

Task-Based Instruction Impact on Reading and Writing Outcomes of EFL Saudi University Students

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Abstract

This study examines the impact of Task-Based Instruction (TBI) on the writing and reading proficiency of Saudi university students learning English as a Foreign Language (EFL). The research employed qualitative methods, utilizing feedback forms and face-to-face interviews to collect data. A sample of approximately 50 first-year EFL students, selected unintentionally, participated in the investigation. Findings revealed that TBI significantly enhances students' writing and reading skills by fostering independent problem-solving abilities and boosting overall language competence. Moreover, the study highlights that incorporating TBI strategies into teaching not only sharpens linguistic abilities but also encourages students to engage with innovative and effective learning activities. These strategies promote mindfulness about meaningful techniques, thereby enriching the learning experience. This research underscores the importance of TBI as an educational tool for improving EFL outcomes and suggests its broader application in similar learning contexts to maximize student potential.

Keywords: Task-Based Instruction, EFL, Saudi students, writing, reading

1. Introduction

The process of mastering the English language entails a comprehensive understanding of its vocabulary, syntax, phonetics, and the four foundational language skills: speaking, listening, reading, and writing. As highlighted by Abu Shawish (2009) and Nisreen (2016), writing plays a pivotal role in communication, acting as a vital channel between the author and the audience. It enables the conveyance of knowledge, ideas, and emotions while requiring a sophisticated blend of cognitive and linguistic abilities. Writing is often misconceived as a straightforward skill, but in reality, it is a complex endeavor that demands significant effort, particularly in comparison to other language skills.

The importance of writing in language learning cannot be overstated. According to Wolff (2009), collaborative learning environments that engage both EFL students and teachers are essential for assessing English reading and writing skills, which are fundamental aptitudes in the language acquisition process. Over the past two decades, language teaching and learning methodologies have undergone significant transformations. Chastain (1988) categorizes Task-Based Instruction (TBI) under the umbrella of Communicative Language Teaching (CLT), emphasizing the equal prioritization of all four language skills. TBI encourages active student participation in instructional activities that enhance their understanding and practical application of language.

Nisreen (2016) and Al-Ghamari (2004) underscore the importance of integrating writing with other language skills such as vocabulary, pronunciation, reading, listening, and speaking. This integrated approach yields better language learning outcomes by creating a more holistic and interconnected learning experience. The Macmillan Encyclopedia (1986) offers a pragmatic definition of writing as the representation of spoken language through signs or codes, serving as a tactile and ceremonial manifestation of human communication. Nisreen (2016) further characterizes writing as a logical and structured communication event.

Historically, language research in the 20th century focused predominantly on spoken language, as noted by Raimes (1983), Freedman et al. (1983), and Nisreen (2016). Linguists from DeSaussure to Chomsky largely overlooked the written form, resulting in its marginalization in language instruction. However, writing's unique ability to transcend spatial and temporal barriers underscores its indispensable role in communication. Writing allows individuals to share information with audiences they cannot directly interact with, making it a powerful tool for knowledge dissemination and self-expression.

For EFL learners, writing serves as a critical skill that facilitates the application of language knowledge. It enables students to explore vocabulary, idiomatic expressions, and grammatical patterns in innovative ways. Writing tasks encourage learners to deviate from rote memorization, take creative risks, and engage deeply with the language. As students write, they become immersed in the process, combining physical, cognitive, and linguistic efforts. This engagement promotes learning by fostering focus and creativity, as students continually discover new ideas and refine their expression.

Research by Friedrich (2008) and Tang (2012) highlights the multifaceted nature of writing in a second language (L2). Writing outcomes are influenced by various elements, including the learner's insight, cultural context, and linguistic background. According to Li (2008) and Myles (2002), L2 writing requires learners to synthesize knowledge and apply it meaningfully, reflecting both their cognitive abilities and linguistic proficiency. Allen & Katayama (2016) and Hyland (2004) further emphasize the importance of individuality in L2 writing, as it allows learners to convey their unique perspectives and cultural identities. Cox, Jordan, Ortmeier-Hooper, & Gray (2010) and Riyanti (2015) observe that L2 writing often integrates the learner's personal experiences and social contexts, enhancing the richness and authenticity of their work.

Despite its importance, writing remains a significant challenge for many EFL learners, including students in Saudi Arabia. College of Business Administration students, for example, often struggle with writing tasks due to a lack of coherence and clarity in their work. Disconnected sentences and poorly structured paragraphs hinder the logical flow of ideas, making effective communication difficult. These challenges underscore the need for targeted interventions to improve students' writing skills.

The rationale for this study is rooted in the necessity to address the reading and writing challenges faced by EFL students in Saudi Arabia. The researcher aims to explore the impact of Task-Based Instruction (TBI) on the reading and writing outcomes of EFL learners, particularly those at the College of Business Administration. TBI offers a promising approach to enhance students' linguistic competence by integrating meaningful tasks that reflect real-world communication scenarios.

This study has significant implications for both students and educators. By identifying effective strategies to improve reading and writing skills, it seeks to enhance the overall quality of EFL education in Saudi universities. The research also aims to provide practical insights into addressing common challenges faced by students, such as poor paragraph organization and limited vocabulary. Furthermore, it aspires to inspire future researchers to explore similar topics, contributing to a growing body of literature on EFL education in Saudi Arabia.

High standards in reading and writing require students to engage in a variety of tasks, including essays, reports, and thesis writing. This study seeks to identify the primary challenges students face in these areas and propose practical solutions to overcome them. By emphasizing the role of TBI in fostering linguistic and cognitive development, the research highlights the potential of this approach to transform EFL education in Saudi Arabia.

In conclusion, this study aims to bridge the gap in existing research by focusing on the intersection of reading and writing challenges and their solutions in the context of Saudi EFL learners. It seeks to enhance the understanding of TBI's effectiveness in improving reading and writing outcomes, providing valuable insights for educators, students, and policymakers. Therefore, this research article aims to answer the following questions:

1. How does Task-Based Instruction (TBI) influence the reading outcomes of EFL Saudi university students?
2. How does TBI impact the writing skills of EFL Saudi university students?
3. What are the primary challenges faced by Saudi EFL learners in reading and writing, and how can TBI address these challenges?

2. Literature Review

Yang (1995) and Cook (2000) define a task as an integral part of classroom performance that engages learners in understanding, handling, creating, or performing collaboratively in the target language. The primary goal of such tasks is to facilitate communication and convey meaning rather than merely focus on linguistic structure. Nunan (2006) further describes tasks as pedagogical tools aimed at achieving specific learning outcomes.

Task-Based Instruction (TBI) emphasizes the importance of instructors carefully managing different types of task requirements and providing scaffolding to facilitate language acquisition. For English as a Foreign Language (EFL) learners, becoming familiar with these practices can result in improved learning outcomes. Jeon and Hahn (2006) observed that the increasing emphasis on communicative competence over the past two decades, due to the widespread adoption of the Communicative Language Teaching (CLT) strategy, has placed considerable pressure on students.

TBI has emerged as a widely used approach in second language acquisition, enhancing curriculum design with procedure-oriented and communicative tasks that help learners use the language in real-world scenarios. Task-Based Instruction (TBI) builds on the idea that practical knowledge acquisition can yield concrete evidence of learning outcomes. It also addresses limitations in traditional Presentation, Practice, and Production (PPP) methods. Scholars like Long and Crookes (1991) and Ellis (1999, 2003) have highlighted the theoretical foundation of TBI, rooted in the concepts of engagement and communication. Cheng-ju affirms that the current focus on tasks is an extension of the communicative approach to language teaching.

TBI is a cornerstone of contemporary communicative language teaching. Curricula often incorporate tasks as key learning milestones, recognizing their role in enhancing communicative proficiency. According to Kassim, Rehman, and Price (2018), task engagement fosters interactive language practice for EFL students. Research suggests that the type of engagement promoted through tasks significantly influences learning outcomes. Psychological theories indicate that learners tend to prioritize the value of linguistic form during task performance (Tabari, 2016). Kassim et al. (2018) found that specific task types encourage cognitive processes that improve reading comprehension. Repetition of tasks, for example, has been shown to enhance cognitive abilities related to language learning and practical application.

Classroom tasks can significantly impact students' performance. EFL learners often find reading and writing to be monotonous and disengaging, frequently avoiding participation in related activities. This reluctance stems from various factors, including inadequate reading and writing skills in their first language (L1), which hinders their ability to achieve proficiency in a foreign language (FL). Traditional reading-writing methodologies, such as comprehension exercises or conventional writing tasks, are often perceived as tedious. Learners may rely excessively on dictionaries, causing delays and diminishing motivation. Consequently, instructors must offer diverse strategies and task-based approaches to address these challenges. Integrating task-based methods into reading and writing instruction could provide a viable solution by making these skills more engaging and relevant.

Reading and writing are essential yet challenging skills for EFL learners. Various factors contribute to students' struggles, including a lack of foundational reading skills in their L1, tedious teaching methodologies, and limited exposure to engaging learning materials. Effective task-based strategies could help students overcome these barriers. For instance, task-based reading and writing approaches have been applied at Prince Sattam University's College of Science and Humanities to explore their potential impact on learners. These methods aim to improve reading and writing skills by emphasizing interactive, meaningful tasks tailored to students' needs.

Theoretical and practical implications of task-based instruction underscore its importance. While extensive research exists on TBI pedagogy (Willis & Skehan, 1998) and writing-reading instruction (Horowitz, 1986; Wolff, 2000), studies specifically examining TBI's impact on these skills remain limited. Evaluating whether TBI can effectively enhance EFL learners' reading and writing skills is crucial for identifying best practices. Although many institutions worldwide are adopting TBI, educators and students still express concerns about its practical outcomes. However, evidence suggests that task-based approaches significantly influence EFL learners' writing and reading performance, providing a flexible and effective framework for skill development (Willis, 1996; Skehan, 1998; Bygate et al., 2000).

Task-Based Instruction (TBI) has gained recognition as an effective classroom methodology. Advocates argue that well-designed instructional tasks foster language acquisition by encouraging collaborative learning. TBI's emphasis on communicative tasks helps learners develop grammar and other language skills without relying on traditional grammar-focused curricula. Pedagogical tasks, such as comparing differences between two images, may not mirror real-life scenarios but still contribute significantly to language development by encouraging interpersonal communication. Real-world tasks, on the other hand, focus on practical language applications, such as conducting a job interview through role play (Richards, 2006).

Defining what constitutes a task remains a subject of debate. However, tasks generally involve using existing language resources, focusing on meaning, and engaging in interaction. They can be categorized into pedagogical tasks, designed for classroom settings, and real-world tasks, which simulate practical language use. Both types play crucial roles in language learning, with pedagogical tasks providing controlled practice and real-world tasks fostering language application.

Reading is a fundamental skill in language learning, requiring deliberate effort and practice. Unlike speaking and listening, reading does not occur naturally and must be taught explicitly. Text materials such as journals and periodicals offer opportunities to enhance language proficiency. Reading comprehension involves decoding text and constructing meaning, a process supported by task repetition, which improves accuracy and fluency (Van de Guchte et al., 2017). Effective reading instruction must address diverse learner needs, focusing on both cognitive and linguistic aspects.

Many EFL learners face challenges in reading comprehension due to limited proficiency, slower reading speeds, and reduced understanding compared to reading in their native language. Word-level skills, prior knowledge, and comprehension strategies are essential for constructing meaning. Classroom instruction should incorporate tasks that encourage active engagement with texts, helping students develop the cognitive skills needed for effective reading.

Tasks and exercises differ significantly in their instructional focus. Exercises involve structured practice of specific language components, such as drills or comprehension activities, while tasks prioritize meaning and relevance to learners' needs. Tasks often require interaction and the application of communication strategies, making them more aligned with real-world language use. As such, tasks are more effective than exercises for fostering meaningful language acquisition (Richards, 2014).

Several studies have explored the impact of TBI on EFL learners' reading and writing skills. Abubaker (2020) investigated the effects of TBI on Sudanese university students, finding that task-based methods significantly improved writing and reading outcomes. Similarly, Tavakoli et al. (2019) examined the influence of CALL-mediated TBI on Iranian EFL students, demonstrating that technology-enhanced tasks increased motivation and learning effectiveness.

Mugableh and Mohammad (2019) compared TBI with traditional instructional methods at Jouf University, concluding that task-based approaches were more effective in developing writing skills. Madera and Lopez-Pinzon (2019) studied the impact of TBI on Indonesian EFL students, highlighting improvements in syntax, vocabulary, and confidence through task-based writing activities. Fawzi (2016) analyzed writing errors among Saudi EFL learners, recommending task-based strategies to address common challenges such as grammar and vocabulary issues. Finally, Le and Schallert (2015) explored the relationship between reading and writing in South Korean EFL classrooms, finding that extensive reading and writing tasks significantly enhanced learners' skills.

Task-Based Instruction (TBI) has proven to be an effective approach for improving EFL learners' reading and writing skills. By emphasizing meaningful, interactive tasks, TBI addresses common challenges and enhances language acquisition. While further research is needed to refine these methods, existing evidence supports their integration into EFL curricula to foster better learning outcomes.

3. Statement of the Problem

Wolff (2000) emphasizes that English reading and writing are critical skills for EFL students and instructors in educational settings. Over recent decades, there have been significant shifts in language pedagogy, such as the adoption of Task-Based Instruction (TBI), which Chastain (1988) associates with competency-based learning (CLT). These modern approaches prioritize all four language skills, engaging EFL students in active learning processes to enhance language proficiency. Despite this, EFL university students face persistent challenges in mastering English, particularly in reading and writing. Writing difficulties often stem from a lack of understanding of the writing process, leading to paragraphs that lack unity and coherence due to disjointed phrases and fragmented ideas.

Reading challenges include difficulties in decoding, word and phrase comprehension, and constructing meaning at various textual levels. These struggles make reading mentally taxing and frustrating. Additionally, reliance on traditional teaching methods, such as comprehension questions and conventional writing techniques, exacerbates these issues by failing to engage students effectively. To address these challenges, this study investigates the impact of TBI on the reading and writing abilities of EFL Saudi university students at Prince Sattam University's College of Science and Humanities.

4. Research Method

4.1 Research Design

This study aims to explore the challenges EFL Saudi university students face in writing and assess the impact of Task-Based Instruction (TBI) on their reading and writing skills. A qualitative approach was employed to examine students' experiences and identify underlying reasons for their difficulties in paragraph composition. To achieve this, the investigator utilized feedback questionnaires and conducted interviews to gain insights into students' perspectives and struggles.

4.2 Research Participants

The study involved 50 EFL Saudi university students from the College of Sciences and Humanities at Prince Sattam University. These participants, aged 18 to 21, were enrolled in their first semester of the academic year 1445. All students had successfully completed their high school and secondary school examinations before entering the university. The participants were randomly selected without prior notice to ensure an unbiased sample.

4.3 Research Instruments

To collect comprehensive and meaningful data, the researcher employed multiple tools, including feedback questionnaires and face-to-face interviews. Students were assigned a variety of reading tasks, such as matching, sorting, comparing, solving puzzles, sharing experiences, and engaging in creative assignments. Each task required the application of essential reading and writing skills. After completing these tasks, participants were asked to provide feedback through forms, detailing their experiences and evaluating the activities in terms of enjoyment and educational value. They also indicated which skills they had practiced or found lacking.

Additionally, 15 out of the 50 participants were randomly selected for in-depth interviews. During these sessions, students were asked about their thoughts on the assigned tasks, the challenges they encountered, and the knowledge they gained. These interviews provided further context to the feedback gathered from the forms. The data from both the questionnaires and interviews were subjected to content analysis to gain a comprehensive understanding of students' perspectives.

4.4 Data Analysis and Procedures

A systematic qualitative approach was adopted for data analysis. After collecting the data, the researcher organized and categorized it according to the study's objectives and the attributes of the collected items. The feedback form responses were scored based on the frequency of specific answers, with percentages calculated to represent each response category.

For the interview data, a detailed thematic analysis was conducted to identify recurring patterns and insights related to students' challenges and perceptions of TBI tasks. By integrating findings from both the questionnaires and interviews, the researcher was able to draw conclusions about the effectiveness of TBI in addressing students' writing difficulties and enhancing their reading and writing skills. The results were interpreted to align with the study's objectives, providing a clear understanding of the relationship between TBI and the improvement of EFL students' academic performance.

5. Results and Discussion

One of the primary objectives of this study was to examine how EFL Saudi university students responded to task-based reading assignments. To achieve this, feedback forms were utilized, and the analysis of these forms, along with interview transcripts, provided valuable insights. The findings revealed that 16 participants (32%) expressed negative feedback regarding the tasks, while 34 participants (68%) provided positive feedback. As students continued to engage with task-based reading assignments, their attention spans and curiosity about the reading materials grew. This aligns with the assertions of Willis and colleagues (2007), who emphasized that task-based activities should challenge learners' attention, as genuine focus is essential for perception and achieving outcomes.

A significant impact of Task-Based Instruction (TBI) was observed, with 39 students (78%) considering the activities enjoyable and productive, while 11 students (22%) found them monotonous. These results suggest that the positive reception of task-based activities could enhance EFL students' motivation to study languages. By fostering an open-minded approach to learning, TBI can contribute to improved academic outcomes, supporting Skehan's (1998) argument that achievement assessment should be based on outcomes. Additionally, the

findings highlight how task-based learning contributes to students' ability to approach reading materials with increased curiosity and perseverance, elements critical to language acquisition.

Further analysis of the feedback forms indicated that while task completion often led to positive outcomes, some students experienced challenges. Despite their enthusiasm for learning, the additional workload of completing feedback forms was perceived as burdensome by some participants. Negative feedback was often linked to external factors, such as personal errors or difficulties with specific assignments. For instance, 19 students (38%) disagreed with their teachers' perspectives on the assignments. Additionally, a notable challenge involved tasks requiring drawing, which 11 students (22%) found difficult. Another issue was the struggle with building trust, as 13 students (26%) reported that their lack of confidence hindered their participation in activities. These issues suggest that while TBI has many benefits, it requires careful implementation to address students' individual needs. Overall, only 7 students (14%) acknowledged that the subjects were enjoyable, underscoring a need to balance task difficulty with engagement.

Analysis of the interview data reinforced the idea that TBI effectively integrates the target language into learning. EFL students not only studied the language but also actively used it, particularly in reading assignments. TBI emphasized the practical application of language components, simplifying input and enabling comprehensible output, which prepared students for real-world usage. This approach also enhanced their ability to focus on key elements of language learning, such as observation and perception. Interviews revealed that students became accustomed to completing feedback forms at the end of sessions, although some complained about the sessions' length. While this feedback indicates areas for improvement, it also reflects the adaptability of students to structured TBI frameworks.

A notable outcome of the interviews was the recognition of assignments as valuable tools for improving reading proficiency. The creation of wordlists using TBI emerged as a striking finding, as students identified specific language elements to overcome challenges in their reading tasks. Through the use of kinesthetic skills, such as visualizing what they read, students improved their reading abilities. For example, they transformed written texts into role-play scenarios or applied learned recipes by conducting research and preparing meals. These activities highlighted the importance of producing tangible outcomes valued by other TBL participants, as suggested by Willis and Willis (2007). By engaging in these meaningful activities, students demonstrated a capacity to internalize and apply language skills in diverse contexts.

TBL also had a significant impact on students' metacognitive strategies. By completing assignments independently, students developed skills such as reading at varying speeds and applying context-appropriate strategies. Furthermore, TBL exposed students to diverse language usage, including online communication with foreigners, exchanging messages in English, and using English in part-time jobs. Feedback forms illustrated how students pragmatically applied their language skills, demonstrating improved reading comprehension and greater awareness of EFL components. The capacity to engage in authentic communication scenarios enabled students to bridge the gap between classroom learning and real-world application.

Despite these positive outcomes, some challenges were identified. Feedback forms highlighted issues such as distracting classroom environments, which hindered effective learning. Interruptions during class assignments and deficiencies in classroom management were frequently mentioned. Additionally, lengthy class periods were criticized as being boring and counterproductive. Difficulties with sentence construction and the perceived futility of wordlist memorization were also noted. Nevertheless, the majority of students responded to TBL tasks with confidence, showcasing their ability to adapt to new learning methods. Addressing these challenges requires educators to optimize classroom management and ensure that tasks remain engaging and purposeful.

Quantitative analysis of the results further demonstrated significant progress in students' writing skills. A majority of participants (74%) reported improvements in areas such as subject matter, organizational structure, clause construction, fluency, and reasoning. Following the task-based writing program, students felt more adept at using graphical language to express their ideas. Statistical analysis revealed that the post-trial mean score of the empirical session was significantly higher than that of the planned session. Prior to the study, both groups had similar levels of English writing proficiency. However, the empirical group's post-trial performance exceeded both their pre-trial scores and the planned group's post-trial scores. These findings highlight the transformative potential of TBI in fostering academic growth among EFL learners.

Further examination of variables such as "wordlist diversity" and "sentence structure" confirmed that participants in the empirical group demonstrated significant improvement. For instance, 41 participants (82%) in the empirical group utilized a more diverse vocabulary, employed complex sentence structures, and demonstrated greater fluency in their post-trial writing compared to their pre-trial performance and the planned group. This evidence underscores the effectiveness of incorporating the Jane Willis model for TBL into EFL writing instruction, facilitating substantial improvements in English writing proficiency. By prioritizing outcome-driven assessments, TBI empowers students to focus on achieving measurable progress.

In addition to fostering language proficiency, TBI encouraged students to develop a sense of autonomy in their learning. The emphasis on independent completion of tasks allowed students to take ownership of their educational journey, enhancing their confidence and self-efficacy. The qualitative data revealed that students began to view challenges as opportunities for growth, illustrating a shift in their mindset toward a more proactive approach to language acquisition. Such attitudinal changes are essential for sustained academic success and lifelong learning.

In conclusion, the study's findings highlight the multifaceted benefits of TBL for EFL learners. By integrating task-based activities into reading and writing instruction, students experienced enhanced motivation, improved language proficiency, and greater confidence in their abilities. Despite some challenges, such as classroom distractions and the perceived burden of feedback forms, the overall impact of TBL

was overwhelmingly positive. These results provide compelling evidence for the continued use of TBL in EFL education, emphasizing its potential to transform language learning into a more engaging and effective process. The study underscores the importance of aligning TBI implementation with student needs, ensuring that tasks remain stimulating, manageable, and contextually relevant. Ultimately, TBL offers a dynamic and adaptable framework that fosters meaningful language development and prepares students for real-world communication.

6. Conclusion

Following a comprehensive investigation into the application of Task-Based Instruction (TBI) in Saudi EFL university classrooms, several important conclusions were drawn. The study highlighted the significant, positive impact of TBI on enhancing students' reading and writing skills. By using TBI as a teaching strategy, educators were able to explicitly address and resolve issues that learners faced in completing their reading and writing assignments. This pedagogical approach not only improved students' linguistic proficiency but also provided them with effective tools to tackle challenges inherent in language acquisition tasks.

TBI techniques have proven instrumental in advancing students' reading and writing competencies, as they encourage learners to engage deeply with the content while simultaneously refining their language skills. Both tutors and learners expressed a high level of appreciation for TBI strategies, particularly those that emphasized variety and actively involved students in classroom activities. The study's data collection methods, which included surveys, feedback forms, and interviews, consistently supported this positive reception. Tutors recognized the value of TBI in fostering a more interactive and dynamic classroom environment, while students appreciated the diversity and creativity these strategies brought to their learning experiences.

The implementation of TBI was notably effective in improving not only students' academic performance but also their motivation and learning outcomes. Through the completion of a variety of carefully designed tasks, students were encouraged to practice the targeted language extensively in a classroom setting. This hands-on, immersive approach fostered greater familiarity with English and helped bridge the gap between theoretical knowledge and practical application. For example, tasks that involved role-playing, collaborative projects, and real-life scenarios enabled students to actively use the language rather than passively absorb information.

The study's findings also underscore the importance of providing learners with meaningful and consequential input. TBI strategies were found to be highly effective in delivering this type of input, which is critical for promoting linguistic development. Students responded positively to the opportunity to engage with tasks that required problem-solving, critical thinking, and active participation. By emphasizing the production of authentic and valuable outcomes, TBI strategies aligned with contemporary educational principles that prioritize experiential and student-centered learning.

One of the defining strengths of TBI lies in its ability to enhance learners' heterodoxy—encouraging diverse perspectives and creative thinking. By exposing students to a range of activities and contexts, TBI promotes flexibility and adaptability in language use. This is particularly important for EFL learners, who must navigate the complexities of a foreign language while also developing the confidence to use it effectively in various situations. The study revealed that students who engaged with TBI strategies developed not only their linguistic skills but also their metacognitive abilities, such as goal-setting, self-monitoring, and strategic planning.

The overwhelmingly positive feedback from students reflects the effectiveness of TBI in addressing their learning needs. Participants noted that the tasks were relevant to their academic and personal goals, making the learning process more engaging and enjoyable. Many students reported a sense of accomplishment and satisfaction upon completing the assignments, which further motivated them to persist in their studies. Moreover, the inclusive nature of TBI ensured that learners of different skill levels could participate and benefit from the activities, fostering a collaborative and supportive learning environment.

Despite its many advantages, the study also identified areas where TBI implementation could be improved. For instance, some students found the workload associated with TBI tasks to be challenging, particularly when combined with other academic responsibilities. Additionally, issues such as classroom management and task design were highlighted as potential obstacles to maximizing the effectiveness of TBI. Educators must carefully balance task complexity with student capacity to ensure that the activities remain manageable and enjoyable. Addressing these challenges will require ongoing professional development for teachers, as well as a commitment to refining and adapting TBI strategies based on student feedback.

7. Implications and Suggestions for Further Research

The findings of this study have several implications for EFL education. First, they underscore the value of integrating TBI into language instruction to enhance students' reading and writing proficiency. Educators are encouraged to adopt TBI strategies that incorporate diverse, real-world tasks, as these have been shown to improve student engagement and learning outcomes. Additionally, the study highlights the importance of tailoring TBI activities to meet the specific needs and preferences of learners, ensuring that tasks are both challenging and achievable.

Future research could explore the long-term effects of TBI on language proficiency, particularly in terms of how sustained exposure to task-based learning impacts students' ability to use English in professional and academic settings. Investigating the role of technology in supporting TBI would also be valuable, as digital tools and platforms offer new opportunities for interactive and personalized learning experiences. Furthermore, comparative studies could examine the effectiveness of TBI across different cultural and educational contexts, providing insights into how this approach can be adapted to diverse learner populations.

In conclusion, this study affirms the potential of Task-Based Instruction to transform EFL education. By fostering meaningful engagement

and promoting the practical application of language skills, TBI empowers students to achieve their academic and personal goals. As educators continue to refine and innovate their teaching practices, TBI will undoubtedly remain a cornerstone of effective language instruction.

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Authors' contributions

Abubaker Suleiman Abdelmajid Yousif was responsible for study design and revising. He also was responsible for data collection. He drafted the manuscript and revised it. He read and approved the final manuscript.

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No additional data are available.

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