

Task-Based Instruction and ELL Student Motivation: An Action Research Study

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This action research study describes the influence of task-based instruction on English Language Learners' (ELL) motivation in a seventh grade inclusion classroom. This research study was grounded in a theoretical framework that included inclusion education, an understanding of ELLs, task-based instruction (Willis, 1996), and the ARCS Model of Motivation (Keller, 2008). This action research study employed a convergent parallel mixed methods design to explore the following research question: What is the influence of task-based instruction on ELL student motivation in a grade seven English Language Arts (ELA) inclusion classroom? The participants in this study included 5 ELLs and 10 Native English Speakers (NES). The data collection methods were focus groups, field observations, student work documents, and student exit ticket surveys. Quantitative data was analyzed using descriptive statistics. Qualitative data was analyzed through a priori and emergent codes. Data analysis and discussion was grounded in the four dimensions of motivation as defined by Keller's ARCS Model: attention, relevance, confidence, and satisfaction. This study also employed a phenomenological qualitative design to explore a second research question: How does co-teaching that implements a task-based instruction model in an inclusion classroom affect teachers? The participants were 2 ELA teachers; the methods of data collection were a research journal, observation-discussion protocol conversations, and an end of study reflection. This qualitative data was analyzed through emergent codes. The results of this study suggested that task-based instruction had the greatest positive influence on ELL students' attention and relevance, a moderate positive influence on ELL students' satisfaction, and the least influence on ELL students' confidence. The findings

also suggested that co-teaching using a task-based instruction model provided insight into collaboration, with implications for the classroom, and an appreciation for peer observation-discussion protocols.