Enhancing Willingness to Communicate through Task-Based Language Teaching: The Mediating Role of Utility Value and Intrinsic Value

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ABSTRACT

Task-Based Language Teaching (TBLT) is a student-centred approach that emphasises meaningful communication through task completion, making it an effective approach for fostering language learning and developing communicative competence. This study investigates the effectiveness of employing the TBLT approach on tertiary students' Willingness to Communicate (WTC) in English, reflecting their readiness to communicate when given the opportunity. Additionally, the Situated Expectancy Value Theory (SEVT) utilised in this study focuses on Utility Value and Intrinsic Value only as the mediating variables as it captures key motivational factors that could influence students' engagement and communication behaviours in specific learning contexts. To assess students' experiences with TBLT and their WTC in a Malaysian public university context, a quantitative research design was employed, utilising a survey questionnaire. Data collected from 217 tertiary students were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) via SmartPLS. The results reveal that TBLT significantly enhances students' WTC, highlighting its efficacy as a pedagogical approach. Furthermore, the Utility Value (UV) and Intrinsic Value (IV) components of SEVT emerged as significant mediators, highlighting the importance of designing engaging and practically relevant tasks to students' goals. Intrinsic Value (IV) refers to the enjoyment and interest derived from engaging in a task, while Utility Value (UV) reflects the perceived practicality and usefulness of the task in achieving long-term goals, such as improving communication skills for academic or professional purposes. The proposed model exhibited strong explanatory and predictive power, with all constructs achieving robust reliability and validity. This study contributes to the growing body of research on TBLT by emphasising the role of SEVT in WTC.

INTRODUCTION

Effective communication in English as a Second Language (ESL) is critical in multilingual and diverse societies like Malaysia, where English is a key medium for academic, professional, and social success (Ting et al., 2017). Despite the early integration of English into the Malaysian education system, challenges such as low proficiency, limited opportunities for authentic communication, and culturally rooted communication apprehension persist (Mani & Wan Mustaffa, 2024; Selvaratnam, 2018; Yusri & Sulaiman, 2024). These issues negatively affect learners' willingness to communicate (WTC) in English, an essential component of second language acquisition and later in their future careers. Understanding and addressing these barriers is essential to equipping Malaysian tertiary students with the skills needed for global competitiveness.

WTC, defined as an individual's readiness to initiate communication in a second language when opportunities arise (MacIntyre et al., 1998), has gained prominence in ESL research due to its role in bridging linguistic competence and communicative performance. As a multifaceted construct, WTC is influenced by psychological factors such as motivation, self-confidence, anxiety, and contextual elements, including classroom climate and cultural norms (Jahedi & Ismail, 2020; Kho-Yar et al., 2018). In the Malaysian context, fear of negative evaluation, lack of speaking confidence, and low perceived competence are among the key barriers inhibiting

WTC (Aina et al., 2022; Subramaniam et al., 2021). Addressing these challenges requires pedagogical approaches that foster engagement, confidence, and meaningful communication.

Task-Based Language Teaching (TBLT) offers a promising framework for addressing these barriers by emphasising meaningful communication through real-world tasks (Ellis, 2003, 2016; D. Willis & Willis, 2008).TBLT prioritises fluency and communicative competence over grammatical accuracy, allowing learners to practice language in authentic and goal-oriented contexts. Research highlights the effectiveness of TBLT in improving language fluency, engagement, and writing skills through collaborative and contextualised tasks (Boers & Faez, 2023; Kaharuddin et al., 2022; Nikbakht et al., 2024). Additionally, feedback mechanisms integral to TBLT have enhanced learners' confidence and self-efficacy, reduced communication anxiety and fostering WTC (Aina et al., 2022; Khatoon et al., 2023; Sanif & Khatoon, 2023).

Integrating TBLT with motivational frameworks such as the Situated Expectancy Value Theory (SEVT) offers further potential to enhance WTC. SEVT highlights the importance of Intrinsic Value (enjoyment of learning) and Utility Value (perceived usefulness) in shaping learners' motivation and engagement (Eccles & Wigfield, 2020; Nagle, 2021). By designing tasks that align with learners' goals and interests, educators can address both situational and long-term motivational barriers to WTC (Jahedi & Ismail, 2020; Ma et al., 2025; Yusri & Sulaiman, 2024). For instance, tasks involving real-world scenarios and peer collaboration can increase relevance and reduce anxiety, creating a supportive environment for language use.

While existing studies highlight the potential of TBLT and motivational interventions, their combined application remains underexplored, particularly in Malaysian tertiary ESL contexts. Research has yet to fully address how TBLT, guided by SEVT principles, can mitigate the psychological and contextual barriers to WTC, such as fear of judgment and low confidence, while promoting meaningful engagement and communicative competence. This gap highlights the need for a comprehensive investigation into how these frameworks can be integrated to enhance learners' communication readiness.

This study aims to examine the effectiveness of TBLT in fostering WTC among Malaysian tertiary ESL learners, with SEVT serving as a mediating framework. Specifically, it will measure how utility and intrinsic values influence learners' engagement with TBLT tasks and their subsequent Willingness to Communicate. This research seeks to provide actionable insights into improving ESL teaching practices and fostering communicative competence in Malaysian classrooms by addressing motivational and contextual barriers.

Guided by the following research questions, this study seeks to contribute to the growing discourse on effective ESL pedagogy:

1. How does TBLT impact the WTC of Malaysian tertiary ESL learners?
2. What role do SEVT's Utility Value (UV) and Intrinsic Value (IV) play in mediating the relationship between TBLT and WTC?

To achieve these objectives, this study addresses the following hypotheses:

- **H_1:** TBLT has a significant and positive effect on students' WTC.
- **H_2:** Intrinsic Value (IV) mediates the relationship between TBLT and WTC.
- **H_3:** Utility Value (UV) mediates the relationship between TBLT and WTC.

LITERATURE REVIEW

Willingness to Communicate (WTC) in ESL Contexts

Willingness to Communicate (WTC) is a pivotal construct in second language acquisition (SLA), reflecting an individual's readiness to engage in communication when given the opportunity (MacIntyre et al., 1998). Initially explored in first-language communication contexts, WTC has since gained prominence in SLA research as a key

predictor of communicative success and language proficiency (Chen et al., 2022; Wu & Kang, 2021; Zhang et al., 2018). Research highlights its multifaceted nature, influenced by psychological factors such as self-confidence, motivation, and anxiety, and contextual elements like classroom climate and cultural norms (Aina et al., 2022; Jahedi & Ismail, 2020).

In Malaysian ESL classrooms, WTC remains a significant challenge due to learners' communication apprehension, fear of negative evaluation, and low self-perceived competence (Subramaniam et al., 2021; Yusri & Sulaiman, 2024). Studies emphasise the importance of addressing these barriers to foster effective communication skills essential for academic and professional success (Kho-Yar et al., 2018; Selvaratnam, 2018). Despite these efforts, WTC's dynamic and situational nature remains underexplored in this context, highlighting a critical gap in understanding how task-specific and motivational interventions can enhance communication readiness.

Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) has emerged as a leading pedagogical approach in SLA, prioritizing meaningful communication through real-world tasks (Ellis, 2022, 2024; Long, 2015; J. Willis, 1996). TBLT emphasizes fluency and communicative competence over grammatical accuracy, creating opportunities for learners to practice language in authentic and goal-oriented contexts. Research consistently demonstrates the effectiveness of TBLT in enhancing language proficiency, engagement, and confidence (Boers & Faez, 2023; Kaharuddin et al., 2022).

Ellis and Shintani (2013) identify four essential criteria for defining tasks as work plans:

- The key focus is on meaning**:** Tasks should enable learners to generate and understand messages for a communicative purpose.
- There is some gap**:** A communication gap encourages the exchange of information or opinions, driving meaningful interaction.
- Learners depend on their own resources**:** Tasks require learners to use their existing linguistic (L1 and L2) and non-linguistic resources (e.g., gestures and facial expressions) to understand and produce language.
- There is a clearly defined communicative outcome: Tasks should have an explicit communicative goal, with success measured by achieving this goal.

Specific studies on TBLT implementation reveal its benefits across various language skills. For instance, (Sanif & Khatoon, 2023) observed significant improvements in learners' writing fluency, accuracy, and use of collocations through task-based writing instruction (TBWI). Similarly, (Nikbakht et al., 2024) reported enhanced communicative competence and confidence among learners engaged in picture-based discussions and writing tasks. These findings align with (Kaharuddin et al., 2022), who highlighted TBLT's role in fostering critical thinking and collaborative learning through interactive tasks.

However, challenges remain. The emphasis on fluency in TBLT may inadvertently overlook the development of grammatical accuracy, particularly in academic writing contexts (Sanif & Khatoon, 2023). Moreover, the variability in learner engagement and readiness for autonomy necessitates additional scaffolding and tailored task designs to ensure equitable learning outcomes (Aina et al., 2022; Subramaniam et al., 2021).

Situated Expectancy Value Theory (SEVT)

Situated Expectancy Value Theory (SEVT), an extension of Eccles and Wigfield's Expectancy Value Theory (EVT), provides a robust framework for understanding motivation in specific learning contexts (Eccles & Wigfield, 2020, 2024; Wigfield & Eccles, 2000). SEVT identifies Intrinsic Value (enjoyment of tasks) and Utility Value (perceived usefulness of tasks) as critical factors influencing learners' engagement and persistence (Nagle, 2021). These motivational constructs interact dynamically with learners' Expectancy Beliefs (expecta-

-tion of success), shaping their willingness to participate in language tasks.

While Expectancy Beliefs play a key role in learners' overall motivation, this study focuses on Intrinsic Value (IV) and Utility Value (UV) due to their direct relevance to TBLT-based task design and their ability to influence learners' Willingness to Communicate (WTC) through task engagement and reduced communication anxiety (Ma et al., 2025). Tasks that align with learners' goals and interests are more likely to enhance IV and UV, fostering greater engagement and confidence in communication (Yusri & Sulaiman, 2024).

For instance, Yusri and Sulaiman (2024) found that tasks emphasizing real-world relevance and peer collaboration significantly improved WTC among Malaysian students. Similarly, Aina et al. (2022) observed that topic familiarity and group work fostered a supportive learning environment, mitigating anxiety and enhancing communication readiness. These findings underscore the importance of designing tasks that are both enjoyable (IV) and perceived as useful (UV), as these factors directly impact learners' motivation to engage and communicate.

This study focuses on Intrinsic Value (IV) and Utility Value (UV) due to their alignment with TBLT principles and practical applicability. TBLT emphasizes meaningful, real-world tasks that are inherently engaging and relevant, directly linking to IV (enjoyment) and UV (perceived usefulness). Tasks that are enjoyable and aligned with learners' goals are more likely to sustain motivation and enhance Willingness to Communicate (WTC) (Eccles & Wigfield, 2020). Unlike Expectancy Beliefs, which require broader interventions, IV and UV can be immediately influenced through task design, such as creating interactive activities or linking tasks to academic or professional goals. By concentrating on IV and UV, this study provides actionable insights for optimizing TBLT to foster WTC among Malaysian tertiary ESL learners, addressing both motivational and contextual communication barriers.

Future research is recommended to explore the role of Expectancy Beliefs in complementing IV and UV, particularly through mixed-method approaches that can provide richer, longitudinal insights into learners' motivational dynamics.

Integrating TBLT and SEVT to Foster WTC

While TBLT and SEVT independently demonstrate strong potential for enhancing language learning, their combined application remains underexplored. TBLT's emphasis on real-world tasks and communicative competence aligns closely with SEVT's focus on intrinsic and utility values, creating opportunities for synergistic interventions. For example, tasks that highlight enjoyment and real-world relevance can simultaneously address motivational and situational barriers to WTC (Boers & Faez, 2023; Eccles & Wigfield, 2020).

Empirical evidence supports this integration. Studies have shown that collaborative tasks and structured feedback - key components of TBLT - enhance learners' confidence and self-efficacy, which is critical for fostering WTC (Nikbath et al., 2021; Sanif & Khatoon, 2023). Additionally, motivational strategies informed by SEVT, such as framing tasks around learners' career goals or cultural interests, can increase task relevance and engagement, reducing resistance to communication (Nagle, 2021; Yusri & Sulaiman, 2024).

Despite these promising insights, research on integrating TBLT and SEVT in Malaysian tertiary ESL contexts is limited. Existing studies often address these frameworks separately, leaving a critical gap in understanding their combined impact on WTC. This study aims to fill this gap by investigating how TBLT, informed by SEVT, can address both motivational and contextual barriers, fostering communication readiness among Malaysian tertiary ESL learners.

METHODOLOGY

This study employed a quantitative research design to investigate the effectiveness of Task-Based Language Teaching (TBLT) on students' willingness to communicate (WTC) in English, with Situated Expectancy Value Theory (SEVT) as a mediator. The research methodology comprised target participant selection, instrument, data collection, and data analysis, detailed as follows:

Participants

The study was conducted with 217 tertiary students from a public university in Malaysia. The participants were enrolled in an English course that emphasised technical communication. They represented a homogenous group regarding their educational background and language learning context, sharing a similar academic environment tailored to workplace-relevant communication.

Instrument

Data were collected using a survey questionnaire designed to measure students' perceptions of TBLT, their WTC in English, and the SEVT components (i.e. intrinsic value and utility value). The questionnaire included both demographic items and validated scales adapted from Nagle (2021). The reliability and validity of the instrument were ensured through a pilot study, achieving acceptable Cronbach's alpha values for all constructs.

Data Collection

The participants underwent a teaching intervention employing the Task-Based Language Teaching (TBLT) approach, targeting learners' Willingness to Communicate (WTC) through meaningful, interactive tasks. The tasks were designed to enhance fluency, confidence, and collaborative communication while ensuring learners engaged with real-world, goal-oriented outputs.

Tasks were aligned with the following criteria: (1) a focus on meaning, (2) the presence of a communication gap, (3) reliance on learners' own linguistic and non-linguistic resources, and (4) a clearly defined communicative outcome (Ellis & Shintani, 2013). The intervention comprised task cycles involving pre-task activities to prepare students, task performance emphasising communication and collaboration, and post-task activities focusing on form and feedback (Refer Table 1).

Table 1: Task Types, Criteria Alignment, and Willingness to Communicate (WTC) Outcomes

Task Type	Description	Output & WTC Alignment
Information-Gap Role-playing	Students are assigned roles in a workplace scenario where they have missing information and must interact to complete the task (e.g., resolving a workplace safety issue, coordinating a maintenance schedule).	Learners work collaboratively to exchange information and resolve the gap. Improves WTC by providing a low-stakes, engaging context for speaking and listening.
Problem-Solving Task	Students work in teams to resolve real-world workplace issues (e.g., improving team communication in a project, reducing workplace waste). They must propose a solution and present their findings.	Teams present a solution to the class, fostering WTC by encouraging active participation and showcasing ideas to peers.
Jigsaw Task	Each student in a group is given a different piece of information related to a workplace scenario. They must communicate with their peers to complete a full picture (e.g., reviewing different sections of a technical report, planning an employee training session).	Learners complete and present the full picture. Boosts WTC by creating interdependence and opportunities for active listening and speaking.
Project-Based Task	Students work on a real-world output, such as creating a workplace health and safety training video or designing an internal campaign to promote sustainable practices. They must research, draft, and present their project.	Students present their final project to the class or a wider audience. Encourages WTC by highlighting the real-world relevance of communication.

At the end of the TBLT intervention, students were invited to complete a survey questionnaire to provide feedback on their learning experiences and their willingness to communicate in the context of TBLT. While the survey questionnaire served as the primary method for data collection due to its practicality, scalability, and ability to capture a broad range of participant responses efficiently, it is acknowledged that self-reported responses may introduce potential bias. Students' answers might not always fully reflect their actual behaviours or experiences, as they are influenced by perception, memory, and context.

The use of a survey questionnaire was selected for its practicality and scalability, particularly given the study's sample size of 217 participants. It provided a time-efficient method for gathering uniform responses from a large and diverse group of students. Surveys offer a structured approach to capturing a broad range of data, including students' perceptions, attitudes, and self-reported experiences with TBLT, which is essential for analysing general trends and patterns in willingness to communicate.

Additionally, the questionnaire was carefully adapted using established, validated instruments from Nagle (2021) to measure constructs such as intrinsic value, utility value, and willingness to communicate. This method aligns well with the study's objectives, as surveys are particularly effective for examining abstract constructs like willingness to communicate. Participation in the survey was voluntary, and informed consent was obtained from all respondents prior to data collection. To mitigate the potential for bias, measures were taken to ensure the survey environment was neutral and anonymous. Future research could incorporate complementary qualitative methods, such as focus group discussions or classroom observations, to triangulate findings and provide richer insights into learners' experiences and behaviours. These additional methods would offer a more comprehensive understanding of the impact of TBLT on willingness to communicate.

Data Analysis

The collected data were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) via SmartPLS. The analysis involved assessing the measurement model for reliability and validity, followed by the structural model to test the direct and indirect effects of TBLT on WTC, with UV and IV as the mediating variables. Key metrics, including path coefficients, R^2 values, and effect sizes, were used to evaluate the explanatory and predictive power of the model.

Measurement Model Assessment

The measurement model was evaluated to ensure the reliability and validity of the constructs (Table 2). First, the factor loadings of all indicators exceeded the minimum acceptable threshold of 0.50 (Hair et al., 2010), with the majority surpassing 0.70, which is desirable for confirmatory research (Vinzi et al., 2010). Factor loadings ranged from **0.684** to **0.831**, indicating acceptable indicator reliability.

Table 2: Reliability and Validity of the Constructs

Constructs	Items	Loading	Alpha	rho_A	CR	AVE
Intrinsics Value (IV)	SEVT_IV1	0.684	0.742	0.753	0.838	0.565
	SEVT_IV2	0.829				
	SEVT_IV3	0.745				
	SEVT_IV4	0.741				
Utility Value (UV)	SEVT_UV1	0.812	0.815	0.816	0.878	0.643
	SEVT_UV2	0.771				
	SEVT_UV3	0.792				
	SEVT_UV4	0.831				
	TBLT_1	0.759	0.841	0.844	0.887	0.611

Task-Based Language Teaching (TBLT)	TBLT_2	0.799				
	TBLT_3	0.803				
	TBLT_4	0.752				
	TBLT_5	0.793				
Willingness to Communicate (WTC)	WTC1	0.790	0.793	0.801	0.866	0.618
	WTC2	0.830				
	WTC3	0.811				
	WTC4	0.707				

Reliability was assessed using Cronbach's Alpha and Composite Reliability (CR). Cronbach's Alpha values ranged from **0.742** to **0.841**, and CR values ranged from **0.838** to **0.887**, both exceeding the recommended threshold of 0.70 (Henseler et al., 2016). The Average Variance Extracted (AVE) values were all above the minimum acceptable threshold of 0.50, ranging from **0.565** to **0.643**, confirming convergent validity (Hair et al., 2016).

Discriminant validity was evaluated using the Fornell-Larcker criterion and the heterotrait-monotrait ratio (HTMT). The Fornell-Larcker criterion indicated that the square root of AVE for each construct was greater than its correlations with other constructs, establishing discriminant validity (Fornell & Larcker, 1981). Additionally, HTMT values were below the conservative threshold of 0.85 for most construct pairs, with a few pairs approaching but remaining within acceptable limits (e.g., WTC <-> UV = **0.932** and IV <-> AV = **0.910**) (Henseler et al., 2016). These results confirmed the constructs' reliability, convergent validity, and discriminant validity (Table 3).

Table 3: Fornell-Larcker Criterion and HTMT for Construct Validity Assessment.

Constructs	**Intrinsics Value (IV)**	**Utility Value (UV)**	**TBLT Experience**	**Willingness to Communicate (WTC)**
Intrinsics Value (IV)	**0.751**	0.886	0.783	0.910
Utility Value (UV)	0.689	**0.802**	0.838	0.932
TBLT Experience	0.621	0.697	**0.781**	0.873
Willingness to Communicate (WTC)	0.705	0.754	0.717	**0.786**

Note: Diagonal values (in bold) represent the square roots of the AVE, indicating convergent validity. Below the diagonal are the correlations between constructs, and above the diagonal are the HTMT values used to assess discriminant valid

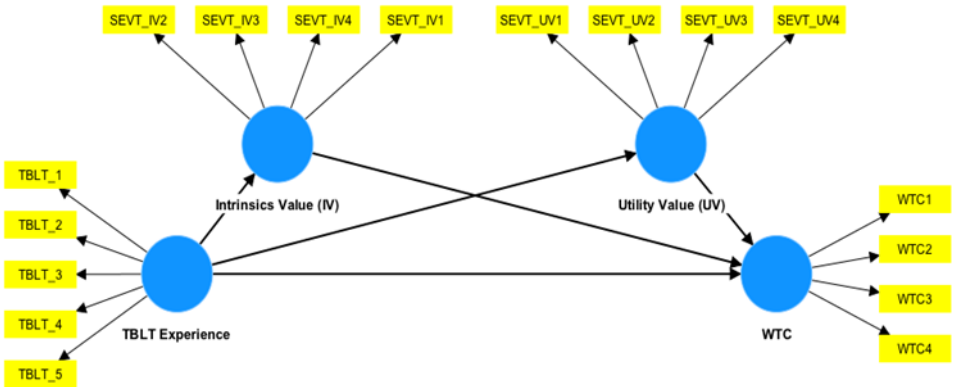

Figure 1: Structural Model of the Study. The model depicts the relationships between Task-Based Language Teaching (TBLT), Intrinsic Value (IV), Utility Value (UV), and Willingness to Communicate (WTC)

The structural model presented in Figure 1 illustrates the hypothesised relationships between TBLT, IV, UV, and WTC, with IV and UV serving as mediators in the model. The analysis used Partial Least Squares Structural Equation Modelling (PLS-SEM). The results of the hypothesis testing are summarised in Table 4. Following the assessment of the measurement model, the next step is the evaluation of structural paths for the relationships among study constructs and their statistical significance.

H1 evaluates whether the TBLT teaching method significantly and positively influences students' Willingness to Communicate (WTC). The results reveal that TBLT has a significant and positive impact on WTC (β=0.298, t=4.495, p<0.001). Hence, **H1 is supported**.

H2 evaluates whether Intrinsic Value (IV) mediates the relationship between TBLT and WTC. The results reveal that the indirect effect through IV is significant (β=0.169, t=4.764, p<0.001). Hence, **H2 is supported**.

H3 evaluates whether Utility Value (UV) mediates the relationship between TBLT and WTC. The results reveal that the indirect effect through UV is significant (β=0.250, t=5.468, p<0.001). Hence, **H3 is supported**.

Table 4: Hypothesis Testing

Hypotheses	**Path**	**β**	**SE**	**t**	**p**	**Results**
H1	TBLT → WTC	0.298	0.066	4.495	< 0.001	Supported
H2	TBLT → IV → WTC	0.169	0.057	4.764	< 0.001	Supported
H3	TBLT → UV → WTC	0.25	0.066	5.468	< 0.001	Supported

Note: β = Beta Coefficient, SE = Standard Error, t = t-Statistics, p = Probability (p-value). *Relationships are significant at p < 0.05. TBLT = Task-Based Language Teaching, IV = Intrinsic Value, UV = Utility Value, WTC = Willingness to Communicate.

Mediation Analysis

Mediation analysis was conducted to evaluate the mediating roles of **Intrinsic Value (IV)** and **Utility Value (UV)** in the relationship between TBLT and WTC. The analysis revealed that the indirect effect of TBLT on WTC through **Intrinsic Value (IV)** was significant (β=0.169, t=4.764, p<0.001), supporting **IV** as a mediator. Additionally, the indirect effect through **Utility Value (UV)** was highly significant (β=0.250, t=5.468, p<0.001), confirming **UV** as a mediator.

In summary, both **IV** and **UV** significantly mediate the relationship between TBLT and WTC, demonstrating their critical roles in influencing students' willingness to communicate.

Model Fit and Predictive Relevance

Model fit was assessed using the Standardized Root Mean Square Residual (SRMR), which was below the threshold of 0.08, indicating a good model fit (SRMR=0.069). Predictive relevance was evaluated using Q^2 values obtained from the blindfolding procedure, which were all above zero for the endogenous constructs: Intrinsic Value (Q^2=0.220), Utility Value (Q^2=0.265), and Willingness to Communicate (Q^2=0.395). These results confirm the model's predictive accuracy and its relevance in explaining the constructs in this study.

Ethical Considerations

Ethical approval was obtained from the university's management prior to the study. Participants' anonymity and confidentiality were maintained throughout the research process. Additionally, AI-assisted tools were employed during the preparation of the article specifically for language clarity and refinement. These tools were used responsibly to ensure the accurate presentation of findings without altering the original meaning or integrity of the research.

DISCUSSION

The findings of this study demonstrate that Task-Based Language Teaching (TBLT) effectively enhances students' Willingness to Communicate (WTC) in English. The focus on Intrinsic Value (IV) and Utility Value (UV), as identified in the Situated Expectancy Value Theory (SEVT), offers a targeted understanding of how task design can motivate learners and reduce communication anxiety. Intrinsic Value, which emphasises the enjoyment of engaging in tasks, was particularly evident in tasks involving collaboration and peer interaction. Utility Value resonated strongly with students, highlighting the relevance of tasks to real-world applications, as evidenced by their feedback on tasks linked to workplace communication scenarios. This direct connection between the task's relevance and students' engagement highlights the importance of designing tasks that align with both learners' intrinsic interests and practical goals.

While the study deliberately focused on IV and UV, it is acknowledged that Expectancy Beliefs, another component of SEVT, may also contribute to WTC. Expectancy Beliefs, which reflect learners' confidence in their ability to succeed, could complement IV and UV by providing a broader understanding of how motivation impacts communication readiness. However, focusing solely on IV and UV was grounded in their direct relevance to TBLT task design, which prioritises engagement and real-world applicability. These constructs are more readily influenced by task features, such as meaningful collaboration and alignment with learners' goals, compared to Expectancy Beliefs, which may require broader interventions beyond task design. This study's focus on IV and UV ensures a sharper lens on how task characteristics specifically shape engagement and communication willingness. Future studies could incorporate Expectancy Beliefs to provide a more holistic application of SEVT in examining WTC.s

Using a survey questionnaire as the primary data collection method allowed for the efficient gathering of data from a large sample of participants. While this approach offered practical advantages, including scalability and uniformity of data, it is acknowledged that self-reported responses may introduce potential bias. To address this concern, the survey was carefully crafted using validated instruments to measure motivation and WTC, ensuring reliability and alignment with the study's objectives. Additionally, the survey's anonymity encouraged honest responses, which likely mitigated some of the inherent limitations of self-reported data. Nevertheless, future research could incorporate qualitative methods, such as classroom observations or focus group interviews, to triangulate findings and provide deeper insights into students' lived experiences during TBLT interventions.

Furthermore, the discussion of task design highlights the critical role of real-world relevance and meaningful interaction in fostering WTC. For instance, tasks involving workplace scenarios (e.g., resolving workplace safety issues and coordinating project schedules) were reported to enhance IV and UV among students. These tasks allowed learners to experience language use in authentic contexts, reinforcing their confidence and motivation to communicate. Such task alignment with students' future professional needs improved their willingness to communicate and illustrated the practical applicability of TBLT in preparing learners for workplace demands. The clear alignment of these tasks with TBLT principles underscores their practical applicability in ESL classrooms.

In summary, this study contributes to the growing body of literature on TBLT by demonstrating its efficacy in promoting WTC, particularly through the lens of IV and UV from SEVT. While limitations in methodology and theoretical scope have been acknowledged, the findings offer valuable insights into how task design can shape learners' motivation and engagement in communication-focused language learning. By emphasizing real-world relevance, this study provides a strong foundation for future research exploring the role of SEVT constructs and further optimizing TBLT interventions to maximize communicative engagement**.**

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