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The Effects of Multiple-Intelligence Boosting Tasks on EFL Learners' Willingness to Communicate

Ebrahim Nejati[1], Mohammad Mohammadi[2]

* Correspondence:
ebrahimnejati20@gmail.com
[1.] Ministry of Education
2. Faculty member, Urmia University

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Abstract

In modern language teaching, it is believed that students are supposed to have enough willingness to talk in the second or foreign language in order to acquire it. And, thus, students' willingness to communicate (WTC) in the classroom context is a longed-for and anticipated behavior. Consequently, this study investigated the effects of multiple-intelligence boosting tasks on Iranian EFL learners' WTC inside the classroom context. To this end, two intact classes, each having 15 intermediate EFL learners, were selected as a Multiple Intelligence (MI) Group and a Traditional Task (TT) Group. Before the treatment, MacIntyre's (2001) questionnaire was administered as the pre-test, and, after the intervention (i.e., at the end of session 15), it was applied as the post-test. Besides, a semi-structured interview with a number of the participants from both groups was carried out in order to record their attitudes towards task-oriented activities and their WTC after the intervention. The results obtained through a set of paired and independent samples t-tests, revealed: (1) a significant enhancement of the learners' WTC in speaking, reading, writing, and listening comprehension from pre- to post-test in MI group, (2) a significant improvement of the participants' WTC in TT group, (3) better performance of the MI Group than that of the TT Group, and (4) positive attitudes of the learners towards the application of tasks and their WTC inside the classroom context.

Keywords: multiple intelligence task, traditional task, willingness to communicate

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1. Introduction

English language is considered as an essential ability for the people around the globe to enhance their knowing in different fields of science and technology. Therefore, a longing to learn English and express themselves through this language is a prevalent phenomenon. Moreover, since English is the most leading language in non-Anglophone countries, broadening state-of-the art supporting learning strategies or apparatuses that reinforce effective English learning have been a significant concern in English language instruction (Chen & Chung, 2008). In reference to this matter authorities consider English language teaching and learning as an indispensable phenomenon to boost peoples' knowledge in a number of ways. Needless to say, when the purpose of teaching English is defined in terms of communication, experts in this domain become increasingly interested in how and in which ways they can enhance learners' communicative ability.

In terms of learners' communication the matter of whether learners will engage in English communication when given the chance is of paramount significance. Considering this phenomenon, this study probed this domain to not only consider previous researchers' findings but also shed some more lights on how and in which ways learners become more enthusiastic to communicate while using second language. WTC model, which is projected by McIntyre, Clement, Dornyei, and Noels (1998), combines psychological, linguistic, and communicative factors to characterize, elucidate, and forecast second language interaction. Macintyre et al. (1998) defined WTC as "a readiness to enter into discourse at a particular time with a specific person or persons, using L2" (p.547).

Kang (2005) believes that educators will have more vigorous learners if they are eager to communicate. As a means to this end, the researchers consider their own teaching classes in order to observe learners' inclination to communicate while doing different tasks in class. This leads us to the topic of Task-based language teaching which there is a widespread agreement on its applicability and effectiveness in EFL classes. The concept of task-driven in Task-based language teaching revolves around the utilization of authentic language and requires students to engage in meaningful activates employing the target language. This concept (i.e. task) originated from communicative language teaching (CLT) and according to Lee (2000) is: a collaborative learning task or exercise with a goal achievable solely through participant interaction, a framework for organizing and ordering interaction, and an emphasis on meaningful communication. It is a language learning endeavor that necessitates learners' understanding, manipulation, and production of the target language while carrying out a specific set of tasks.

The efficacy of task principles and the importance of multiple intelligences enable us to come up with the idea of depicting activities which increase a significant awareness on learners' individualization. As Gardner (1983, cited in Saeidi, 2007) pointed out, human beings possess several intelligences, each acts quite autonomously of the others. Such intelligences could be meticulously scratched upon to see how they can be cautiously implemented within the educational curricula. Based on what we have observed in EFL classes in Iran and concerning learners' unwillingness to communicate, conducting an inclusive study with the aim of applying tasks and activities that, as noted by Bygate (2008), can increase learners' involvement in the classroom context seems significant. In so doing, this study tried to make use of *MI Tasks* by which EFL learners may have more chances to improve their language abilities, and to raise their WTC in the classroom context. What has been so far observed is that students being taught through structure-oriented methods and techniques may have a great amount of knowledge about the language usage, but are not good communicators. That is to say, they are not able to put their linguistic knowledge appropriately into practice which further inhibits them to communicate appropriately in a real-life situation.

Multiple investigations have been carried out to enhance learners' WTC (e. g. Kang, 2005; McIntyre et al., 2001; McIntyre, 2007, 2010; Moazzam, 2014; Modirkhameneh & Firouzmand 2014; Mohammadzadeh & Jafarigohar, 2012; Tannenbaum, 2008; Zarrinabadi, 2013). According to the current state of knowledge, hardly any of these studies examined the vital role of tasks, particularly MI tasks and their tenets in increasing learners' WTC. Therefore, the researchers hasten to apply tasks in a situation in which enhancing learners' motivation and WTC was deemed significant. In fact, much less attention has been devoted to the question of learners' unwillingness to communicate in English classes in Iran.

Skehan (1998, p.95) posits that a task is n activity where meaning takes precedence, requiring the resolution of a communication issue while maintaining a connection to practical real-life situations. Therefore, it seems that if we want more dynamic, willing, and motivated pupils, we will need more practicable and interesting activities. Given the

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importance of WTC and the opportunities that 'task-oriented' classes provide for learners in expanding their ability to communicate well using the target language, the current investigation explored the following research inquiries:

1. Do multiple-intelligence boosting tasks increase WTC among EFL learners at an intermediate level?
2. Do traditional tasks increase WTC among EFL Learners at an intermediate level?
3. Are there any substantial distinction in the impacts of multiple-intelligence boosting tasks and traditional tasks?
4. What attitudes do Iranian EFL learners hold towards multiple intelligence boosting tasks and traditional tasks in relation to the application of tasks and their WTC?

2. Review of Literature

Initially the consideration of the WTC concept was embraced by McCroskey and Baer (1985). At first sight, they linked this notion to the first language. They compromised that those who are more willing to talk in the first language are more prepared to express themselves in the second language as well. In fact, they felt an obvious need to discern whether language learners become more ready to interact when there is an opportunity to do so and why. Considering the findings of prior studies, we can recognize the importance of aptitude; attitudes, motivation, and language anxiety is associated with various measures of language proficiency (Gardner & Clément, 1990). We highlighted this to underscore the focus of contemporary language pedagogy on authentic communication as an essential element of language acquisition and to also take a glance on the concept of individual differences which play an important role in learners' WTC, which in turn further facilitates language learning (MacIntyre, Clément, Dörnyei, & Noels, 1998).

As we looked back on the origin of WTC, we came to know that at different points in time this phenomenon is evident in various associated construct. For instance, Burgoon (1976) mentions the construct 'unwillingness to communicate' in which factors such as introversion, limited communication skills, feeling of isolation, and communication anxiety hinder learners' oral communication. Mortensen, Arntson, and Lustig (1977) reported uniformity across circumstances in the global context of speech categorization reflecting their inherent inclination towards verbal expression'. In a particular instance, McCroskey and Richmond (1982) presented the term 'shyness' to examine this predisposition and depicted it as tendency to be timid and reserved which lead learners to do less talking. It is worth noting that these constructs were considered to designate consistencies in communication patterns across situations, with some success. In this regard, McCroskey and Baer (1985) defined WTC as the initiation of communication when there is an opportunity to do so. McCroskey and Richmond (1991) reported WTC as a 'trait like' activity in the sense that it is almost stable over time and across circumstances. They pointed out that this personality variable accounted for the difference between the degrees of communication between two learners in similar situations.

In other words, WTC could explain why some learners are more prone to communicate than other learners in the same context. It ought to be pointed out that the findings of MacIntyre et al. (1998) are in line with those of Ajzen and Fishbein's (1980) and Fishbein and Ajzen (1975), who believed in behavioral intentions. In fact, they believed that those who have an intention towards a specific behavior hold the belief that positive consequences would be the result of that particular attitude. There is evidence that language acquirement is highly linked to a social setting (Clément, 1986), which confirms Ajzen and Fishbein's (1980) finding about the impact of social factors on behavioral intentions, which would include L2 WTC. During the past 30 years, the social support which is triggered by peers, parents, and teachers has become the focal point in boosting learners' WTC. The significance of WTC caused MacIntyre et al. (1998) to note that the formulation of this concept ought to be the "primary goal of language instruction" (p. 545), that is, to motivate learners to actively seek communication opportunities for genuine language use.

Teachers are recurrently baffled by some students' disinclination to talk and surprise what inhibits their oral involvement. In a similar study, Fatemipour and Nourmohamadi (2014) investigated the effect of using information-gap activities on improving EFL elementary learners' WTC. They made use of jigsaw, missing-information, and finding the differences in classroom context to heighten learners' WTC. Having implemented the same questionnaire for pre-test and post-test, they reported the notable influence of information gap activities on learners' WTC. Another study that tried to test learners' WTC in classroom context was carried out by Zarrinabadi (2014) in which participants were prompted to narrate the situations in which teachers influenced their English language WTC. He utilized a focused study technique to find out whether teachers' behavior is helpful in increasing learners' tendency to

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communicate or not. His findings confirmed that the teachers' utilization of wait time, error correction, topic selection, and exercise support influences learners.

Kang (2014) explored the effects of studying abroad on EFL learners 'willingness to communicate, oral proficiency, and engagement in classroom discourse. He conducted a study where Native-English Speaking Teachers (NEST) taught sixty Korean university students. He reported that The Study-abroad (SA) experiences of English teachers led to the significant enhancement of learners' WTC, speaking skill, and involvement for interaction in classes. In a much similar study, Montasseri and Razmjoo (2015) compared Competitive and Cooperative Teaching on the WTC of EFL learners. They implemented MacIntyre et al. (2001) questionnaire both as a pre-test and post-test to compile necessary data. After having a 20-session treatment, they indicated a significant enhancement of WTC in cooperative group. In other words, the class which benefited from cooperative teaching for 20 sessions outperformed competitive group. This study indicated that the application of more dynamic activities can boost learners' tendency to take part in class activities which further tap their motivation and WTC. Having seen all these studies, we became interested in the application of task to increase learners' WTC inside the class context.

The distinction between task-based and task-supported language teaching brings attention to another significant difference, namely, that between an approach that emphasizes unfocused tasks and one that relies on a structural syllabus. The former employs tasks as a central content of the instructional program (as in Prabhu, 1987). The latter adopts a structural syllabus and commonly follows the "PPP" (Presentation, Practice, Production) model, with the final stage often referred as 'task' but more accurately involving situational grammar exercise.

Utilizing task-based activities, teachers can compensate for their breakdowns for having more productive classes, since with applying traditional methods, actually structured-based activities, teachers presented new materials using Presentation-Practice-Production methods during which a linguistic structure of the target language is selected, presented, and explained to the learners, is then practiced by them in some controlled activity such as a drill. Dissatisfaction with 'PPP' method, authorities in the scope of ELT thought about an alternative task, namely 'pedagogic task', which is depicted by Bygate (2008) as structured, bounded, purposeful activities involving the process of language, in which learners make use of them to augment their language learning process both inside and outside the class context whether individually or in groups.

Long (1985) defined "task-based' teaching and learning (TBLT) as the settings where tasks are the dominant element of teaching: they drive classroom activity, they define curriculum and syllabuses and they determine modes of assessment" (p. 89). Prabhu (1987) elaborated task as an "activity which required learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process" (P.24).

We presented the points of view of various writers about task to discuss the importance of task in education mainly in the realm of ELT, in which both teachers and learners are not satisfied with the application of traditional methods and approaches in language classrooms. Indeed, our focus on the notion of 'task' traced back to the dissatisfaction of learners from the traditional environment of English classes during our experiences and observations in private institutes in different parts of Iran. The call for more feasible activities i.e. 'tasks' nudges the researchers to reexamine the concept of 'task' and try to give a more inclusive view of task and its applicability in English teaching and learning in Iran. Hence, this study tries to inform EFL teachers to look at tasks as a communicative language activity that paves the way for having purposeful communication, active learners, and authentic situation during which learners are given tasks to complete. Having this in mind, in the area of WTC, most of the studies lack implementing tasks in order to investigate how tasks may influence the concept of WTC.

This study tried to not only apply traditional tasks, but also implement MI tasks to pave the way for learners so as not to be unwilling to communicate. It is worth noting that almost all the studies in the domain of WTC ignore the role which is played by task-oriented activities, particularly, MI boosting tasks. And also, for a long time we have been adventurous and observed at least our own classes that learners' WTC inside the class context could be manipulated by the application of task-based activities. Before starting the current study, whenever we applied any task-oriented activity particularly those activities which involved MI materials, learners became motivated to engage and involve in classroom activities. Therefore, we made an effort to compensate for some break downs in the application of these

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kinds of activities in EFL environments considering developing learners' WTC inside the classroom context which further helped developing learners' speaking ability.

3. Methodology

- *3.1 Design of the Study*

This research employed a mixed methods approach with the initial stage focusing on the impacts of MI boosting tasks and meaningful boosting tasks on EFL learners' WTC. For this section of the study, a pre-test post-test design was employed, and the data were obtained quantitatively. However, the learners were not assigned randomly to groups. Thus, the basic design of this part of the study is quasi-experimental. The second part concerns the views of EFL learners toward their WTC. Hence, a semi-structured interview was employed. Therefore, the data in this study were gathered through a combination of quantitative and qualitative methods.

- *3.2 Participants*

Two intact classes were included in the analysis for the completion of the data gathering. The current study involved the participation of thirty male FL learners at an intermediate level. These participants were assigned to two classes at Iran Mehr Language Institute in Urmia, Iran. Each of these two classes consisted of 15 students. The learners' age varied from 12 to 17, with average of 14.46. The participants spoke Turkish as their first language and were all proficient speakers of Persian which is the official language of the country. They were from two homogenized intact classes which were classmates for almost six or seven years.

3.3 Instruments

In order to facilitate the study and explore the effectiveness of MI boosting tasks in enhancing learners' WTC the researchers employed a variety of assessment tools. They included: (1) the Preliminary English Test (PET), (2) WTC questionnaire, (3) a semi-structured interview, (4) MI tasks, and (5) traditional tasks. In the following sections, they are introduced in detail.

3.3.1 WTC Questionnaire

A WTC questionnaire was applied to examine learners' WTC inside the class context on different occasions, once implemented as a pre-test for both groups and once after the process of treatment as a post-test. It is noteworthy that this questionnaire was derived and modified from McIntyre et al. (2001). The researcher adapted the questionnaire in order to match to the purpose of the study. Because of this reason, some modifications were implemented in the questionnaire. Carefully reviewing the items of the Likert scale, the researchers omitted one of the scales namely "willing half of the time" to prevent further problems which might confuse the participants. The Scale measures L2 WTC in four basic skill areas: listening (8 items), speaking (5 items), reading (6 items), and writing (8 items). It measures students' willingness to involve in L2 communication inside the classroom context as well. This questionnaire included 27 items, and the students were asked to choose one answer based on the Likert scale from 1 to 4. The scales were: (1=almost never willing, 2= sometimes willing, 3= usually willing and 4= almost always willing). The questionnaire was translated into Persian to avoid any misinterpretation.

3.3.2 Semi-structured Interview

After completing the WTC questionnaire, participants were subsequently engaged in a semi-structured interview to inspect learners' attitude towards task-oriented activities and their WTC. Eleven participants who had already taken part in the completion of the questionnaire agreed to be interviewed constituted a representative for the study. The interview was semi-structured, consisting of three main questions, each question pertained to one or more of the items listed on the WTC Questionnaire. The first question required learners to talk either about *sport* or *movies* so as to evaluate how much they were willing to communicate after the process of treatment. The second question focused on assessing the degree of helpfulness of the tasks and activities which had been used to develop their WTC. The third question required the learners to speak about their attitudes towards their WTC in the four major skills after the implementation of activities. It should be mentioned here that, all these interviews were video recorded for further evaluation of learners' WTC.

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3.3.3 Multiple Intelligence Tasks

Various kinds of MI tasks, mostly interpersonal and linguistic tasks were utilized. Mostly because what we have considered for the process of treatment was filled with written and oral tasks. In other words, it is common knowledge that one significant aspect of linguistic intelligence is writing skill. This is because the linguistic state of mind revels in the relationship between form and content. Interestingly, writing tasks could arouse learners' intrapersonal intelligence due to the fact that when working on written tasks, learners have to focus on their self-knowledge, self-regulation, and self-control. More interestingly, once the written tasks finished up, I encouraged learners to talk with their peers about what they had written down and exchange their ideas during the oral tasks which tapped learners' interpersonal intelligence. This cycle continued by learners' presentation of their own writing in line with logical-mathematical intelligence since logical-mathematical aspect of their mind is dominant at the time of reading. In fact, this intelligence is concerned with the content of sentences. Therefore, a number of MI boosting tasks such as: Asking students to think back about a holiday away from home that they really enjoyed (focus on all MI), Reading and discussing (focus on all MI), Reading the passages and writing the summary then presenting it orally (focus on linguistic, intrapersonal, interpersonal, and logical-mathematical intelligences), Letting learners write about an interesting topic, then discussing their own writing with their peers and at last presenting their writing to the whole class accompanied by a group discussion (focus on linguistic, intrapersonal, interpersonal, and logical-mathematical intelligences), The truth about me, get students to write six sentences about themselves in which two to four sentences should be lies (focus on interpersonal, intrapersonal, and logical intelligences) and finally Handing a word round the circle (focus on linguistic and intrapersonal intelligences).

3.3.4 Traditional Task

A variety of traditional tasks such as: Listing and/or brainstorming, Ordering and sorting, Matching, finding similarities and differences, and Problem-solving were applied.

3.4 Procedure

To ensure the learners 'satisfaction and encourage their participation in the study, the procedure and objectives of the research were thoroughly explained to them during the initial session of the course. To ensure homogeneity in terms of English language proficiency among the participants, the researchers administered a preliminary English test (PET) before providing any treatment-related instructions. After conducting the PET assessment, the researchers nominated two intact classes as MI and TT groups respectively. Each group went through different intervention process. MI group received multiple intelligence boosting tasks whereas TT group only received traditional tasks.

For the MT, the researchers primarily gave the McIntyre et al. (2001) questionnaire as a pre-test in order to discern to what degree students were ready to communicate before the implementation of the treatment. Afterwards, we started to use MI boosting tasks derived from "Multiple Intelligence in EFL" by Pucheta and Rinvolucri (2005). In so doing, the process of treatment started with practicing MI tasks for 15 sessions, and each session was about 30 minutes. For the TT class, McIntyre et al. (2001) questionnaire was applied as well to obtain the necessary information regarding learners' WTC. Then, the researcher started the process of intervention utilizing traditional tasks for 15 sessions.

At the end of the course, the researchers utilized the questionnaire as a post-test to asses and compare the students; performance from the beginning of the study to the end. Additionally, the aimed to determine if there were any significant differences between the two groups in terms of their development of WTC after undergoing the treatment.

A representative sample of participants who agreed to participate in the interview was selected for the semi-structured interview. In order to obtain a more comprehensive understanding of the participants' perspective on the tasks utilized and their WTC, eleven of these participants were interviewed. With this objective in mind, a total of eleven students, comprising six from MI group and five from TT group, were interviews and their interviews were video recorded for subsequent analysis. The interviews, lasting approximately three minutes each, aimed to assess their progress in terms of willingness to communicate (WTC).

3.5 Data Analysis

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The data gathered through the questionnaire and the interviews were analyzed differently based on the nature of the data. In order to answer the first and the second research questions, a paired t-test was administered. Learners' attitudes towards WTC were coded and analyzed as far as the fourth research question was concerned.

4. Results

4.1 Descriptive Statistics of the Groups

As the descriptive data in Table 1 shows, this study includes two groups, each consisting of 15 students. This study intended to evaluate learners' WTC in speaking, writing, reading, and comprehension utilizing task-oriented activities.

Table 1. Descriptive statistics of four skills in two groups before any intervention

	Group	N	Mean	Std. Deviation	Std. Error Mean
Speaking	MI	15	18.0	2.59	.66
	TT	15	18.2	1.48	.38
Reading	MI	15	13.5	2.74	.70
	TT	15	13.3	1.29	.33
Writing	MI	15	18.7	3.65	.94
	TT	15	17.1	2.23	.57
Comprehension	MI	15	13.4	2.38	.61
	TT	15	11.7	2.49	.64
WTC	MI	15	63.6	6.44	1.66
	TT	15	60.0	4.91	1.26

In order to use parametric tests, the distribution of data should be normal and this becomes possible when the significance value is higher than .05. In so doing Table 2 demonstrates that the significance value of the Kolmogorov-Smirnov is .200. Since this value is greater than .05, we can conclude that the assumption of normality has been met.

Table 2. Normality of data in pre-test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Speaking	.162	30	.044	.94	30	.10
Reading	.185	30	.010	.87	30	.00
Writing	.125	30	.200*	.95	30	.23
Comprehension	.114	30	.200*	.96	30	.38
WTC	.071	30	.200*	.98	30	.92

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4.2 Findings of the Study

In order to answer the first research question and find out to what extent the application of MI tasks could enhance learners' WTC; we applied a paired t-test. It should be mentioned that the implementation of treatment lasted for 15 sessions.

Research Question NO. 1. Do MI boosting tasks increase WTC among Iranian intermediate EFL Learners?

To answer the first research question, the descriptive statistics including means and standard deviations were calculated using a pair t-test with regard to the normality of the data which were reported in advance. In doing so, we compared the pre-test and the post-test of the MI group and came up with the results that are depicted in Table 6.

Table 3. The difference between learners' performances from pre- to post-test in MI group

Paired sample statistics

MI group			Mean	N	Std. Deviation	Std. Error Mean
MI	Pair 1	Post-Speaking	28.8	15	1.59	.41
		Pre-Speaking	18.0	15	2.59	.66
	Pair 2	Post-Reading	21.7	15	.88	.22
		Pre-Reading	13.5	15	2.74	.70
	Pair 3	Post-Writing	28.4	15	1.12	.28
		Pre-Writing	18.7	15	3.65	.94
	Pair 4	Post-Comprehension	17.9	15	1.03	.26
		Pre-Comprehension	13.4	15	2.38	.61
	Pair 5	Post-WTC	96.9	15	2.98	.77
		Pre-WTC	63.6	15	6.44	1.66

The results showed that due to the application of MI boosting task, positive impact of the instruction was observed from pre-test to post-test. In other words, the difference between learners' improvement from pre-test to post-test was significant ($p<0.05$). That is, as table 3 indicates, learners showed a good improvement in the four skills, however in speaking and writing more improvement was observed. As pointed out earlier, the quantity of the oral and written tasks that we applied were more than other tasks. Therefore, the learners' performances in these two skills in MI group outperformed reading and comprehension skills. It is worth noting that even in pre-test, participants' mean scores in both speaking and writing were higher than reading and writing. Hence, we can contend that learners are more willing to communicate in speaking and writing. This is where we call for more research to accept or reject the significant finding that we disclosed in this study. Table 4 gives more information regarding the comparison of the mean scores of the four skills. Based on the results of the paired t-test, the comparison between mean scores in pre- and post-test

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showed 10.86 for speaking, 9.66 for writing, 8.20 for reading, and 4.53 for comprehension. It should be mentioned that the difference between pre- and post-test in all four skills were significant ($p<0.05$). More information is provided in Table 4.

Table 4. Paired t-test of four skills in MI group

MI group- Paired Samples test			Paired Differences					T	Df	Sig. (2-tailed)
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower	Upper			
MI	Pair 1	Post-speaking pre-speaking	10.86	3.18	.821	9.10	12.62	13.2	14	.000
	Pair 2	Post-reading pre-reading	8.20	2.88	.74	6.60	9.79	11.01	14	.000
	Pair 3	Post-writing pre-writing	9.66	3.35	.86	7.81	11.52	11.16	14	.000
	Pair 4	Post-Comprehension Pre-comprehension	4.53	2.35	.60	3.22	5.83	7.45	14	.000
	Pair 5	Post-WTC Pre-WTC	33.2	6.51	1.68	29.65	36.87	19.76	14	.000

Research Question NO.2. Do traditional tasks increase WTC among Iranian intermediate EFL Learners?

A pair t-test was applied since we intended to find out to what extent the application of traditional tasks affected the performance of learners from pre-test to post-test. More information is given in Table 8

Table 5. The difference between learners' performances from pre to post- test in TT group

Paired sample statistics						
TT group			Mean	N	Std. Deviation	Std. Error Mean
TT	Pair 1	Post-Speaking	23.7	15	4.38	1.13
		Pre-Speaking	18.2	15	1.48	.38
	Pair 2	Post-Reading	16.8	15	2.80	.72
		Pre-Reading	13.3	15	1.29	.33
	Pair 3	Post-Writing	23.9	15	4.25	1.09
		Pre-Writing	17.1	15	2.23	.57
	Pair 4	Post-Comprehension	16.0	15	1.41	.36
		Pre-Comprehension	11.7	15	2.49	.64
	Pair 5	Post-WTC	80.4	15	8.86	2.28
		Pre-WTC	60.4	15	4.91	1.26

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The result showed that due to the application of traditional tasks, the positive impact of the instruction was observed from pre-test to post-test. In other words, the difference between learners' performances from pre- to post-test was significant ($p<0.05$) that is learners' mean scores from pre- to post-test in speaking, reading, writing, and comprehension improved, however, in TT group learners' mean score in writing was higher than other skills. After this skill were the speaking, reading, and comprehension skills, respectively. Interestingly, in TT group, the participants' performance in comprehension was better than reading. This might be related to the process of treatment in TT group in which we made use of a great deal of listening, animations and films.

Table 6. Paired t-test of four skills in TT group

MI group- Paired Samples test			Paired Differences					T	Df	Sig. (2-tailed)
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower	Upper			
TT	Pair 1	Post-speaking pre-speaking	5.46	4.94	1.27	2.73	8.20	4.28	14	.001
	Pair 2	Post-reading pre-reading	3.46	2.74	.70	1.94	4.98	4.88	14	.000
	Pair 3	Post-writing pre-writing	6.80	3.18	.82	5.03	8.56	8.25	14	.000
	Pair 4	Post-Comprehension Pre-comprehension	4.26	2.60	.67	2.82	5.70	6.34	14	.000
	Pair 5	Post-WTC Pre-WTC	20.0	9.03	2.33	14.9	25.00	8.57	14	.000

Research Question NO.3. Is there any significant difference in the relative effects of TT and MI boosting tasks?

In order to answer the third research question, an independent t-test was run between the scores of the two groups in the post-test. Since we intended to compare the performance of the two groups to see which group outperforms the other, we calculated the difference between the performances of learners in post-speaking, post-reading, post- writing, and post-comprehension of MI and TT group. More information is depicted in Figure 7.

Table 7. The descriptive statistics of the result of the comparison of the post-test in groups

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-Speaking	MI	15	28.8	1.59	.41
	TT	15	23.7	4.38	1.13
Post-Reading	MI	15	21.7	.88	.22
	TT	15	16.8	2.80	.72
Post-Writing	MI	15	28.4	1.12	.28

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	TT	15	23.9	4.25	1.09
Post-comprehension	MI	15	17.9	1.03	.26
	TT	15	16.0	1.41	.36
Post-WTC	MI	15	96.9	2.98	.77
	TT	15	80.4	8.86	2.28

As it is clear from Table 7, learners' WTC in MI group outperformed that of TT group. In other words, the mean scores in all four skills in MI group were more than that of TT group. That is, the application of MI tasks seemed to be more effective in developing learners' WTC in all four skills. However, in TT group, learners showed a good improvement but not as much as that of MI group.

Table 8. The result of the independent t-test between the post-test of two groups

Independent samples Test		Levene's test for Equality of Variance		t-test for equality of means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-speaking	Equal variances assumed	13.0	.001	4.26	28	.000	5.13	1.20	2.66	7.60
	Equal variances not assumed			4.26	17.6	.000	5.13	1.20	2.59	7.66
Post-reading	Equal variances assumed	5.5	.025	6.49	28	.000	4.93	.76	3.37	6.49
	Equal variances not assumed			6.49	16.7	.000	4.93	.76	3.32	6.53
Post-writing	Equal variances assumed	12.0	.002	3.93	28	.000	4.46	1.13	2.14	6.79
	Equal variances not assumed			3.93	15.9	.001	4.46	1.13	2.05	6.87
Post-comprehension	Equal variances assumed	1.17	.288	4.27	28	.000	1.93	.45	1.00	2.85
	Equal variances not assumed			4.27	25.6	.000	1.93	.45	1.00	2.86
Post-WTC	Equal variances assumed	11.9	.002	6.81	28	.000	16.46	2.41	11.5	21.4
	Equal variances not assumed			6.81	17.1	.000	16.46	2.41	11.3	21.5

Research Question NO.4. What attitudes do Iranian EFL learners hold towards multiple- intelligence boosting tasks and traditional tasks in relation to the application of tasks and their WTC?

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In order to answer the fourth research question, we collected the necessary data through a semi-structured interview. The interviews started by a short greeting between the researcher as the interviewer and participants as the interviewees. For the first question, the researcher assigned two topics (sport & movies), in which interviewees could take their favorite and start to talk about that. We did so because we wanted the interviewees to feel comfortable and evaluate how much they are willing to communicate after the treatment. The second question required learners to talk about the helpfulness of tasks and activities which were used to develop their WTC during which we came up with very surprising answers. The third question asked learners to speak about their attitudes towards their WTC in speaking, reading, writing, and comprehension after the implementation of the process of treatment.

Analyzing these interviews in both groups led us to the conclusion that not only did the participants enjoy doing task-oriented activities but also experienced an acceptable improvement after the process of intervention. As it is clear from the interview, the tasks and activities which were used could at least help learners so as not to be shy and afraid of communication anymore, this is the significant notion that we believe if learners feel in EFL classes, they never get bored or unwilling to communicate. When analyzing more interviews, we came to the point that the most important thing for students is to involve them in doing an activity such as solving a problem instead of getting them repeat, read or listen without pinpointing any problem to solve. The very important notion that we spotted from all the interviews was how the attitudes of the shyest students in both classes changed towards their WTC in different skills. For example, Kiarash, one of the participants who was so shy that he could not even introduce himself, amazed us by the way he presented his interview.

The meticulous inspection of 15 treatment sessions and careful analysis of all interviews, showed that task-oriented activities could change the attitudes of learners towards English classes. In other words, learners' willingness could be manipulated by the way teachers presented dynamic tasks, what we have actually pursued from the first days of intervention and at last came across with high involvement of learners in completing the assigned activities which respectively enhanced learners' WTC.

5. Discussion

With regard to the undeniable role of WTC, the primary aim of this study was to determine the efficiency of providing students with MI and TT tasks to see to what extent they could contribute in developing learners' WTC. Thus, the researchers set out to investigate whether teaching learners by utilizing multiple intelligence boosting tasks and traditional tasks, can increase the students' WTC in reading, writing, comprehension, and most significantly speaking. There was also an attempt to gather learners' attitudes towards task-oriented activities and WTC using a semi-structured interview.

Having observed and recorded the performances of two groups during and after the conduction of the study, the researchers found that tasks particularly MI boosting tasks can increase learners' WTC in a number of ways. However, there was a significant difference in the relative impact of MI and TT activities on the learners' WTC.

This study found that the MI class which employed multiple intelligence boosting tasks increases learners' WTC in speaking, reading, writing, and comprehension. Indeed, learners' performances in post-test indicated a significant improvement compared to that of pre-test. At first sight it seems that since speaking is more dynamic than reading, writing, and comprehension, learners' interest towards accomplishing of oral task is more than that of others. In fact, most, if not all learners preferred the challenge of oral tasks due to the hot atmosphere that they build during pair, and group work activities. Another interpretation might be the notion that teachers are not eager to concoct dynamic and challenging tasks when dealing with a reading activity. Our observation clearly reported how teachers mostly rely on traditional methods and approaches when dealing with reading activities. E.g. reading aloud by student and presenting the meaning of the new words by the teacher or reading aloud by the teacher himself and providing the definition of the new words.

One alternative technique that this study utilized was jigsaw task during which learners in pairs were in charge of summarizing each paragraph, and then present their understandings in a group work activity to come up with the summary of the whole reading. All these activities were accompanied by the scaffolding role of the teacher. Part of the application of such traditional methods in managing reading activities may relate to the fact that teachers do not have a true perception of the task and what and how they may be practiced in class. In this line, Erlam (2015) reported

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that, some features of task-design are difficult for teachers. Also, Ellis (2009) outlines a number of principles, which he suggests will facilitate the successful implementation of TBLT in a given educational context. One of these is that teachers need to have a clear understanding of what a language task is. Andon and Eckerth (2009) also point to a relationship between the successful implementation of TBLT and teachers' understanding of the concepts of a task and task-based teaching. Hence, based on this evidence unfamiliarity of teachers with tasks, and how to design and implement them is one possible answer to the learners' unwillingness to communicate which mainly led to the application of traditional methods.

Another outcome of this study which should be discussed meticulously is high WTC of learners in writing after the process of intervention both in MI and TT group. This improvement was confirmed by the participants' interview as well. Learners' points of views showed that before the conduction of the present study they mostly found writing a demanding job, but presenting writing as a task to be accomplished and a problem to be solved helps learners to look at writing as a creative activity which taps linguistic intelligence. Mostly they like writing after the process of treatment due to the implementation of oral tasks, modeling a reading activity, and presenting picture prompt by the teacher while they perform the task. E. g. exchange your ideas with your friend about what you have written, peer corrective feedback, teacher corrective feedback. It is worth noting that, the written tasks always were accompanied by the facilitative role of the teacher in providing words and phrases that learners needed.

The outcome of this study corroborates Ellis's finding in (2000) which reported that tasks are regarded as tools that provide learners with the data they need for learning; the design of a task is seen as potentially determining the kind of language use and opportunities for learning that arise. Likewise, in the current study the researchers made use of tasks to pave the way for learners to get involved in solving problems by confronting them in doing a task in order to increase learners' WTC in the classroom context. To date, several studies have been conducted to raise and develop learners' WTC both inside and outside class context, however, almost none of these studies considered the significant role of tasks on learners' WTC inside classroom context.

6. Conclusion

Previous WTC in FL research has chiefly centered on the trait level of WTC, the one that is stable across situations and contexts, but few studies have investigated the context-specific aspect of this variable which is sensitive to the events in the context. In view of this fact, the researchers tried for augmenting learners' WTC by the application of task-oriented activities. Considering the importance of WTC in language learning and teaching and, on the other hand, the significant role of TBLT in language classes, the current study was an attempt to investigate the effectiveness of MI and TT tasks on learners' WTC. In particular, this study probed the application of TBLT once more in EFL context to see how far learners could benefit from its tenets in order to raise and augment their WTC in speaking, reading, writing, and comprehension. It also explored the EFL learners' attitude towards task-oriented activities and the impact of task on learners WTC in four major skills. In so doing, 30 intermediate EFL learners were divided into two experimental groups. The first group which was nominated as the MI class received the multiple intelligence boosting tasks. The second group called TT class received only traditional tasks.

In order to evaluate the improvement of the learners in the first group, a paired t-test was run and it indicated that learners' WTC in all four major skills improved significantly, however, learners' willingness in speaking and writing were more than reading and comprehension. As well as the first group, a paired t-test indicated the significant improvement of the TT group, however, not as much as the MI group. An independent sample t-test showed that there was a significant difference between the two groups in terms of their WTC. In fact, the MI group outperformed the TT group due to the application of MI boosting tasks. And also, in evaluating the difference between the performances of two groups a sample t-test indicated that learners are more willing to speak then write, read, and comprehend. Furthermore: the result of the semi-structured interview revealed that learners have a positive outlook towards tasks oriented activities and their WTC after the process of intervention.

The results of this research could help bring novelty to any classroom setting which tries to achieve an acceptable learners' communication. The present study showed the complementary role of tasks in developing learners' willingness in speaking, writing, reading, and comprehension. Thus, as it is discussed in advance, by the application of task teachers have always the opportunity to make learners more willing, motivated, and avid to actively participate

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in the accomplishment of any class activities. Task oriented activities appeared to be a powerful predictor of WTC in English inside the class context than situational grammar exercise. Thus, in order to help students to be more willing to communicate in English inside classroom, language teachers should have the paramount concern on MI tasks to help students to bolster absolute confidence regarding their communication competence instead of merely motivating them to use language or decreasing their apprehension level in English communication.

This study indicated that, the dynamicity of task-oriented activities can help teachers to stay far from the application of traditional methods. In other words, instead of utilizing traditional methods and approaches, teachers can rely on tasks to raise learners' interest to what is going to be taught. Managing English using obsolete methods causes demotivation and that's why the researchers in this study repeatedly criticized the application of those methods which hinder having real-life situation classes. Indeed, the unfamiliarity of teachers with the tents of TBLT may cause such a problem. This is where stakeholders and supervisors should intervene and inform teachers to run their classes using task, or at least teach them to depict activities which put learners in a problem-solving situation.

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