

Examining the Roles of Picture-Based Storytelling, Description-Based Drawing, and Song-Based-Drawing Tasks in EFL Learners' Self-Esteem and Psychological Well-Being

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ABSTRACT

This study strived to determine impacts of communicative-task-based instruction on EFL learners' self-esteem and psychological well-being. Moreover, it scrutinized these learners' perspectives on this kind of language instruction. To this end, first, the researchers used purposive sampling to select 40 elementary-level EFL learners as the participants. Second, they randomly assigned these learners to an experimental group and a control group. Third, the researchers administered the Farsi versions of the self-esteem and psychological well-being questionnaires of the study to the participants in both of the above-mentioned groups as pretests. Fourth, they provided the learners in the experimental group with communicative-task-based instruction using picture-based storytelling, description-based drawing, and song-based-drawing tasks in 18 one-hour sessions. Nonetheless, they took advantage of puzzle-based games in the control group. Fifth, they administered the above-mentioned questionnaires to the participants anew as the posttests. Sixth, they randomly selected 10 of the participants of the experimental group as the participants of the interview sessions and conducted 15-minute interviews with them. The data were analyzed using t-tests and thematic analysis. The results indicated that task-based language instruction significantly ameliorated the participants' self-esteem and psychological well-being. Furthermore, the findings showed that the participants had favorable perspectives on the relevant tasks. The study discusses the relevant implications.

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Introduction

A close examination of the related literature (e.g., Abdullahy & Ahmadian, 2025; Fatima & Pervaiz, 2023; Ghafouri & Tahriri, 2023; Kashef & Ashrafi, 2023) highlights the fact that learner factors have attracted considerable attention in the field of Second Language Acquisition (SLA). Hiver and Wu (2023) argued that learner factors encompass the learners' diverse affective and cognitive variables that are likely to influence the process of their language acquisition in the context of the classroom. Likewise, Wang and Guthrie (2004) stated that learner factors encompass all of the learner-internal variables that account for the differences among the language learners in terms of the rate of their language learning and the ultimate level of their language acquisition in various academic settings.

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In the field of SLA, a number of learner factors, including Self-Esteem (SE) and Psychological Well-Being (PWB), have attracted considerable attention (Seligman & Csikszentmihalyi, 2014). Rubio (2007) defined SE as the language learners' belief in their capabilities and skills in the context of the classroom. Similarly, Manning et al. (2006) stated that SE determines the degree to which the language learners are confident about their language learning ability and develop a negative or positive perspective on their academic capabilities in language classes.

Moreover, Oxford (2016) noted that language learners' PWB can be considered to be the most significant affective learner factor due to the fact that it has a major effect on all of the aspects of their academic performance. As she noted, this affective variable refers to the learners' satisfaction with their general health and their academic condition in their relevant academic setting. Likewise, Garg et al. (2014) stated that PWB is the main cause of language learners' growth in their pertinent academic settings. As they noted, language learners' affective factors are likely to be greatly influenced by the instructional interventions, including communicative tasks, among others.

Literature Review

In the field of SLA, Self-Esteem (SE) has been a recurrent variable in the empirical studies of learner factors (Seligman & Csikszentmihalyi, 2014). Gultom and Oktaviani (2022) defined self-esteem as the language learners' confidence in their language learning capability and their perspectives on the efficacy of their academic skills in their relevant settings. As they explained, this construct has been extensively investigated in different education-related fields, including language instruction. The researchers are interested in this affective factor because it can help language learners improve academically and cope with negative feelings like anxiety and stress by using positive emotions in the classroom.

The interest in SE has motivated SLA researchers to examine its development over the course of time. In this regard, Kavanagh et al. (2023) distinguished three stages of SE development, including the moral, ego-based, and self-based stages. As they explained, at the moral stage, individuals tend to evaluate their worth by taking advantage of predetermined categories such as attractive, useful, and diligent, among others. Moreover, at the ego-based stage, the individuals may evaluate themselves based on the other people's perspectives on their social behavior. Lastly, at the self-based stage, the individuals are able to determine the merits of their social behavior and judge themselves based on real social criteria.

Finally, Rosenberg (1979) identified two main subcomponents of SE including self-worth and self-acceptance. As he pointed out, self-worth refers to individuals' positive perspectives on their role in various settings. That is, it specifies the extent to which individuals consider themselves to be worthy of attention and respect. In addition, self-acceptance encompasses individuals' attitudes towards their capabilities and skills. More specifically, it determines the degree to which individuals are satisfied with their abilities in various contexts.

On the other hand, the examination of the empirical studies of language learner factors shows that PWB has attracted considerable attention recently (Oxford, 2016). The interest in this

learner factor stems from the fact that it constitutes the major factor in the individuals' effective performance in diverse academic and occupational contexts (Garg et al., 2014). Seligman and Csikszentmihalyi (2014) defined PWB as the language learners' satisfaction with their health and their academic performance in different language learning settings and argued that it is likely to be closely associated with academic performance.

Considering the interest in the construct of PWB, Ryff (1989) developed a model of it that encompassed six underlying sub-components, including autonomy, environmental mastery, personal growth, positive relationships, life purpose, and self-acceptance. As he explained, in this model, autonomy and environmental mastery refer to the language learners' capability to take the responsibility for their own learning and to be able to deal with diverse contextual factors in their relevant academic setting. Moreover, personal growth and positive relationships refer to the learners' ability to develop different academic skills and to establish working relationships with the other individuals in their academic settings. Lastly, life purpose and self-acceptance refer to the language learners' identification of their main purposes over the course of their lives and their development of positive perspectives on their academic abilities. Ryff (1989) concluded that the learners' PWB is likely to be greatly influenced by the instructional interventions.

The examination of the relevant literature on language learners' SE and PWB indicates that the SLA researchers have focused on certain lines of research to the exclusion of others. First, a number of researchers (e.g., Mandokhail et al., 2018) have made an effort to specify effects of language learners' higher levels of SE on their skill development. Furthermore, certain studies (e.g., Faramarzzadeh & Amini, 2017) have investigated the relationship between learners' SE and their strategic language acquisition. Moreover, some studies (e.g., Garg et al., 2014) have tried to determine the extent to which the language learners' PWB is influenced by their emotion regulation in the context of the classroom. Lastly, a few studies (e.g., Ryff, 1989) have attempted to develop a valid instrument for assessing language learners' PWB.

Nonetheless, the above-mentioned studies have disregarded the impact of instructional interventions on language learners' affective factors. More specifically, these studies have not examined the degree to which communicative tasks are likely to influence SE and PWB of the language learners. Consequently, there is a need for more empirical studies of learner factors in this regard in various language learning contexts, including the EFL context of Iran. This need prompted the researchers to carry out the study to respond to certain questions.

RQ1: Does communicative-task-based language instruction have a significant effect on elementary-level EFL learners' SE?

RQ2: Does communicative-task-based language instruction have a significant effect on elementary-level EFL learners' PWB?

RQ3: What are the elementary-level EFL learners' perspectives on communicative-task-based language instruction?

Method

Research Design

In the present study, explanatory mixed-methods design (Creswell & Creswell, 2017) was utilized to answer the research questions. That is, first, SE and PWB questionnaires were used to collect quantitative data on the impacts of the experiments on the participants' SE and PWB. Second, the study's interview protocol was used to collect qualitative data and examine the treatment's effect on their SE and PWB.

Participants

Considering the objectives, first, the researchers contacted the management department of a prestigious language institute in Urmia (Iran) that had 712 language learners and apprised the manager of the objectives. The manager facilitated access to two elementary-level classes that involved 22 and 24 female EFL learners, respectively. Second, the researchers contacted these learners' parents, informed them about the aim and procedure of the study, and asked them to consent to their children's participation in it. All of these parents were interested in the study and let their children participate in it. Third, the researchers obtained written informed consent from the above-mentioned learners' parents prior to the onset of the study. Fourth, the researchers administered the proficiency test of the study to these learners to determine their proficiency level and to ensure their homogeneity in terms of their language ability.

The results indicated that 6 of these learners were not at the elementary level. That is, their language ability was either below or above this proficiency level. Therefore, the researchers decided to exclude these children's data from the data analysis process of the study. These children ranged in age from 14 to 15 and were native speakers of Azeri, Persian, or Kurdish. The examination of their personal information showed that they had 1 year of language studies at the relevant language institute.

Instruments

One test and three questionnaires were used to gather the data. To ensure the reliability of these instruments, Cronbach's Alpha (CA) measure was utilized. The pilot study involved 20 female EFL learners in another language institute in Urmia (Iran) who were similar to the participants of the main study. The following section provides detailed information on these instruments:

Oxford Placement Test

The researchers used the Oxford Placement Test (OPT) (Allan, 2004) to ensure the homogeneity of the participants in terms of their language proficiency. This test involves 60 items in three sections, including vocabulary, grammar, and a cloze test. The CA analysis showed this test's reliability was .88, and it could be used in Iran's EFL context.

SE Questionnaire

Based on the aims, the researchers used the Farsi version of Rosenberg's (1979) SE questionnaire as a pretest and a posttest to examine the participants' SE before and after the treatment sessions. This instrument involves 10 items that are rated on a four-point Likert scale ranging from strongly agree to strongly disagree. These items focus on two main subcomponents of SE including self-worth and self-acceptance. The results of CA analysis indicated that the reliability index of the Farsi version of this questionnaire was .85 and it could be utilized in the EFL context of Iran.

PWB Questionnaire

In this study, the researchers used the Farsi version of Ryff's (1989) PWB questionnaire as a pretest and a posttest to examine the participants' PWB prior to the treatment sessions and after the end of these sessions. This questionnaire involves 42 six-point Likert scale items. CA analysis indicated that the reliability of the Farsi version of this instrument (.86) was acceptable.

Communicative Language Tasks

In the present study, the researchers took advantage of three main types of communicative language tasks in order to teach the target language in the treatment sessions of the experimental group. These tasks involved Shin's (2014) picture-based storytelling, description-based drawing, and song-based drawing tasks.

As Shin (2014) explained, in picture-based storytelling tasks, the teacher assigns the learners to pairs or small groups, provides them with a series of pictures (usually cartoon strips), and asks them to use the target language to tell the story in the pictures. Moreover, she stated that, in a description-based drawing, the teacher assigns the learners to pairs and provides each of them with a description of a picture. Next, the teacher prompts the learners to read the relevant description to the other member of the pair to help him/her to draw a picture based on the relevant description. Finally, as Shin (2014) pointed out, in song-based-drawing tasks, first, the teacher encourages the learners to sing a song in chorus in the target language that describes a certain situation to help them to visualize the relevant situation. Second, the teacher asks each of the language learners to draw a picture based on the description of the relevant song. In the present study, the researchers took advantage of each type of the above-mentioned task types in six sessions of the treatment sessions of the experimental group.

Interview Protocol

A three-item Farsi semi-structured interview protocol was developed by the researchers to determine participants' attitudes towards the effects of communicative-task-based language instruction on their SE and PWB. To develop this instrument, first, the researchers reviewed the related literature and developed its primary items. Second, they provided six professors of applied linguistics at two universities in Urmia, Iran, with the relevant items and asked them to evaluate them in terms of content. Finally, the researchers modified the items in light of the professors' comments and developed the final version of the interview protocol. In this way, the researchers ensured the content validity of this instrument using expert checking. In addition, the

researchers took advantage of Cohen's kappa measure to determine the reliability of the interview data analysis process. Based on the results, the inter-rater reliability index (.85) was acceptable and indicated the reliability of the qualitative data analysis of the study.

Procedures

First, purposive sampling was used to select 40 female EFL learners at the elementary level from a total of 712 learners at a language institute in Urmia, Iran, based on their results on the OPT (Allan, 2004). Second, they randomly assigned these learners to an experimental group and a control group. There were 20 learners in each of these groups. Third, the researchers administered the Farsi versions of the SE questionnaire (Rosenberg, 1979) and the PWB questionnaire (Ryff, 1989) of the study to the participants in both of the above-mentioned groups as pretests to ensure their homogeneity in terms of their SE and PWB, respectively. Fourth, the researchers provided the learners in the experimental group with communicative-task-based language teaching treatment in 18 one-hour sessions in a nine-week period. More specifically, they utilized each of the picture-based storytelling, description-based drawing, and song-based drawing task types in six sessions of the treatment of this study.

In each of the sessions of picture-based storytelling and description-based drawing tasks, the researchers made the learners aware of the aims of the relevant tasks. Moreover, they assigned them to pairs/small groups and supervised their task performance during the predetermined performance period. In addition, in each of the sessions of song-based-drawing tasks, the researchers prompted the learners to sing the second language songs in chorus for 15 minutes. Next, they asked them to draw a picture to visualize a description of the relevant situation in the song. Nonetheless, the researchers did not provide the learners of the control group with task-based language instruction. In this group, puzzle-based games were utilized to engage participants in groupwork during the same period. Fifth, the researchers administered the SE and PWB questionnaires from the study to the participants again as posttests to determine the effect of the treatment on their SE and PWB. Sixth, the researchers randomly selected 10 of the participants of the experimental group as the participants of the interview sessions of the study and conducted 15-minute interviews with them to determine the degree to which the treatment affected their SE and PWB. Both of the researchers were present in the interview sessions and they conducted the interviews at an office at a university in Urmia (Iran). They conducted the interviews in two days (i.e., five interviews each day). The interview sessions were held in 30-minute intervals. Lastly, the researchers recorded all of the interviews and transcribed them [IT1]. More elaboration is needed on the procedure, including the interviewer's details, timing, conditions, etc.

Data Analysis

Based on objectives, the t-test was used to perform the analysis of the quantitative data. Moreover, thematic analysis was utilized to analyze the qualitative interview data from the study. To this end, first, the researchers examined the interview transcripts multiple times to specify the underlying patterns in the data. Second, they extracted the codes of the study. Third, they integrated the related codes with each other and developed the themes of the study.

Results

This section presents the results of the study answering the three proposed research questions through tabulation and textual description.

Table 1

Normality Tests of EG

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SE Pretest	.122	20	.288	.955	20	.464
PWB Pretest	.169	20	.322	.832	20	.336
SE Posttest	.125	20	.367	.819	20	.322
PWB Posttest	.158	20	.251	.847	20	.378

The data did not violate the assumptions of parametric tests owing to the fact that they were interval data and were gathered independently. In addition, the data were normally distributed based on the results of the Kolmogorov-Smirnov and Shapiro-Wilk normality tests. Table 1 and Table 2 provide the results for the Experimental Group (EG) and Control Group (CG), respectively:

Table 2

Normality Tests of CG

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SE Pretest	.139	20	.351	.877	20	.372
PWB Pretest	.151	20	.278	.921	20	.429
SE Posttest	.165	20	.285	.939	20	.417
PWB Posttest	.126	20	.252	.831	20	.322

As shown in Table 1 and 2, data distribution was normal ($p < 0.05$). Consequently, t-test was used in data analysis to respond to questions:

RQ1: Does communicative-task-based language instruction have a significant effect on elementary-level EFL learners' SE?

It was necessary to ensure pretest group homogeneity. Table 3 shows these results:

Table 3

Descriptive Statistics on SE Pretest Performances

Groups	N	M	SD	SEM
EG	20	19.35	2.033	.455
CG	20	20.10	1.917	.429

The researchers used an independent-samples t-test to ensure homogeneity. Table 4 provides these results:

Table 4

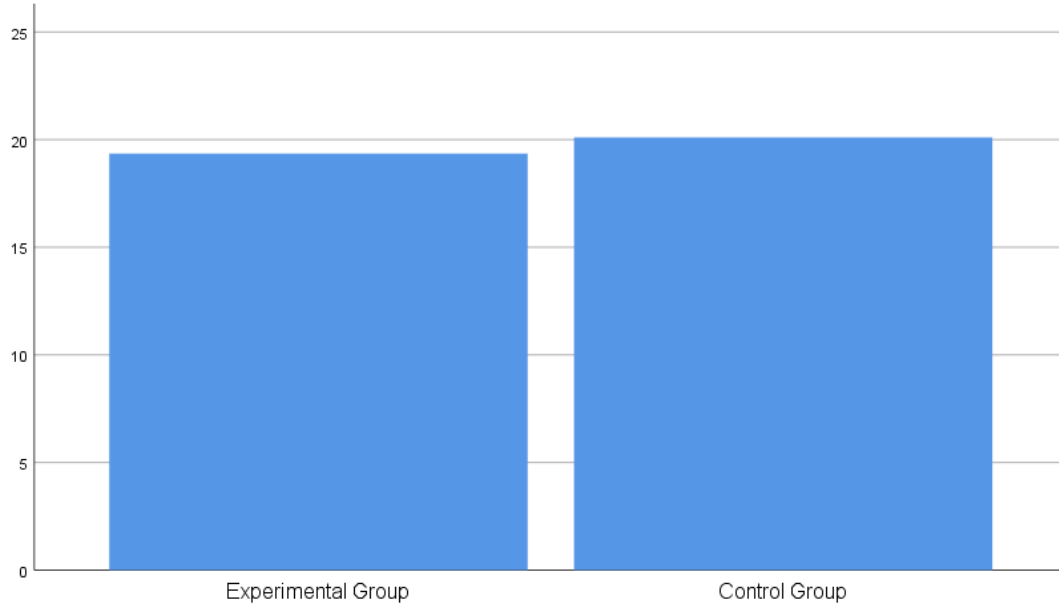
The t-test of SE Pretest Performances

	Levene's Test		t-test						
	F	Sig.	t	df	Sig.	MD	SED	95% CI	
								L	U
Equal variances assumed	.005	.945	-1.200	38	.237	-.750	.625	-2.015	.515
Equal variances not assumed			-1.200	37.868	.237	-.750	.625	-2.015	.515

As shown in Table 4, EG and CG were homogenous ($p > .05$) in terms of their SE. Figure 1 shows the relevant results:

Figure 1

SE Pretest Performances



Therefore, the performances of EG on SE tests were compared. Table 5 provides the pertinent results:

Table 5

Descriptive Statistics on Performances of EG on SE Tests

	M	N	SD	SEM
Pretest	19.35	20	2.033	.455
Posttest	30.10	20	2.936	.657

A paired-samples t-test was used at this stage. Table 6 provides the pertinent results:

Table 6

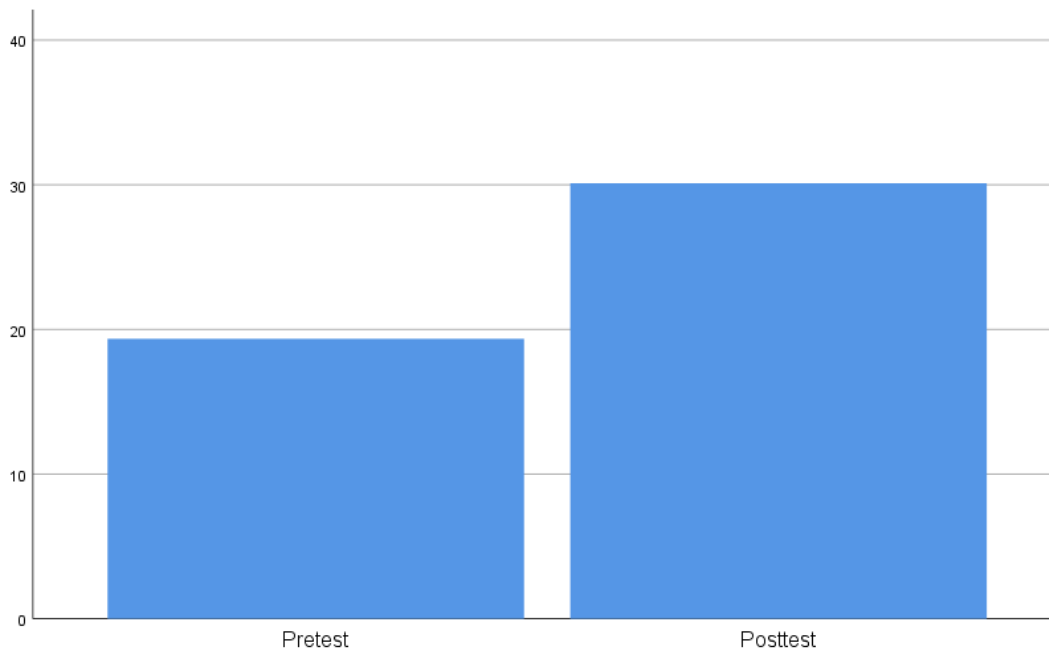
The t-test of Performances of EG on SE Tests

	Paired Differences			95% CI		t	df	Sig.
	M	SD	SEM	L	U			
Pretest - Posttest	-10.750	3.160	.707	-12.229	-9.271	-15.213	19	.000

According to Table 6, EG had a more satisfactory performance on SE posttest in comparison with pretest ($p < .05$). Figure 2 shows these results:

Figure 2

EG Performances on SE Tests



Nonetheless, the researchers compared the performances of EG and CG on the SE posttest to ensure that the improvement in SE in the experimental group did not stem from chance. Table 7 provides the relevant results:

Table 7

Descriptive Statistics on SE Posttest Performances

Groups	N	M	SD	SEM
EG	20	30.10	2.936	.657
CG	20	23.25	1.743	.390

At this stage, an independent-samples t-test was used. Table 8 provides these results:

Table 8

The t-test of SE Posttest Performances

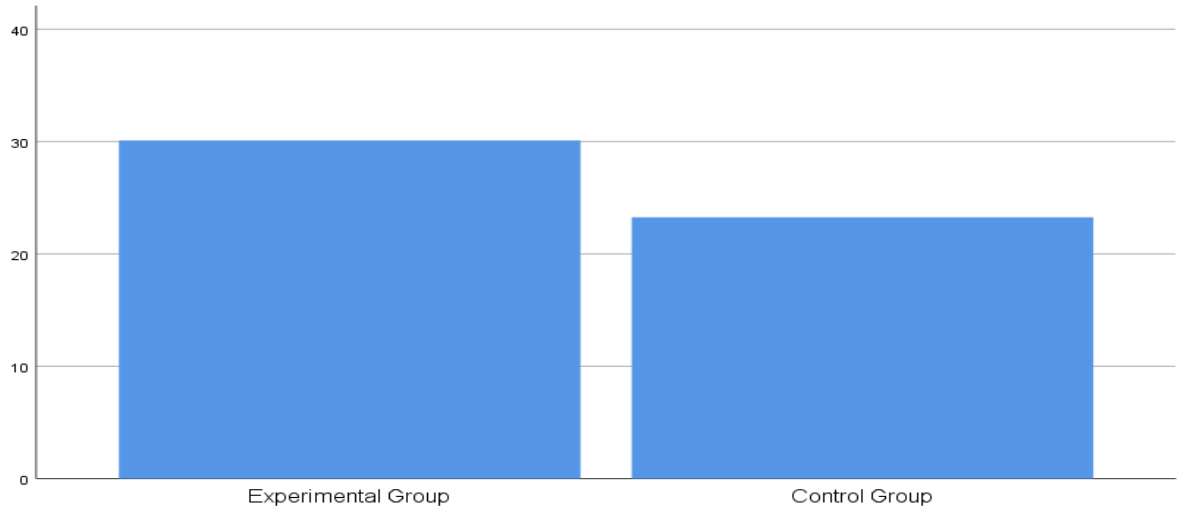
Levene's Test	t-test

	F	Sig.	t	df	Sig.	MD	SED	95% CI	
								L	U
Equal variances assumed	7.823	.278	8.971	38	.000	6.850	.764	5.304	8.396
Equal variances not assumed			8.971	30.916	.000	6.850	.764	5.293	8.407

According to Table 8, performance of EG on SE posttest was more satisfactory than that of CG ($p < .05$). Figure 3 shows these results:

Figure 3

SE Posttest Performances



RQ2: Does communicative-task-based language instruction have a significant effect on elementary-level EFL learners' PWB?

It was necessary to ensure homogeneity of EG and CG on PWB pretest. Table 9 provides the relevant results:

Table 9

Descriptive Statistics on PWB Pretest Performances

Groups	N	M	SD	SEM
EG	20	140.05	4.019	.899
CG	20	141.65	3.422	.765

At this stage, an independent-samples t-test to was utilized. Table 10 provides these results:

Table 10

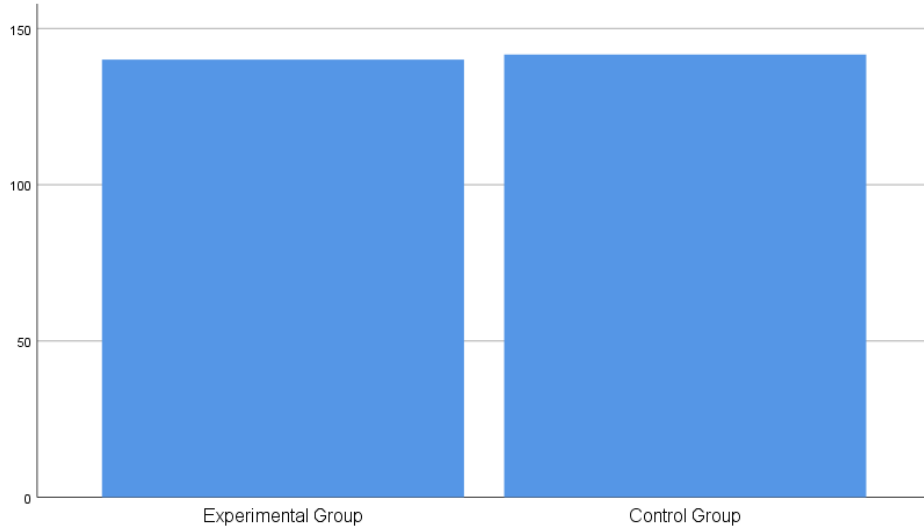
The t-test of PWB Pretest Performances

	Levene's Test		t-test						
	F	Sig.	t	df	Sig.	MD	SED	95% CI	
								L	U
Equal variances assumed	1.037	.315	-1.355	38	.183	-1.600	1.180	-3.990	.790
Equal variances not assumed			-1.355	37.058	.183	-1.600	1.180	-3.992	.792

As shown in Table 10, EG and CG were homogeneous ($p > .05$). Figure 4 shows these results:

Figure 4

PWB Pretest Performances



Considering results, the researchers compared the performances of EG on PWB tests. Table 11 shows the relevant results:

Table 11

Descriptive Statistics on Performances of EG on PWB Tests

M	N	SD	SEM
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Pretest	140.05	20	4.019	.899
Posttest	175.75	20	2.531	.566

At this stage, a paired-samples t-test was used. Table 12 shows these results:

Table 12

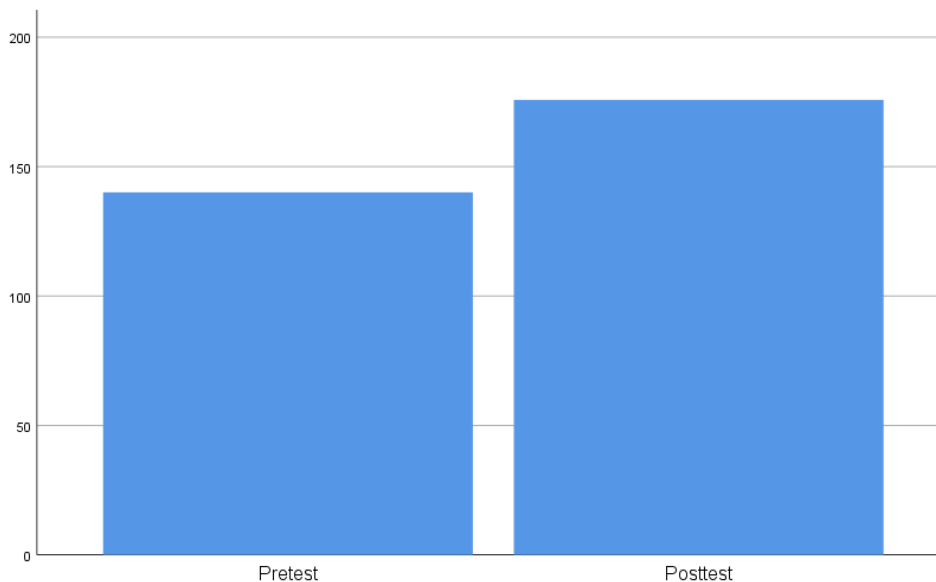
The t-test of Performances of EG on PWB Tests

	Paired Differences						t	df	Sig.
	M	SD	SEM	95% CI					
				L	U				
Pretest - Posttest	-35.700	4.601	1.029	-37.853	-33.547	-34.701	19	.000	

As shown in Table 12, EG had a more satisfactory performance on PWB posttest in comparison with pretest ($p < .05$). Figure 5 demonstrates these results:

Figure 5

EG Performances on PWB Tests



Notwithstanding, the researchers compared the performances of EG and CG on the PWB posttest to ensure that the improvement in the PWB of the experimental group did not stem from chance. Table 13 shows these results:

Table 13

Descriptive Statistics on PWB Posttest Performances

Groups	N	M	SD	SEM
EG	20	175.75	2.531	.566
CG	20	153.50	4.560	1.020

At this stage, an independent-samples t-test was utilized. Table 14 shows the relevant results:

Table 14

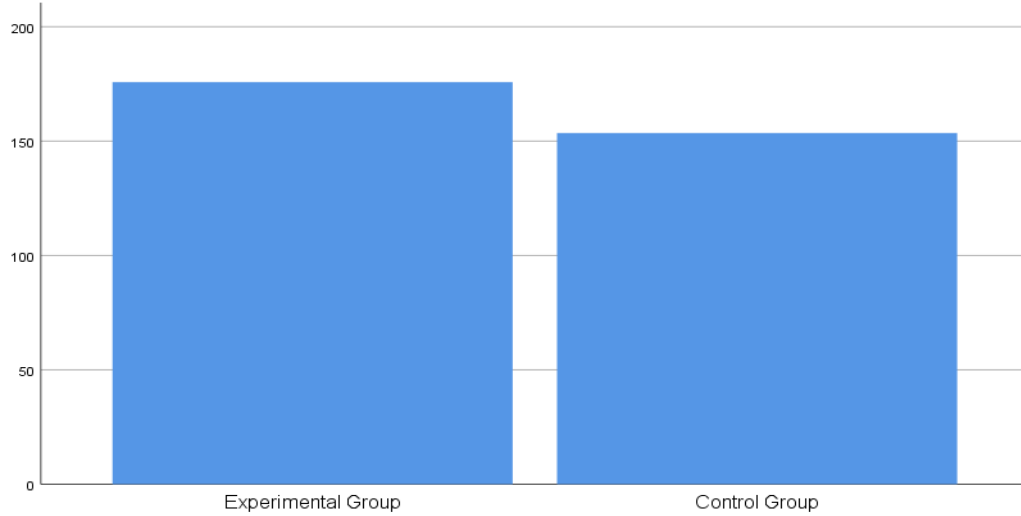
The t-test of PWB Posttest Performances

	Levene's Test		t-test						
	F	Sig.	t	df	Sig.	MD	SED	95% CI	
								L	U
Equal variances assumed	4.736	.236	19.080	38	.000	22.250	1.166	19.889	24.611
Equal variances not assumed			19.080	29.696	.000	22.250	1.166	19.867	24.633

According to Table 14, EG had a more satisfactory performance on PWB posttest in comparison with CG ($p < .05$). Figure 6 demonstrates these results:

Figure 6

PWB Posttest Performances



RQ3: What are the elementary-level EFL learners’ perspectives on communicative-task-based language instruction?

Table 15 shows the extracted codes along with their pertinent themes in the data:

Table 15

Interview Analysis Results

Codes	Themes
Understanding the value of one’s own efforts Gaining confidence in one’s learning skills	Belief in one’s language abilities
Learning language in a purposeful way Establishing working relationships with peers Developing communication skills	Promotion of language learning self-regulation

According to Table 15, the first theme identified was the belief in one’s language abilities. Eight participants said that the communicative language tasks made them aware of their language skills and the importance of their role in task performance. In this regard, participant 5 stated that:

“I was thrilled when I completed the tasks. I knew that I could do whatever our teacher asked me to do.”

Likewise, participant 9 stated that he was able to cast away all of his inhibitions when he performed the relevant tasks. She noted that:

“I did not know that I was very talented at drawing. Our teacher said take your pencil and start drawing.” I tried and it was easy. I was not afraid of drawing anymore. It helped me to learn English.”

In addition, according to Table 15, the second major theme in the interview data for the study was the promotion of language learning self-regulation. Nine of the participants pointed out that engaging in their communicative language tasks helped them determine their objectives and develop communication skills. Regarding this theme, participant 8 noted that:

“Our class made me aware of the importance of my purposes. I am thinking about my goals, and I want to achieve them in the future.”

Moreover, participant 6 highlighted the role of communicative-task-based language learning in her ability to develop harmonious relationships with her peers in the class. She noted that:

“We had to help each other to complete the tasks. It was wonderful. I was a member of a team and helped my classmates. We could do everything by helping each other.”

Discussion

Question one examined the impacts of communicative-task-based language instruction on participants' SE. Based on results, this kind of instruction ameliorated the participants' SE in their classes. The findings corroborate results of Basco and Han (2016), Wilson and Narayan (2016), Lee and Jang (2018), Khajavy et al. (2020), Stranovska and Gadusova (2020), and Yang (2021). These studies stated that EFL learners' engagement in pairing work and communication tasks made them aware of their capabilities and ameliorated their self-confidence.

Wilson and Narayan (2016) pointed out that the use of diverse communicative tasks may have a beneficial impact on language learners' self-acceptance. They say these tasks make learners aware of their abilities and use their inner resources to do their part. Moreover, Stranovska and Gadusova (2020) stated that communicative tasks encourage the learners to take the responsibility to help their group members in task performance and enable them to be more independent in their classes. Lastly, Wallace (2005) pointed out that cooperative learning tasks, including communicative language tasks, are likely to have a positive effect on the learners' self-acceptance. As he explained, these tasks help the learners to understand the value and significance of their efforts and increase their confidence in their abilities.

In light of the above-mentioned discussions, communicative language tasks had an advantageous effect on the participants' SE since they made them cognizant of their inner resources, helped them to develop working relationships with their group members, and made them aware of the value of their endeavors.

Question two scrutinized impacts of communicative-task-based language instruction on participants' PWB. Based on the results, these tasks significantly ameliorated the participants' PWB in their classes. The findings are in line with results of Khumalo et al. (2012), Moradi and Langroudi (2013), Zongbo et al. (2017), Wei et al. (2019), Luan et al. (2020), Teimouri et al. (2020), Villanueva et al. (2020), Fang and Tang (2021), Yurayat and Seechaliao (2021), and Zhao et al. (2021). They indicated that learners' participation in communicative language tasks

had beneficial impacts on their ability to establish harmonious relationships with their peers and teacher and prompted them to use their inner resources in a more confident way.

Villanueva et al. (2020) pointed out that the learners who actively participate in communicative tasks become aware of the importance of teacher and peer support in task performance. As a result, these learners establish working relationships with their group members to ameliorate their task performance and develop rapport with their teachers to take advantage of their feedback. In addition, Zhao et al. (2021) noted that communicative tasks make the learners aware of the importance of plans in their success. According to them, the learners' engagement in these tasks prompts them to develop and implement efficacious plans to achieve their relevant purposes. Finally, Wallace (2005) stated that several learners have negative attitudes towards their capabilities. According to him, in the tasks, learners understand that they can have mastery over their environment by taking advantage of their inner resources.

Therefore, communicative language tasks had a beneficial impact on the participants' PWB since they helped them to develop rapport with their peers and teacher, prompted them to develop and implement plans for achieving their objectives, and made them cognizant of their mastery over their environment.

Lastly, the third research question examined EFL learners' perspectives on communicative-task-based language instruction. Based on results, learners considered these tasks as instruments that promoted their self-regulation. The findings support results of Akbag and Ümmet (2017), Datu and Fong (2018), Datu et al. (2019), De Coninck et al. (2019), Fan and Lu (2020), and Chen and Zhang (2020). These studies showed that communicative tasks helped the learners to rely on their inner resources, including their SE to deal with sources of anxiety in the context of the classroom.

Fan and Lu (2020) pointed out that communicative tasks enable learners to engage in meaningful second language communication and perform various speech acts to achieve real purposes. They argue that simulating real-life situations through these tasks helps learners understand their vital role in achieving the desired outcomes. Additionally, Akbag and Ümmet (2017) noted that involving learners in group work during communicative tasks allows them to benefit from the emotional support of their peers, which can alleviate language learning anxiety. Finally, Wallace (2005) stated that cooperative learning tasks, including communicative language tasks, help learners harness their positive emotions, such as self-efficacy, to autonomously manage stressors in their lives and enhance their mental health.

Consequently, communicative tasks made the participants aware of their abilities and promoted their self-regulation since they improved their meaningful communication, helped them to take advantage of their peers' emotional support, and ameliorated their autonomy in their relevant settings. This heightened awareness and enhanced self-regulation not only fostered a supportive learning environment but also encouraged the learners to engage more deeply with the material. As a result, they developed greater confidence in their language skills, which further contributed to their overall well-being and resilience.

Conclusion

This study examined the effects of communicative-task-based language instruction on EFL learners' SE and PWB. Moreover, it examined these learners' perspectives on the communicative language tasks. The results indicated that task-based language instruction significantly ameliorated the participants' SE and PWB. Furthermore, the findings showed that participants had favorable perspectives on the effect of the relevant tasks on their affective factors.

The study has certain implications. First, it is necessary to redress the current EFL teacher education courses in terms of educators and content. More specifically, it is necessary to re-educate the educators to make them aware of the role of learner factors, including SE and PWB. Most of these educators are predominantly concerned with practical language instruction issues and disregard the discussion of learner factors. Therefore, the courses need to empower educators to include the discussion of various learner factors in their courses. In addition, it is necessary to add two modules to the syllabi of the current teacher education courses. One of these modules has to inform the pre-service and in-service teachers about the various learner factors, including SE and PWB and has to empower the teachers to take advantage of efficacious strategies to ameliorate them in their classes. The second module should familiarize the teachers with a variety of communicative tasks suitable for EFL learners' classes. Some of the teachers may not be familiar with these tasks. As a result, the relevant module has to empower the teachers to adapt the pertinent tasks to the learners' needs in their classes.

Moreover, it can be stated that EFL syllabus designers need to revise the present teacher manuals by adding a learner factor part to them. Most of these manuals have been specifically developed to facilitate teachers' instruction of a certain set of EFL materials. Nonetheless, they disregard the learner factors. Furthermore, EFL syllabus designers have to include effective communicative tasks, including the tasks of the present study, in the textbooks of EFL learners to ameliorate their mental well-being in their relevant settings. Additionally, it can be argued that EFL teachers have to develop a complete understanding of diverse learner factors and communicative tasks. To this end, they can use findings of the pertinent studies. In addition, they need to take advantage of their more experienced peers' and supervisors' feedback and guidance. Lastly, they can take part in diverse national and international events such as conferences, webinars, and education courses that provide them with adequate information on various learner factors and communicative tasks.

This study had certain limitations owing to the lack of random participant selection. Furthermore, the study was unable to ascertain the degree to which the participants' personal characteristics, such as their language background, influenced the results. Furthermore, the researchers delimited the study by focusing on elementary-level language learners and by examining their SE and PWB without dealing with their other affective factors. There is a need to address these issues. To this end, future studies need to select their participants from different age groups, proficiency levels, and language backgrounds. In addition, they need to determine the impact of different communicative tasks on EFL learners' various affective factors, such as grit, motivation, and anxiety. Lastly, the future studies need to be carried out in various academic settings and contexts.

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