp với sở thích và trình độ của họ. Phân tích định lượng cho thấy sự gia tăng đáng kể, bền vững ở cả ba yếu tố tâm lý, khẳng định vai trò của TSLI trong việc thúc đẩy động lực và khả năng phục hồi của người học. Dữ liệu định tính từ nhật ký phản ánh và phỏng vấn bán cấu trúc làm sáng tỏ nhận thức của người học về sự phù hợp của nhiệm vụ, hợp tác và phản hồi, làm nổi bật tác động tích cực của TSLI đối với sự tự tin và mức độ tham gia học tập. Kết hợp giữa xu hướng định lượng và trải nghiệm định tính cho thấy TSLI nuôi dưỡng động lực và sức khỏe tâm lý theo thời gian. Nghiên cứu này đóng góp vào việc hiểu rõ hơn về giảng dạy ngôn ngữ bền vững và đưa ra những khuyến nghị có giá trị cho giáo viên thiết kế chương trình học hấp dẫn, phát triển cả năng lực ngôn ngữ và tâm lý toàn diện cho người học EFL.

Từ khóa: khả năng phục hồi học tập; sự phát triển năng động; lòng tự trọng; giảng dạy ngôn ngữ dựa trên nhiệm vụ (TSLI)

1. Introduction

Learning a second language involves more than just memorizing vocabulary and grammar. It's a complex process that is also influenced by a person's personality and psychological state. For example, as Dörnyei (2001) states, “motivation” describes an intricate energy that makes a learner engage in lessons, tackle challenges, and reach set goals during the process of language learning. It is difficult for students learning English as a foreign language to stay motivated, especially when traditional, teacher-centred methods

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emphasise accuracy over free expression and student agency. (Souzandehfar & Ibrahim, 2023).

To respond to challenges with Task Supported Language Instruction (TSLI) as a systematic pedagogical framework, an integration of different tasks aimed at communication has been developed. The Task-Supported Language Instruction (TSLI) theory attempts to bridge the gap between classroom learning and authentic language usage by integrating real, relevant tasks into the curriculum (Long, 2015). These activities foster collaboration and interaction, which are key principles of Vygotsky's (1978) Sociocultural Theory regarding how social interactions and scaffolding support language development.

Despite these promising findings, the majority of existing research on TSLI has been limited to short-term interventions, typically ranging from a few weeks to a single academic term (Mohammadzadeh & Alavinia, 2021; Souzandehfar & Ibrahim, 2023). While these studies provide valuable insights into the immediate impacts of TSLI, they leave unanswered questions about the long-term sustainability of its effects. As Kruk (2016) and Waninge et al. (2014) have argued, motivation is inherently dynamic, fluctuating not only within individual lessons but also across longer timeframes. Furthermore, while the role of academic buoyancy and self-esteem in supporting learners' engagement has been increasingly recognised (Martin & Marsh, 2008; Utami & Wahyudin, 2022), their trajectories in TSLI contexts over time remain underexplored.

A comprehensive understanding of motivation and psychological well-being in second language acquisition (SLA) requires an exploration of theoretical frameworks and empirical studies that have examined these constructs in English as a Foreign Language (EFL) contexts. This section reviews the key theories that underpin this study, including Dörnyei's L2 Motivational Self-System, Complex Dynamic Systems Theory (CDST), academic buoyancy, self-esteem, and the principles of Task-Supported Language Instruction (TSLI). It then highlights empirical studies that have examined the short-term impacts of TSLI, identifies gaps in the literature, and underscores the need for research on the long-term effects of TSLI on learners' motivation, academic buoyancy, and self-esteem.

1.1. Motivation and Dynamic Systems in SLA

Motivation is widely acknowledged as a critical determinant of language learning success, influencing learners' engagement, persistence, and ultimate proficiency (Dörnyei, 2001). Traditionally conceptualised as a stable, trait-like construct, recent scholarship has emphasised its dynamic and context-sensitive nature. Dörnyei's (2009) L2 Motivational Self-System represents a significant theoretical advancement, positing that learners' vision of their Ideal L2 Self—a mental image of themselves as proficient language users—serves as a powerful motivator that drives learning behaviours. This self-concept interacts with learners' attitudes toward the language learning process (the Learning Experience) and their

perceptions of social expectations (the Ought-to Self), creating a complex, dynamic system of motivation.

Complementing Dörnyei's framework, Complex Dynamic Systems Theory (CDST) further highlights the emergent and fluctuating nature of motivation. Waninge et al. (2014) argued that motivation evolves in response to interactions among individual, task, and contextual factors, leading to moment-to-moment variability even within a single lesson. Kruk (2016) provided empirical support for this perspective by demonstrating that learners' motivation fluctuates significantly over time, influenced by factors such as task relevance, teacher support, and peer dynamics. These insights underscore the importance of longitudinal research designs that can capture the dynamic trajectory of motivation over extended periods—a gap that this study aims to address.

1.2. Academic Buoyancy and Self-Esteem

Beyond motivation, psychological constructs such as academic buoyancy and self-esteem play critical roles in learners' engagement and resilience. Martin and Marsh (2008) define academic buoyancy as learners' capacity to successfully manage the everyday challenges and setbacks that arise in academic contexts. This construct differs from academic resilience, which focuses on overcoming major adversities; buoyancy instead emphasises learners' ability to navigate routine difficulties, such as temporary failure or performance anxiety.

In EFL contexts, academic buoyancy is particularly relevant due to the inherent challenges of learning a foreign language, including unfamiliar vocabulary, complex grammar, and limited exposure to authentic communication. Souzandehfar and Ibrahim (2023) found that TSLI can enhance academic buoyancy by providing tasks that promote collaboration, autonomy, and meaningful communication, thereby fostering learners' confidence in their ability to cope with language learning challenges.

Self-esteem, defined as learners' overall evaluation of their worth and competence, is another critical factor that shapes language learning outcomes. Learners with high self-esteem are more likely to take risks, engage in communicative tasks, and persist in language learning despite difficulties (Utami & Wahyudin, 2022). Souzandehfar and Ibrahim (2023) found that TSLI contributed to increased self-esteem by providing learners with opportunities to apply their knowledge in authentic tasks and receive constructive feedback.

1.3. Task-Supported Language Instruction (TSLI)

TSLI builds on the principles of **Task-Based Language Teaching (TBLT)** by embedding meaningful, communicative tasks within structured lessons that also incorporate explicit language focus. Long (2015) emphasised that TBLT promotes authentic language use by engaging learners in tasks that reflect real-world communication needs. Skehan (1998) argued that tasks balance complexity, accuracy, and fluency (CAF), providing learners with opportunities to develop language skills holistically. Bygate (2015) further

elaborated on the importance of tasks in promoting learner autonomy and meaningful interaction, noting that well-designed tasks can motivate learners by making language learning relevant and engaging. Kamburoğlu and Altay (2020) investigated the effects of TSLI on CAF in EFL learners and found that TSLI improved linguistic performance by providing opportunities for meaningful practice. Souzandehfar and Ibrahim (2023) contributed to the understanding of TSLI's psychological impacts by demonstrating that task-supported instruction enhanced learners' motivation, academic buoyancy, and self-esteem in the short term. They argued that tasks that incorporate real-world scenarios and allow for collaboration can create a supportive learning environment that fosters psychological growth. However, their study was limited to a short-term intervention, leaving open the question of whether these psychological benefits persist over time.

2. Methodology

2.1. Research Design

This study employed a mixed-methods longitudinal design to investigate the long-term effects of Task-Supported Language Instruction (TSLI) on EFL learners' motivation, academic buoyancy, and self-esteem. A mixed-methods approach was chosen to capture both quantitative changes in psychological constructs and qualitative insights into learners' experiences over an extended period. The study spanned 10 months, comprising three phases: a pre-intervention phase (Month 2), a TSLI intervention phase (Months 3–9), and a post-intervention phase (Month 10). Data were collected at three timepoints: pre-intervention, midpoint, and post-intervention, allowing for the examination of trends over time.

2.2. Participants

A total of 180 EFL learners aged 18–22 were recruited from multiple universities and language institutes in [region/country, anonymised for ethical reasons]. Participants were stratified into two proficiency levels—low-intermediate and intermediate—based on scores from a standardised English placement test administered at the start of the study. This stratification ensured balanced representation of language proficiency and allowed for subgroup analyses. Participants were selected based on the following inclusion criteria: (a) Aged 18–22 years; (b) Minimum of six months' prior English instruction; (c) Enrollment in classes where TSLI could be implemented; (d) Willingness to participate in all phases of data collection; (e) Consent to the use of anonymized data for research purposes. Efforts were made to achieve a balanced gender distribution; the final sample included 98 females and 82 males. Participation was voluntary, and all data were anonymised to ensure confidentiality.

2.3. Instruments

2.3.1. Quantitative Instruments

Motivation Questionnaire: An adapted version of Dörnyei's L2 Motivational Self-System questionnaire (Mohammadzadeh & Alavinia, 2021) was administered to measure learners' motivation. The questionnaire consisted of 15 items rated on a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). Sample items included: "I can imagine myself using English confidently in my future career" and "I feel excited about participating in English tasks during lessons."

Academic Buoyancy Scale: Martin and Marsh's (2008) Academic Buoyancy Scale, comprising 8 items, measured learners' ability to cope with everyday academic challenges. Items included: "I don't let small setbacks in learning English get me down."

Self-Esteem Scale: The Rosenberg Self-Esteem Scale (Utami & Wahyudin, 2022) was used to assess learners' self-esteem. The 10-item scale included statements such as "I feel that I have a number of good qualities."

Language Achievement Test: The TOEFL iBT test was used to measure learners' language proficiency pre- and post-intervention.

2.3.2. *Qualitative Instruments*

Reflective Journals: Participants submitted weekly or biweekly reflective journals electronically, responding to prompts such as: "Describe your motivation to learn English this week. Did any tasks affect it?" and "How did you feel about your progress in language learning this week?"

Semi-Structured Interviews: Semi-structured interviews were conducted with a subsample of 25 learners (12 low-intermediate, 13 intermediate) at pre-intervention, midpoint, and post-intervention phases. Interview questions included: "Can you describe how your motivation has changed since the beginning of this study?" and "How have the tasks helped or challenged your self-esteem?" Interviews were audio-recorded (with consent) and transcribed verbatim.

2.4. *Procedures*

Pre-Intervention Phase (Month 2): All participants completed the placement test and baseline surveys on motivation, academic buoyancy, self-esteem, and language achievement. Participants were introduced to the TSLI framework and provided with an overview of the study's procedures.

TSLI Intervention Phase (Months 3–9): The TSLI intervention involved integrating communicative tasks into the language curriculum. Tasks included role-plays, problem-solving activities, group projects, and collaborative discussions, designed to align with learners' proficiency levels and interests. Monthly observations were conducted by the research team to monitor fidelity of task implementation and to provide support as needed. Learners maintained reflective journals throughout the intervention period.

Post-Intervention Phase (Month 10): Surveys and interviews were conducted during the final month of the study to assess changes in learners' motivation, academic buoyancy, and self-esteem.

2.5. Data Analysis

2.5.1. Quantitative Analysis

Quantitative data were analysed using repeated measures ANOVA to examine changes in motivation, academic buoyancy, and self-esteem across the three timepoints. Post hoc tests with Bonferroni corrections were conducted to explore pairwise differences. Effect sizes (partial η^2) were calculated to assess the magnitude of changes. Subgroup analyses by proficiency level and gender were conducted where appropriate.

2.5.2. Qualitative Analysis

Qualitative data from reflective journals and interview transcripts were thematically analysed using Braun and Clarke's (2006) six-phase approach. This involved familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Coding was conducted independently by two researchers, and discrepancies were resolved through discussion to enhance trustworthiness. Triangulation with quantitative findings was used to provide a comprehensive understanding of learners' experiences.

2.6. Ethical Considerations

Ethical approval was obtained from the Institutional Review Board of [institution anonymized]. Participants were informed about the study's objectives, procedures, and their rights to withdraw at any time without penalty. Written informed consent was obtained from all participants prior to data collection. All data were anonymised and stored securely in password-protected files.

3. Results and Discussion

3.1. Quantitative Findings

3.1.1. Motivation

Table 1 summarises the descriptive statistics (means and standard deviations) for each psychological construct at each time point.

Table 1. *The descriptive statistics for each psychological construct*

Measure	Pre-Intervention (M \pm SD)	Midpoint (M \pm SD)	Post-Intervention (M \pm SD)
Motivation	3.21 \pm 0.48	3.65 \pm 0.52	3.92 \pm 0.47
Academic Buoyancy	3.35 \pm 0.49	3.72 \pm 0.50	3.85 \pm 0.48
Self-Esteem	3.28 \pm 0.50	3.60 \pm 0.52	3.75 \pm 0.49

Table 2 presents the results of the repeated measures ANOVA tests.

Table 2. *The results of the repeated measures ANOVA tests*

Measure	F-value	p-value	Partial η^2
Motivation	24.56	< .001	.12
Academic Buoyancy	18.73	< .001	.10
Self-Esteem	15.42	< .001	.08

Figure 1 displays the trends of motivation, academic buoyancy, and self-esteem over the three timepoints.

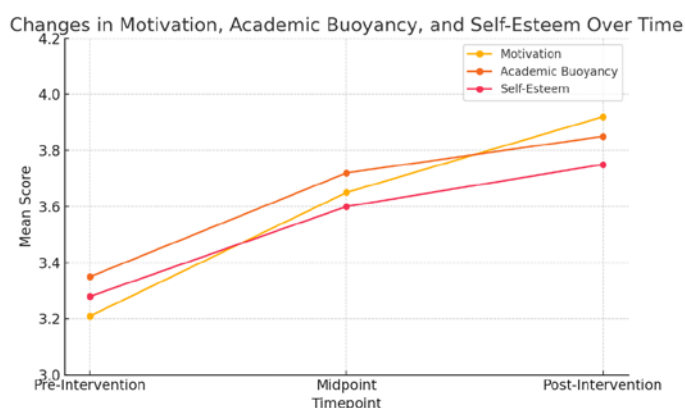


Figure 1. The trends of three psychological constructs over the three timepoints.

A repeated measures ANOVA revealed a significant effect of time on learners' motivation scores across the three data collection points (pre-intervention, midpoint, and post-intervention), $F(2, 358) = 24.56$, $p < .001$, partial $\eta^2 = .12$, indicating a substantial increase in motivation over time. Mean motivation scores increased from pre-intervention ($M = 3.21$, $SD = 0.48$) to midpoint ($M = 3.65$, $SD = 0.52$), with a further increase at post-intervention ($M = 3.92$, $SD = 0.47$). Post hoc analyses with Bonferroni corrections confirmed significant pairwise differences between all timepoints ($p < .001$). These findings suggest that TSLI contributed to sustained motivation throughout the 10-month intervention.

3.1.2. Academic Buoyancy

Learners' academic buoyancy scores also showed a significant increase over time, $F(2, 358) = 18.73$, $p < .001$, partial $\eta^2 = .10$. Mean scores rose from pre-intervention ($M = 3.35$, $SD = 0.49$) to midpoint ($M = 3.72$, $SD = 0.50$), with a further increase at post-intervention ($M = 3.85$, $SD = 0.48$). Post hoc tests revealed significant improvements between pre- and midpoint ($p < .001$) and between midpoint and post-intervention ($p = .02$), indicating that learners became progressively more resilient in managing academic challenges.

3.1.3. Self-Esteem

Self-esteem scores increased significantly across the study period, $F(2, 358) = 15.42$, $p < .001$, partial $\eta^2 = .08$. The mean scores rose from pre-intervention ($M = 3.28$, $SD = 0.50$) to midpoint ($M = 3.60$, $SD = 0.52$), and from midpoint to post-intervention ($M = 3.75$, $SD = 0.49$). Pairwise comparisons indicated significant improvements between pre- and

midpoint ($p < .001$) and between midpoint and post-intervention ($p = .03$). These results suggest that TSLI had a positive and sustained impact on learners' self-esteem.

3.1.4. Language Achievement

Although language achievement was not the primary focus of this study, TOEFL iBT scores were included to provide context for the psychological findings. A paired samples t-test indicated significant improvement from pre-intervention ($M = 72.3$, $SD = 5.1$) to post-intervention ($M = 78.6$, $SD = 5.4$), $t(179) = 12.45$, $p < .001$. These results suggest that learners' language proficiency also benefited from the TSLI intervention.

3.2. Qualitative Findings

3.2.1. Sustained Motivation through Relevance and Autonomy

Learners consistently reported that tasks designed around real-life topics enhanced the relevance of English learning. One participant reflected: "I felt more interested in class because the tasks were related to things I care about. It made me want to participate more." Learners also appreciated opportunities for autonomy, such as choosing topics or roles within group projects, which fostered a sense of ownership and sustained motivation.

3.2.2. Developing Academic Buoyancy through Collaboration

Many learners highlighted the role of collaboration in helping them overcome challenges. As one participant noted, "When I felt stuck, my group helped me understand. I didn't feel like I was alone." Learners emphasised that collaborative tasks created a supportive environment where mistakes were viewed as learning opportunities rather than failures, contributing to increased academic buoyancy.

3.2.3. Enhancing Self-Esteem through Performance and Feedback

Positive feedback from peers and teachers emerged as a critical factor in boosting self-esteem. One learner remarked: "I felt more confident when I got good feedback on my presentations. It made me believe I could actually use English." Learners described feeling more capable and willing to take risks in language use as their confidence grew.

3.2.4. Challenges with Task Complexity

Despite overall positive experiences, some learners expressed difficulty with certain tasks, particularly those involving unfamiliar vocabulary or complex instructions. One participant shared: "Sometimes I felt overwhelmed by the new words in the tasks. It was hard to keep up." These findings suggest that while TSLI fosters psychological growth, careful attention to task design and scaffolding is necessary to support all learners.

3.3. Discussion

3.3.1. Sustained Motivation in TSLI Contexts

The significant increases in motivation scores observed across the study period underscore TSLI's potential to foster sustained engagement in language learning. This finding aligns with Mohammadzadeh and Alavinia's (2021) short-term study, which highlighted the positive impact of task relevance on learners' motivation. However, this

study extends previous research by demonstrating that the motivational benefits of TSLI can be sustained over an extended period, supporting Dörnyei's (2009) L2 Motivational Self-System framework. The tasks implemented in this study often mirrored real-world scenarios, such as collaborative projects and problem-solving activities, enabling learners to connect their classroom experiences with their aspirations as competent language users. This alignment between task content and learners' goals likely contributed to the sustained motivation observed, as evidenced in learners' reflective journals: "When I did tasks about things I want to do in the future, I felt like I was getting closer to my dream."

Furthermore, as Complex Dynamic Systems Theory (Waninge et al., 2014) highlights, motivation is dynamic and continually shaped by interactions between individual, task, and contextual factors. The sustained increases in motivation across time points in this study suggest that TSLI, by providing authentic and meaningful tasks, creates a learning environment that supports the dynamic development of motivation over time.

3.3.2. Academic Buoyancy and the Role of Collaboration

The study also found significant increases in learners' academic buoyancy, reflecting their enhanced capacity to manage everyday language learning challenges. This finding supports Martin and Marsh's (2008) conceptualisation of academic buoyancy as a crucial psychological resource that helps learners persist in the face of routine setbacks. The qualitative data revealed that collaborative tasks played a pivotal role in developing learners' buoyancy. Learners consistently highlighted the supportive nature of group work, emphasising how peers helped them overcome difficulties and reduced the stress associated with making mistakes.

This aligns with Vygotsky's (1978) Sociocultural Theory, which emphasises the role of social interaction and scaffolding in cognitive and affective development. By engaging in collaborative tasks, learners co-constructed knowledge and supported each other's learning, fostering a sense of community and resilience. As one learner reflected: "When I worked with my group, I felt less afraid of failing because we helped each other." This highlights the importance of designing tasks that promote positive interdependence and peer support to enhance academic buoyancy in EFL contexts.

3.3.3. Enhancing Self-Esteem through Authentic Tasks

The significant improvement in learners' self-esteem throughout the study period underscores the potential of TSLI to foster positive self-concepts in language learning. Learners reported feeling more confident in their abilities as they completed tasks and received constructive feedback. This finding resonates with Utami and Wahyudin's (2022) assertion that self-esteem is closely linked to language proficiency and learners' willingness to take risks in communication.

The tasks implemented in this study provided learners with opportunities to demonstrate their skills in meaningful contexts, contributing to a sense of accomplishment

and competence. Positive feedback from teachers and peers further reinforced learners' self-efficacy, as evidenced in one participant's reflection: "When I presented and got good comments, I felt proud of my English." This suggests that integrating tasks that allow learners to apply their knowledge and receive feedback is a key strategy for enhancing self-esteem in EFL settings.

3.3.4. Practical Implications for EFL Instruction

The findings of this study have several practical implications for EFL educators and curriculum designers. First, incorporating authentic and personally relevant tasks into the curriculum can enhance learners' motivation by connecting classroom activities to their goals and aspirations. Second, designing tasks that promote collaboration can foster academic buoyancy by providing learners with social support and opportunities to learn from peers. Third, integrating opportunities for learners to receive constructive feedback on their task performance can enhance self-esteem, encouraging learners to take risks and engage actively in language learning.

Educators should consider providing scaffolding to support learners who may struggle with task complexity, ensuring that all learners can benefit from TSLI. Additionally, ongoing professional development for teachers in designing and implementing effective tasks is essential for maximising the benefits of TSLI in diverse classroom contexts.

3.3.5. Limitations and Future Research Directions

Despite the study's contributions, several limitations should be acknowledged. First, the reliance on self-report measures for motivation, academic buoyancy, and self-esteem may introduce social desirability bias. Future research could incorporate observational data or teacher assessments to triangulate findings. Second, the study focused on learners aged 18–22; therefore, generalizability to other age groups remains to be tested. Future studies could explore TSLI's impacts on younger learners or adult professionals.

Additionally, while the study implemented a consistent TSLI framework across classrooms, variations in teacher implementation and classroom dynamics may have influenced learners' experiences. Future research could examine how teacher practices and classroom environments interact with TSLI to affect psychological outcomes. Finally, experimental studies comparing TSLI with other instructional approaches over time would provide valuable insights into its relative effectiveness.

4. Conclusion

This study set out to investigate the long-term impacts of Task-Supported Language Instruction (TSLI) on EFL learners' motivation, academic buoyancy, and self-esteem. Drawing on Dörnyei's (2009) L2 Motivational Self-System, Martin and Marsh's (2008) academic buoyancy framework, and Swain's (1993) Output Hypothesis, the research employed a mixed-methods longitudinal design to capture both quantitative trends and qualitative insights over a 10-month period. The findings provide compelling evidence that

TSLI is a sustainable pedagogical approach capable of fostering psychological growth alongside language proficiency. Quantitative analyses revealed significant increases in learners' motivation, academic buoyancy, and self-esteem from pre-intervention to post-intervention phases. These results underscore the value of integrating meaningful, communicative tasks into EFL instruction, as such tasks appear to resonate with learners' personal goals and foster a sense of relevance and engagement. The qualitative data complemented these findings, highlighting the importance of task relevance, collaboration, and constructive feedback in supporting learners' motivation and psychological resilience. In conclusion, TSLI emerges as a powerful instructional approach that nurtures EFL learners' motivation, academic buoyancy, and self-esteem, enabling them to become confident, resilient, and engaged language users. By fostering these psychological constructs alongside linguistic development, TSLI offers a holistic approach to language education that aligns with the dynamic nature of language learning in the 21st century.

❖ **Conflict of Interest:** Author have no conflict of interest to declare.

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BEYOND THE LESSON: EXPLORING HOW MOTIVATION, ACADEMIC BUOYANCY, AND SELF-ESTEEM DEVELOP IN TASK-SUPPORTED EFL INSTRUCTION

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ABSTRACT

This study examines the long-term impacts of Task-Supported Language Instruction (TSLI) on motivation, academic buoyancy, and self-esteem among EFL learners. Using a mixed-methods longitudinal design, this study followed 180 learners aged 18–22 for 10 months. Participants engaged in structured lessons that included authentic tasks tailored to their interests and proficiency levels. Quantitative analyses revealed significant, sustained increases in all three psychological constructs, supporting the role of TSLI in fostering learners' motivation and resilience. Qualitative data from reflective journals and semi-structured interviews offered insights into learners' perceptions of task relevance, collaboration, and feedback, highlighting the transformative impact of TSLI on confidence and engagement. By integrating quantitative trends with qualitative experiences, the study demonstrates how TSLI nurtures motivation and psychological well-being over time. The findings contribute to a deeper understanding of sustainable language instruction, offering valuable implications for educators who seek to design engaging programs that promote both linguistic competence and psychological growth in EFL contexts.

Keywords: academic buoyancy; dynamic development; self-esteem; Task-Supported Language Instruction