**Supplementary material**

**Appendix A**

**English Lecturing Test**

Study the following section on “the role of culture in language learning”. As you can see, some information is marked in red as a sign of importance.

* Understanding culture allows you to give the right meaning to each word, in the larger context, because you'll be able to think in the foreign language. By understanding cultural differences while learning a language, you'll find new ways to express these things. Culture is essential when studying languages.
* When it comes to language acquisition, phrases, idioms and unique cultural concepts are known to be difficult to translate as they often don’t exist in some languages.
* Culturally-based teaching practice connects language to its natural counterpart. That is, culture raises motivation and develops intercultural competence in learners, enabling them to appropriately interpret and understand culture-based behaviors.

As you can see, some information is marked in red as a sign of importance. Now, prepare and record a lecture on “the role of culture in language learning” with the information presented here.

**Appendix B**

**Task Engagement Questionnaire**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| **Never** |  | **Sometimes** |  | **Always** |

**Behavioral engagement**

I tried to do more than what was necessary to do the task well.

I did my best to stay focused and avoid distraction.

I spent as much time as necessary to complete the task.

I worked as hard as I could to complete the task.

I tried to actively engage myself in the task.

**Emotional engagement**

Doing the task was fun.

I felt interested when doing the task.

Doing the task aroused my curiosity.

I felt enjoyable when doing the task.

I felt enthusiastic when doing the task.

**Cognitive engagement**

During the task, I tried to explain the key concepts in my own words.

During the task, I tried to summarize it in my own words.

During the task, I tried to connect the ideas in the task with what I already know.

When doing the task, I tried to generate examples to help me understand them better.

During the task, I repeated the contents and asked myself questions about them.

**Agentic engagement**

During the task, I let my teacher know what I needed and wanted.

During the task, I let my teacher know what I was interested in.

During the task, I expressed my preferences and opinions.

During the task, I asked the teacher questions to help me learn.

During the task, when I needed something, I asked the teacher for it.

**Social engagement**

I asked the teacher to help me do the tasks.

I asked the other students to help me do the tasks.

It was important for me to communicate with the teacher while doing the tasks.

It was important for me to communicate with the other students while doing the tasks.

To make sure I did the exercises correctly, I asked the teacher to give feedback.

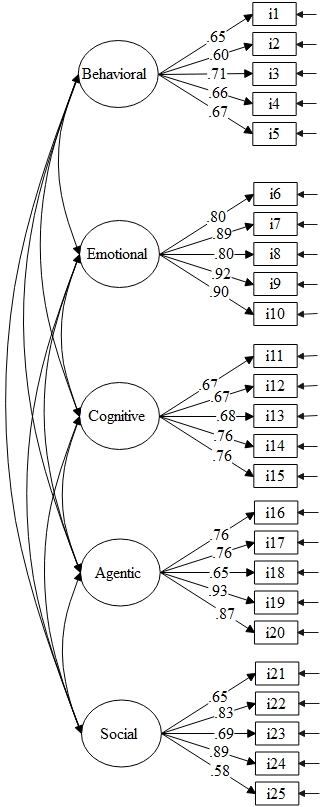
**Appendix C**

To ensure the comparability of learners before the study, we used a task engagement questionnaire, along with the OOPT and English lecturing test, to measure their engagement. This helped us interpret any post-intervention changes as the result of the intervention and not pre-intervention differences in their task engagement. Since there were no task engagement measures that covered all aspects of task engagement, including behavioral, cognitive, emotional, agentic, and social, Zare and Derakhshan (2024) adapted the existing ones into one by taking items from different questionnaires, pooling them, pilot-testing, and computing its reliability coefficient. We gathered relevant items from Aubrey et al. (2022), Nakamura et al. (2021), and Reeve (2013), translated them into Persian, and conducted a pilot test, using Exploratory Factor Analysis (EFA) with the Statistical Package for the Social Sciences (SPSS) (Version 26). This resulted in 34 items, which we analyzed further through Principal Components Analysis (PCA), using varimax rotation. The KMO value of 0.879 indicated that the data was suitable for factor analysis. The results of EFA showed a significant Bartlett's test of sphericity (χ2 (300) = 2025.895, p = 0.000 < .001). Based on the scree plot and eigenvalues > 1, we identified five factors that explained 72.352% of the variance in the data: agentic (18.817%), behavioral (15.583%), cognitive (15.511%), cognitive (14.791%), and social (7.650%). The final questionnaire consisted of 25 items in Persian that measured learners’ overall task engagement on a five-point Likert scale. Each factor, i.e., behavioral, cognitive, emotional, agentic, and social, had five items in the questionnaire (See Appendix B). The Cronbach alpha reliability of the adapted questionnaire was computed as α = 0.81. The factor structure of the questionnaire was validated through confirmatory factor analysis (CFA) using IBM SPSS AMOS v24 (See Tables 1-2 and Figure 1) (Zare & Derakhshan, 2024). Table 1 presents both the standardized and unstandardized estimates for the CFA model.

**Table 1.** Estimates of the CFA model

|  | | | Unstandardized |  |  |  | Standardized |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Estimate | S.E. | C.R. | P | Label |
| i1 | <--- | Behavioral | 1.000 |  |  |  | .709 |
| i2 | <--- | Behavioral | .961 | .065 | 14.857 | \*\*\* | .724 |
| i3 | <--- | Behavioral | 1.102 | .066 | 16.738 | \*\*\* | .822 |
| i4 | <--- | Behavioral | 1.087 | .064 | 16.952 | \*\*\* | .833 |
| i5 | <--- | Behavioral | 1.129 | .070 | 16.050 | \*\*\* | .785 |
| i11 | <--- | Cognitive | 1.000 |  |  |  | .731 |
| i12 | <--- | Cognitive | .988 | .058 | 17.044 | \*\*\* | .684 |
| i13 | <--- | Cognitive | 1.020 | .072 | 14.114 | \*\*\* | .725 |
| i14 | <--- | Cognitive | 1.163 | .086 | 13.465 | \*\*\* | .749 |
| i15 | <--- | Cognitive | 1.190 | .084 | 14.162 | \*\*\* | .747 |
| i6 | <--- | Emotional | 1.000 |  |  |  | .736 |
| i7 | <--- | Emotional | 1.210 | .055 | 22.084 | \*\*\* | .855 |
| i8 | <--- | Emotional | 1.197 | .065 | 18.470 | \*\*\* | .833 |
| i9 | <--- | Emotional | 1.322 | .065 | 20.378 | \*\*\* | .916 |
| i10 | <--- | Emotional | 1.314 | .066 | 19.842 | \*\*\* | .891 |
| i16 | <--- | Agentic | 1.000 |  |  |  | .843 |
| i17 | <--- | Agentic | .854 | .066 | 12.996 | \*\*\* | .697 |
| i18 | <--- | Agentic | .797 | .056 | 14.267 | \*\*\* | .671 |
| i19 | <--- | Agentic | .947 | .058 | 16.242 | \*\*\* | .784 |
| i20 | <--- | Agentic | .913 | .062 | 14.725 | \*\*\* | .732 |
| i21 | <--- | Social | 1.000 |  |  |  | .716 |
| i22 | <--- | Social | 1.241 | .077 | 16.020 | \*\*\* | .808 |
| i23 | <--- | Social | 1.016 | .069 | 14.779 | \*\*\* | .704 |
| i24 | <--- | Social | 1.227 | .072 | 16.955 | \*\*\* | .809 |
| i25 | <--- | Social | 1.084 | .074 | 14.686 | \*\*\* | .742 |

Table 1 indicates that all of the items had substantial standardized and unstandardized estimates (with loadings greater than 0.5), as recommended by Kline (2016). Figure 1 displays the CFA model and Table 2 presents fit indices for the factor structure of the questionnaire.



**Figure 1.** The CFA model

**Table 2.** CFA model fit statistics for task engagement questionnaire

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Scale | ꭓ2 | df | P | CFI | TLI | RMSEA | SRMR |
| Task Engagement Questionnaire | 578.769 | 265 | .000 | .933 | .924 | .059 | .041 |

Table 2 displays acceptable to excellent model fit, as indicated by CFI (.933 ≥ 0.90), TLI (.924 ≥ 0.90), and RMSEA (.059 ≤ 0.08), following Kline’s (2016) suggestions. Table 3 displays the results of calculating composite reliability, convergent validity, and discriminant validity for each factor according to the Fornell-Larcker Criterion.

***Table 3.*** Composite reliability, convergent, and discriminant validity

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Factors | CR | AVE | Fornell-Larcker Criterion | | | | |
|  |  |  | Social | Behavioral | Cognitive | Emotional | Agentic |
| Social | 0.870 | 0.573 | **0.757** |  |  |  |  |
| Behavioral | 0.883 | 0.603 | 0.266 | **0.776** |  |  |  |
| Cognitive | 0.849 | 0.529 | 0.302 | 0.668 | **0.728** |  |  |
| Emotional | 0.927 | 0.720 | 0.239 | 0.585 | 0.561 | **0.848** |  |
| Agentic | 0.863 | 0.559 | 0.313 | 0.395 | 0.510 | 0.493 | **0.748** |

Based on Table 3, it can be concluded that all factors had CR indices greater than 0.70, indicating that the composite reliability was acceptable. Additionally, the AVE for each factor was above 0.50, indicating a satisfactory level of convergent validity, as per Hair et al. (2019). Furthermore, the Square Root of AVE for each factor exceeded the inter-construct correlations, indicating the satisfactory discriminant validity index for each factor, according to Fornell and Larcker (1981).

**Appendix D**

**DDL Form-focused Task**

1. **Listen to the following short lecture and answer the following questions.**

(THE AUDIO LECTURE)

What does culture shock mean?

How do people feel during “[transition](javascript:void(0)) period”?

How does people’s preference change in the integration stage?

1. **Now study the following section carefully. As you can see, there are some expressions here (e.g., *the point is*, *that’s the main point*) that are used to indicate importance of content. Pay attention to their use and placement before or after the important content.**

|  |  |  |
| --- | --- | --- |
| and there are three | points | that I want to make in answering that question … |
| my second | point | of the three that I want to make here is … |
| the third | point | that I want to make about the E-U is that … |
| I think that the first | point | we need to make is that … |
| I want to make three | points | about those national peculiarities … |
| … so that's the key | point | I think but the interesting issue in the debate is … |
| I mean it's a good | point | I just want to ask here and again I'm not trying to … |
| and the | point | is that because of this ... |
| I think the key | point | about Thompson is his rejection of structuralism |
| and it stems partly from the first | point | I raised at the beginning of the lecture |
| my final | point | this morning concerns … |
| … this is a vital | point |  |
| but some very significant | points | in the design of … |
| … so that’s the main | point | for today’s lecture |
| … that's our main | point | Here |
| we missed a crucial | point | in this slide … |
| … so that’s the basic | point | that is really all there is |
| the first | point | to bear in mind is … |

**Notification: For example, when using “*the point is*”, the important content goes after it, whereas when using ‘*that’s the main point*’, the important content goes before it.**

**3. Now study the following section carefully. This section provides you with some information on anxiety-reducing strategies.**

# Anxiety-reducing strategies: language learners can employ a variety of strategies to mitigate their classroom anxiety and improve their language performance.

* **Attack negative thoughts:** One of the most effective language learners to help them to deal with anxiety is to attack their negative thoughts. Many anxious students actually provoke their anxiety by setting unreasonable standards for their performance. They should focus less on what they are doing wrong and more on what they are doing right.
* **Create opportunities to discuss anxiety**: Many students find it tremendously helpful to know that their teacher acknowledges the reality of their anxiety. Anxious students almost always benefit from finding out that they are not alone in their struggles. Therefore, students are encouraged to discuss language anxiety openly with their teacher and classmates.
* Collaborative learning – Join a [motivational language learning group](https://www.facebook.com/groups/languagelj/) or take part in a [challenge](https://www.facebook.com/groups/LLAProgram/) to push the boundaries, but in an environment that is supportive and can hold you accountable.
* **List your achievements in a** [**journal**](http://languagelearnersjournal.com/2017/02/21/10-ways-to-use-a-bullet-journal-to-aid-language-learning/) **or** [**interactive notebook**](http://languagelearnersjournal.com/2018/05/06/creating-an-interactive-language-learning-notebook/) **and read them when you need a boost.**

**4. As you can see, some of the parts are marked in red as a sign of importance. Now, prepare and record a lecture on the topic with the information presented here.**

**Appendix E**

**Non-DDL form-focused task**

1. **Listen to the following lecture and answer the following questions.**

(THE AUDIO LECTURE)

What does culture shock mean?

How do people feel during “[transition](javascript:void(0)) period”?

How does people’s preference change in the integration stage?

1. **Now study the following part carefully and note how the expressions in red are used to indicate importance of content. Pay attention to their order and the important content before or after them.**

(TRANSCRIPT OF THE LECTURE) Today I'd like to talk about culture shock. Many students are confused by the real meaning of the term “culture shock”. In essence, culture shock is the feeling of [anxiousness](javascript:void(0)) and confusion caused when a person tries to [adapt](javascript:void(0)) to a new environment. That’s the first point to bear in mind. Culture shock also involves a physical and psychological reaction to a new environment. When you live in a new country, it is common to feel sad, lonely, or [disoriented](javascript:void(0)). You might have difficulty sleeping.

Culture shock has two stages. The first stage is called the “honeymoon period”. Just like the holiday that newlyweds take after marriage, you might feel very happy and excited when you arrive in a new country. This happy period can last a short time or it may last for months or even years.

The second stage of culture shock is often called the “[transition](javascript:void(0)) period”. The point is that during this period of time you may begin to feel [frustrated](javascript:void(0)), get angry or sad. People start to think about how easy life was at home. The third stage is the integration stage and you'll finally become comfortable with the new culture and the new environment. In essence, you might actually start to prefer some parts of the new culture to parts of your own culture.

Keep in mind that people experience culture shock in many different ways. Each person adapts to new environments differently and each stage of culture shock can last for varying periods of time. Before you travel to another country, it might be helpful to do some research on culture shock, so that you will be mentally prepared for the emotional and physical reactions that you may have. More importantly, it may help you to understand the behavior of the other travelers around you.

Some of these expressions are in essence, *the point is, keep in mind, more importantly, and* that’s the first point to bear in mind. They highlight the importance of information.

**Notification: Importance markers such as “*that’s the first point to bear in mind*” come after the important information, whereas expressions of importance such as “*keep in mind that*”, “*the point is*”, and “*in essence*” come before the important information.**

**3. Now study the following section carefully. This section provides you with some information on anxiety-reducing strategies.**

# Anxiety-reducing strategies: language learners can employ a variety of strategies to mitigate their classroom anxiety and improve their language performance.

* **Attack negative thoughts:** One of the most effective language learners to help them to deal with anxiety is to attack their negative thoughts. Many anxious students actually provoke their anxiety by setting unreasonable standards for their performance. They should focus less on what they are doing wrong and more on what they are doing right.
* **Create opportunities to discuss anxiety**: Many students find it tremendously helpful to know that their teacher acknowledges the reality of their anxiety. Anxious students almost always benefit from finding out that they are not alone in their struggles. Therefore, students are encouraged to discuss language anxiety openly with their teacher and classmates.
* Collaborative learning – Join a [motivational language learning group](https://www.facebook.com/groups/languagelj/) or take part in a [challenge](https://www.facebook.com/groups/LLAProgram/) to push the boundaries, but in an environment that is supportive and can hold you accountable.
* **List your achievements in a** [**journal**](http://languagelearnersjournal.com/2017/02/21/10-ways-to-use-a-bullet-journal-to-aid-language-learning/) **or** [**interactive notebook**](http://languagelearnersjournal.com/2018/05/06/creating-an-interactive-language-learning-notebook/) **and read them when you need a boost.**

**4. As you can see, some of the parts are marked in red as a sign of importance. Now, prepare and record a lecture on the topic with the information presented here.**

**Appendix F**

**Excerpts and Analysis**

1. *At first, I didn’t know what the tasks were and didn’t feel much like doing them. But later when I realized what interesting English phrases I could learn from the activities I became motivated and did the rest of the tasks with energy and excitement* (Mia, a 22-year-old English learner)*.*

As the first excerpt shows, Mia’s motivation for completing the tasks soared when she realized their value in learning practical phrases, reflecting the Self-Determination Theory’s (SDT) principles of autonomy, competence, and relevance. The SDT posits that individuals are more motivated to undertake activities when they comprehend their relevance, find them advantageous to their competence, and have a sense of autonomy. Mia’s excitement and energy in completing the tasks also reflect the element of competence. The realization that she could master useful phrases likely increased her sense of competence in using the English language, which in turn, boosted her motivation (Ryan & Deci, 2000). The motivational surge experienced by Mia upon grasping the value contained within the tasks stresses the significance of clear communication of objectives and outcomes to students in educational settings. That is, when learners understand not only what they are doing but also why they are doing it, they can find personal meaning and intrinsic motivation that fuels their engagement.

1. *I think what I found interesting about the tasks was that I learned things that I had never learned before. For instance, I learned to use “the thing is” or “the point is”. So simple but useful. These were new to me* (Olivia, a 20-year-old English learner)*.*

As the second excerpt indicates, the insight offered by Olivia’s encounter with simple yet practical phrases like “the thing is” or “the point is” highlights the discovery of naturally occurring language that can often be overlooked in conventional structured learning environments. These items are “unteachable” (Johns, 1991, p. 28) in the sense that they do not arise out of a planned curriculum but rather from an interaction with real language use. The interest Olivia expresses upon learning these phrases is likely because the proposed tasks illuminate the gaps between the language taught in educational settings and the language used in the real world.

1. *Doing the tasks raised my curiosity and interest. There was a problem that needed to be solved. And the clue was in the task itself. So, I just needed to focus. When going back and forth in the task, I felt I was getting closer to the answer. So, this way my curiosity and interest to do the task increased* (Ava, a 20-year-old English learner)*.*

Ava’s reflection suggests that each task featured a problem-solving scenario with a clue inherent in the task that needed to be unraveled. Ava’s iterative process of ‘going back and forth’ as she worked through the tasks seems to have provided her with a sense of progress, further promoting her curiosity and engagement. Additionally, the information-gap design of the tasks, where learners knew that there was something they did not know but could potentially learn through sustained effort and attention, created a compelling cognitive tension that propelled them to resolve the discrepancy between what they knew and what they could discover, thereby deepening their engagement in the task.

1. *The tasks were both interesting and challenging. They also helped me make more progress in English. They seemed difficult and challenging at first. But when I got to know how to do it, it became easier and more interesting* (Kate, a 21-year-old English learner)*.*

Kate’s narrative underscores the dynamic and fluid nature of engagement in language learning (Hiver et al., 2021). Challenges that initially seem impossible to surmount can, after learners acquire the necessary skills, transform into sources of deep interest and engagement. This transformative experience is reflected in the theory of ‘flow’ (Csikszentmihalyi, 1990), where the balance between challenge and skill level leads to an optimal experience of deep involvement and enjoyment. Furthermore, the dual quality of the tasks — interesting and challenging — suggests that they were well-designed to maintain student engagement. As learners like Kate grew to understand the approach required by the tasks, what appeared difficult at first became a source for engagement through achievement and learning.

1. *Completing each task was exciting because it was like exploring, you know. It was like doing something new or discovering something* (Charlotte, a 19-year-old English learner)*.*

As the fifth excerpt suggests, Charlotte’s experience with the tasks encapsulates the essence of discovery learning. The excitement she expresses is typical of learners who find themselves in situations where they are not just passive recipients of information, but active participants in the construction of knowledge. Charlotte’s reflection suggests that the tasks were well-designed to provoke intellectual curiosity and stimulate a discovery-based learning approach. This resonates with the idea that learners are more likely to be engaged when they find out the answers for themselves, rather than being told. This is mainly because learners comprehend better what they discover themselves rather than what they are told (Ellis, 2003).

1. *Doing the tasks helped me concentrate more. I couldn’t miss a thing in them. It was like the pieces of a puzzle. So, I had to concentrate and think more about what each piece had to do to make the whole picture* (Molly, a 21-year-old English learner)*.*

Molly’s reflection highlights the importance of concentration as a foundational element of cognitive processing. The metaphor she employs, comparing task engagement to assembling a puzzle, encapsulates the high level of focus and cognitive engagement required for completing the tasks. Her assertion that she “couldn’t miss a thing” signals the meticulous attention to detail that these tasks demand, fostering an environment that requires undivided attention and thus engagement. It also reflects an understanding that language learning is holistic and each element, or ‘piece’, is essential to grasp the ‘whole picture’.

1. *It helped me learn better. I think things that I learn this way stay longer in my mind. I think it was because I learned them by myself. So, in a sense, not only did I learn new things about English, but also I became a better English learner* (Rose, a 20-year-old English learner)*.*

Rose’s insights highlight the theme of autonomy in language learning, which is crucial for sustainable language acquisition. The sentiment ‘I learned them by myself’ emphasizes the value of personal responsibility in the learning process. It embraces the idea that when learners are given the power to take charge of their learning, they often gain a deeper understanding of the material. It is also in keeping with the SDT theory which assumes autonomy as a key component to enhance motivation and engagement in a task. Her reflection also implies that through autonomous learning, not only does she acquire language skills, but she also becomes a ‘better English learner.’ Rose’s statement also aligns with the constructivist approach, where active engagement and construction of knowledge lead to more meaningful learning (Vygotsky, 1978). Rose’s experience with the tasks encapsulates a transformative aspect of the tasks that goes beyond the acquisition of language itself. It cultivates the development of independent learning skills that students can use throughout their language learning journey, hence becoming more effective learners in general.