

## Employing EVT Perspectives in Blended TBLT Among ESL Learners

Noor Farahhein Johari, Universiti Malaysia Perlis

MASTURAH SABRI<sup>1</sup>

<sup>1</sup>Universiti Malaysia Perlis (UniMAP)

### Aim and Research Questions:

This study aims to investigate the motivational dynamics influencing student engagement in blended Task-Based Language Teaching (TBLT) environments within the context of ESL education post-COVID-19. Specifically, the research seeks to address the following questions: How do expectancy and value beliefs shape ESL learners' motivation in blended TBLT settings? What are the key motivational determinants influencing students' willingness to communicate and overall learning experience?

### Theoretical Framework/Area of Investigation:

The research adopts the Expectancy-Value Theory (EVT) as the theoretical framework, emphasizing the significance of expectancy belief, attainment value, intrinsic value, utility value, and cost effort in shaping student motivation (Eccles & Wigfield, 2020; Galla et al., 2018). EVT provides a comprehensive lens to examine the complex interplay of motivational factors influencing ESL learners' engagement in blended TBLT environments.

### Methodological Design:

A quantitative methodology uses structured motivational surveys to collect data on EVT constructs. These surveys are meticulously designed and adapted to ensure conceptual integrity and relevance to English language learning. Confirmatory factor analysis (CFA) is conducted to validate the applicability of EVT to the study context, with rigorous assessments of reliability and validity measures.

### (Expected) Findings and Conclusions:

The analysis is anticipated to reveal insights into the motivational determinants of ESL learners' engagement and educational outcomes in blended TBLT environments. Expectancy beliefs are expected to emerge as critical factors, influencing students' willingness to embrace communicative tasks. Additionally, intrinsic and utility values are predicted to impact student engagement and learning experiences significantly. The findings will inform educators and practitioners of the importance of aligning TBLT approaches with learners' motivational profiles to optimize ESL education in blended learning contexts.

### References

- Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61. <https://doi.org/10.1016/j.cedpsych.2020.101859>
- Galla, B. M., Amemiya, J., & Wang, M. Te. (2018). Using expectancy-value theory to understand academic self-control. *Learning and Instruction*, 58. <https://doi.org/10.1016/j.learninstruc.2018.04.004>