



## Task based language teaching (TBLT) as an alternative methods for teaching writing: Teachers' Perspective

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### Abstract

This study investigates the influence of Task-Based Language Teaching (TBLT) instructions on the advancement of writing skills among 10th-grade high school students. The primary inquiry guiding the research is whether TBLT instruction contributes to the enhancement of students' writing abilities. The study involves 10 English teachers, consisting of seven females and 3 males, focusing on their experiences and perspectives regarding the implementation of TBLT in the writing classroom. The research utilizes an interview approach to gather qualitative insights into the teachers' observations, challenges encountered, and the perceived effectiveness of TBLT in improving students' writing skills. The results indicate positive perceptions of task-based instructions, highlighting TBLT's role in assisting English teachers in guiding students during writing instruction. Additionally, the findings underscore TBLT as a dynamic and student-centered approach with the potential to influence language acquisition outcomes. The goal of this study is to offer practical insights for educators and curriculum developers, contributing to the ongoing discussion on effective language teaching methodologies in high school settings.

**Keywords:** TBLT, writing, tasks, instructions

### Introduction

Task-based learning represents an alternative approach to language instruction, immersing students in real-life scenarios. The development of all language skills is deemed equally essential for students' progress in learning and communication. According to Mohammad and Hazarika (2016) <sup>[20]</sup>, writing skills gain heightened importance in academic contexts as they serve as a primary means of evaluating students' accomplishments in their respective fields of study.

Engaging in tasks encourages students to contemplate real-life scenarios and focus on the meanings of the words they employ (Ellis, 2003) <sup>[10]</sup>. For 10th-grade students aiming to evolve and master writing skills, a task-based approach proves more effective than traditional teaching methods. These students operate at a proficiency level and reside in Israel. This study seeks to explore the impact of task-based language teaching (TBLT) on writing skills from the teachers' perspective. The terms used in the study are defined accordingly. The paper asserts that integrating tasks into the classroom setting has the potential to enhance students' writing skills. The research question: Does TBLT instruction contribute to the development of the students' writing skills?

The study holds importance as it delves into how Task-Based Language Teaching (TBLT) instructions contribute to the advancement of writing skills among 10th-grade students.

The research seeks to shed light on inventive Task-Based Language Teaching (TBLT) methods that elevate students' writing skills. The outcomes may hold practical implications for educators and curriculum developers, providing insights into effective approaches for cultivating writing proficiency in the context of 10th-grade education. Ultimately, this study adds valuable information to the ongoing initiatives aimed at enhancing language education strategies for students at this grade level. Furthermore, TBLT writing

tasks can not only develop students' vocabulary in an engaging and meaningful manner but also assist them in learning to write in a way that holds significance, thereby enriching their overall language learning experience.

### Review of related literature

This literature review serves the aim of synthesizing, analyzing, and critically evaluating research, theories, and practices that have played a role in shaping the development and comprehension of Task-Based Language Teaching (TBLT). In the subsequent section, the researcher expounded on and clarified the definition of writing. Following that, the researcher delineated the significance of implementing tasks through the TBLT approach in real-life contexts, explaining its importance for enhancing students' writing skills. The final section addresses writing challenges encountered by Arab students. Subsequently, the review delves into additional studies exploring students' attitudes toward TBLT.

This research aims to examine the effects of task-based language teaching instructions on 10<sup>th</sup> students' writing skills

### Definition of Task-Based Language Teaching

The task-based approach is centered on learners, allowing them to participate in real-life scenarios by tackling specific tasks. It is an immersive pedagogical method rooted in the practice of teaching communicative languages (East, 2017) <sup>[8]</sup>.

Within the TBLT approach, educators engage their students in both pedagogic and real-world tasks, empowering them to address language-related challenges. According to Richards & Schmidt (2013) <sup>[24]</sup>, TBLT is characterized as a language teaching approach that encourages students to participate in meaningful communication and interaction, facilitating the acquisition of writing skills through authentic language use.

According to Ahmadian (2016) <sup>[4]</sup>, Task-Based Language Teaching (TBLT) has arisen from the imperative for language educators to assist learners in acquiring language knowledge and refining their skills for practical application in real-world activities.

By shifting the focus away from rigid rules and structures, we can improve students' proficiency in performing tasks in English (Abduh & Salija, 2019) <sup>[3]</sup>. In creating these instructional guides, pairs of English teachers collaborated to generate task ideas. They integrated communicative competence objectives and suggested materials. The team further improved the design of the guide by including additional sequences of activities, materials, and assessment procedures (Hoyos, 2023) <sup>[13]</sup>.

According to Ellis *et al.* (2019), ensuring that students primarily concentrate on meaning is crucial when they undertake a task. This approach provides favorable circumstances for organic learning in the classroom. It encourages a focus on meaning while still facilitating the acquisition of linguistic forms. Additionally, it provides learners with the abundant input necessary for learning the target language and aids in cultivating intrinsic motivation within the classroom (Ellis, 2009) <sup>[9]</sup>.

Task-based learning enhances students' writing proficiency, imparts practical grammar and vocabulary knowledge, and boosts confidence through involvement in advanced writing tasks (Shaby & Joy, 2020) <sup>[25]</sup>. Furthermore, as students participate in task-based exercises, they acquire new vocabulary. This broadening of their word knowledge contributes to improved fluency, facilitating a more articulate expression of their thoughts and ideas (Ismaili, 2013) <sup>[14]</sup>.

During students' writing sessions, the prevailing method was topic-based writing. However, the introduction of Task-Based Language Teaching (TBLT) incorporated supplementary input methods, encouraging students to perceive writing as an integrated skill (Rahim *et al.*, 2023) <sup>[23]</sup>.

Moreover, Task-Based Learning proved effective in cultivating self-awareness and nurturing a collaborative classroom environment, engaging both teachers and students actively. Students assumed meaningful responsibilities, such as acquiring new vocabulary, and this approach played a role in dispelling misconceptions about the learning process (Córdoba Z., 2016) <sup>[7]</sup>.

Task-Based Language Teaching (TBLT) is not just a creative method for language instruction but also a thriving area of investigation within the domain of second language acquisition (Ahmadian, 2016).

### Task in TBLT

A task refers to a set of instructions that encourages learners to apply language in a practical manner to achieve a goal, with assessment based on the accurate and appropriate communication of information. This requires a focus on conveying meaning and utilizing language skills, even though the task design may influence the choice of specific expressions (Ellis, 2003) <sup>[10]</sup>.

A "task" denotes an activity with a clear objective, where learners utilize language to achieve a tangible outcome. Put simply, it involves using their language skills to solve problems, complete puzzles, participate in games, or share and compare experiences (Willis, 1996) <sup>[27]</sup>.

This aligns with Branden's (2006) <sup>[6]</sup> assertion that the success of task-based instruction hinges on teachers' capacity to create and execute language-learning tasks at a suitable level of difficulty. This ensures that students can effectively engage with and learn from the provided materials.

A classroom task is an activity in which learners interact with the target language, comprehending, using, modifying, or communicating in it. The primary focus is on conveying meaning rather than perfecting language structure (Nunan, 1989) <sup>[21]</sup>.

Language tasks involve students working in pairs or groups, with each student expected to An animated classroom atmosphere boosts confidence and improves the efficacy of learning. Unlike conventional methods, Task-Based Language Teaching (TBLT) proves more effective by integrating real-life tasks, actively engaging students, and prioritizing effective communication. This approach provides a unique and more captivating learning experience compared to traditional methods, as underscored by Yildiz & Senel (2017).

Within Task-Based Language Teaching (TBLT), the practice of having students collaborate in groups or teams proves advantageous, as it facilitates a more profound comprehension of the material through collaborative learning. This approach enables students to glean insights from their peers, cultivating a supportive atmosphere among classmates and enriching the overall learning experience (González & Pinzón, 2019).

### Writing

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The studies outlined in this subsection held importance for the research project, offering insights into the application of knowledge in the teaching of writing. They also provided valuable information about the process of teaching and learning writing skills through the utilization of Task-Based Language Teaching (TBLT).

As we are aware, each individual possesses varying abilities in writing, which may range from strengths to weaknesses. Due to these differences, creative writing demands study and comprehension, being one of the most advanced writing skills attainable. Therefore, students require support in learning the art of creative writing (Kroll, 2003) <sup>[16]</sup>.

Richards (2013) <sup>[24]</sup> emphasized that planning, organization, and the exploration of thoughts are essential prerequisites for writing. If students are constrained, maintaining the originality of their work becomes challenging, and there is a risk that creativity may be compromised.

### Arab difficulties in writing

Fareed *et al.* (2016) <sup>[11]</sup> discovered that during their learning phases, students are prone to encountering various challenges in their writing endeavors. These difficulties may encompass cognitive, linguistic, or educational aspects. Furthermore, the mastery of grammar, spelling, punctuation, thesis construction, and topic sentences plays a crucial role in enhancing their writing skills. According to Muhammad (2018) <sup>[18]</sup>, the primary cause of students' errors lies in the disparities between the English and Arabic languages. The existence of numerous distinct rules, structures, and patterns in English contributes to the challenges students face in writing accurately in this language.

According to Al-Fada (2012), there is a notable distinction between spoken and written Arabic compared to English.

This dissimilarity arises from variances in fundamentals and writing styles. Factors such as the prevalence of tropical phrases and lengthier rules in Arabic, as opposed to English, contribute to these variations.

Abu Rabia (2003) <sup>[2]</sup> conveyed that the Arab minority residing in Israel must also learn Hebrew, the dominant language widely used in the state of Israel, as their second language (L2). However, addressing the challenge of ensuring that Arab students genuinely achieve a proficient command of English poses a pedagogical issue that demands thorough attention and investment.

Rabab'ah (2003) elucidated that English students may struggle to articulate their thoughts primarily due to an insufficient vocabulary. The limitation stems from a lack of exposure to a diverse array of words, impairing their capacity to select the most precise and fitting words to express their ideas. The absence of an expansive vocabulary might lead them to resort to vague or generic terms, impeding effective communication.

The inability of students to write effectively stemmed from their failure to organize their ideas into coherent phrases or paragraphs, leading to unreadable compositions. Furthermore, students made mistakes in adhering to writing conventions, including punctuation, grammatical structures, and capitalization, as noted by Vega and Pinzón (2019) <sup>[26]</sup>. Task-Based Language Teaching (TBLT) proves effective in enhancing vocabulary by

**Implementation of TBLT in writing**

Implementing task-based language teaching proves to be an effective approach in the learning journey of tenth-grade students. It is crucial to acknowledge their responsibility for comprehending the material and to bolster the learning process by introducing meaningful tasks (Azizah *et al.*, 2021) <sup>[5]</sup>. Project-based learning not only improved students' writing skills but also positively influenced their attitudes and behaviors.

The implementation of task-based learning (TBL) relies significantly on the pivotal role of teachers. They are responsible for creating lesson plans, overseeing tasks, and inspiring students to accomplish them. Additionally, the utilization of media learning proves effective in motivating students to explore and engage with new information (Abduh & Salija, 2019) <sup>[3]</sup>.

Enhancing both writing and speaking skills is influenced by collaborative learning styles. Engaging in activities such as generating summaries, exploring new vocabulary, composing stories, and participating in games illustrates how this approach fosters skill development, underscoring the human aspect of learning and interaction (Murad and Assadi, 2021) <sup>[19]</sup>.

The essential element of task-based instruction lies in its methodology, centered on empowering students to explore their unique learning trajectories. It is crucial to emphasize that the implementation of a task-based curriculum requires teachers to make decisions regarding content, integrate tasks into the syllabus and methodology, and guide students through these tasks within the classroom setting (Kafipour *et al.*, 2018) <sup>[17]</sup>.

**Methodology**

This section delves into the methodology employed in this study, which revolves around the utilization of a qualitative approach to address the research question: To what extent

does Task-Based Language Teaching (TBLT) writing instruction affect students' writing skills? Qualitative research methods encompass interviews designed to elicit perspectives on a specific topic or gain insight into a condition, experience, or event from a personal standpoint.

The research utilizes a qualitative approach to investigate and comprehend the experiences, viewpoints, and practices of English teachers concerning the implementation of the Task-Based Language Teaching (TBLT) approach in instructing writing to 10th-grade high school students.

To investigate the influence of Task-Based Language Teaching (TBLT) instructions on writing instruction in 10th-grade high school English classrooms, a purposive sampling method was employed. Ten English teachers from various high schools were selected as participants in this qualitative research study. The selection aimed to include teachers with varying levels of experience and familiarity with TBLT.

Ten English teachers took part in this study, comprising seven female teachers and three male teachers. They teach in three high schools in Wadi Ara, an Arab city in the Triangle Region. There was diversity in their ages, majors, positions, and years of educational experience, enhancing the research by incorporating varied perspectives. A subset of teachers was chosen based on the author's prior knowledge, aiming to approach the research from different viewpoints. Another criterion for selection was the evaluation of teachers in terms of their scientific integrity, understanding of the research issue, and proficiency in articulation.

In this research, the target population consisted of 10 Arab teachers; from high school in Israel the age of the Arab teachers was between 30-50 years' old all of the teachers agreed to participate in this study, five of them have MA degrees while 5 of them have B.A degree. Three of them were male Arab teachers and seven females. The following Table shows these details.

**Table 1:** Age, gender, seniority and seniority of education of the participants.

Number	Gender	Age	Seniority	Seniority of education
1	female	44	22	M.Ed
2	female	36	8	B.A
3	female	33	6	B.Ed
4	male	48	21	M.ed
5	female	46	17	M.Ed
6	male	42	12	M.Ed
7	female	38	9	B.Ed
8	male	39	13	B.A
9	male	41	16	M.Ed
10	female	38	12	B.Ed

**Findings**

This section delves into the themes derived by the researcher from interviews with English teachers. The results indicate that students exhibited confidence in the writing process, as they were able to plan, create, and edit their written pieces. A significant number of English teachers instructing 10th-grade students through Task-Based Language Teaching (TBLT) observed noteworthy improvements in the students' writing tasks.

Educators value the transition from conventional teacher-centered instruction to a more learner-centered approach, fostering effective and engaging learning environments.

This shift enhances students' motivation and engagement, particularly when they actively participate in task-based activities.

Task-Based Language Teaching (TBLT) frequently prioritizes the writing process over the final product, a feature highly valued by teachers. This emphasis enables students to engage in stages such as brainstorming, drafting, revising, and editing, fostering a more comprehensive comprehension of the writing process.

This study sought to investigate the impact of the Task-Based Language Teaching (TBLT) approach on teaching writing for 10th-grade students in high school. The research aimed to address the question of whether TBLT writing instructions significantly influence students' writing skills. The data will be analyzed based on four categories, encompassing attitudes, opinions, and recommendations from teachers regarding the contribution of the task-based language teaching approach to writing instruction. In the findings section, the study delves into the themes and sub-themes derived from the interviews. The identified categories include: [insert category names].

- A. TBLT facilitates learning process.
- B. TBLT improves vocabulary acquisition.
- C. TBLT tasks enhance collaborative learning.
- D. TBLT tasks address writing difficulties.

#### **TBLT facilitates learning process**

In this category, the majority of teachers provided similar definitions. They asserted that Task-Based Language Teaching (TBLT) writing tasks involve learner-centered activities that facilitate language acquisition through purposeful and meaningful engagement, immersing learners in authentic language use contexts. According to Teacher 4, TBLT tasks entail students using language meaningfully, moving beyond memorizing grammar rules or practicing isolated language skills. Additionally, Teacher 10 emphasized that a writing task in TBLT should necessitate students to write for a specific purpose rather than merely practicing their writing skills.

Writing tasks are meaningful to help learners develop language skills while completing a task. Teacher 3: Said, *"Writing tasks are designed to be meaningful and authentic, allowing learners to develop their language skills while completing a task"*. TBLT writing tasks allow the students to be controlled in their learning process. Teacher 5 claimed that *TBLT encourages learners to take ownership of their learning process and make decisions about how to approach and complete the writing tasks"*. Teacher 1 stated that these tasks promote active engagement, language production, and the integration of language skills. They also facilitate language acquisition. She said: *"Tasks promote language engagement and acquisition for active engagement and integration of language skills"*. Teacher 7 also confirmed that TBLT writing tasks have a positive impact on her students' vocabulary development she said: *"Before students start writing, they engage in brainstorming or organizing their ideas, which involves discussing the topic and generating relevant vocabulary"*.

Teacher 10 also said, *"TBLT tasks often require students to research and gather information, which exposes them to new vocabulary in their target language"*.

*I was surprised that my students became more knowledgeable and aware of new phrases and they use these*

*phrases in meaningful writing tasks and a correct sentence structure.*

Teacher 9 claims that writing tasks help the students to use vocabulary in real-life situations *"I recognize that students not only learn new words but also understand how these words are used in real life"*.

#### **TBLT improves vocabulary acquisition**

In this section, the researcher highlights the impact of Task-Based Language Teaching (TBLT) writing tasks on enhancing vocabulary enrichment for 10th-grade students, as per teachers' perspectives. The majority of interviewed English teachers acknowledged that employing TBLT writing tasks in teaching writing led to noticeable improvements in students' vocabulary enrichment.

Teacher 7 said, *"After applying writing tasks I noticed that my students use new words in their writing assignments"*.

Teacher 1 added that students become more motivated when they are doing a specific writing task with its related vocabulary, *"I've noticed that when students are given specific writing tasks with targeted vocabulary, they are more motivated to learn those words and use them. For example, when I had students write a restaurant review using food-related vocabulary, they were able to comprehend and use this new vocabulary more efficiently and with more confidence"*

Teacher 2 claimed that if TBLT tasks are designed to what the students' interests and needs they will be more effective and interested in learning vocabulary *"When students are engaged in tasks that matter to them, they are more motivated to actively search for and use appropriate vocabulary to effectively communicate their ideas"*. Finally, Teacher 10 mentioned that tasks made the students more confident to write any sentence or paragraph while they describe something that reflects a real-life situation the practicing of tasks helps them to use the English language without any hesitation or fear. *"As we know, Arab students are not strong in using and applying the English Language. When I ask the students to write a sentence in the English language, they feel hesitant because they do not know enough vocabulary or they are afraid to make a mistake while they write. However, when I started using writing tasks in my English class and ask them to write a task that matters for them or to choose a favourite subject that they are familiar or love to express it they feel comfortable to apply their kind of tasks and these activities make them interested to learn the English language"*.

#### **TBLT tasks enhance collaborative learning**

Teachers pointed out that TBLT writing tasks provide a powerful opportunity for collaborative learning in the English classroom. By encouraging teamwork, communication, and analysis of information, teachers can expand students' knowledge, foster a positive environment, and develop their writing skills in a fun and interactive manner.

Teacher 7 said, *"I was impressed while seeing the students work together and discuss their ideas with each other, and building their sentences to create a sequence and organized paragraph, teacher Ahmed also mentioned the same idea "I felt that my students become more focused and interested to share and discuss their thoughts with their classmates," he said.*

Teacher 9 pointed out that not all students prefer to work in groups she said *"I noticed that there are students who don't like group working because they prefer to do the tasks independently also because the different levels of the 10<sup>th</sup> students' proficiency among group members"*.

*In contrast, teachers 4 and 6 have a different point of view she thinks that TBLT writing tasks have been instrumental in promoting collaborative learning in English classes. "By assigning tasks that require students to work together to solve a problem or complete a project, students engage in meaningful interactions and learn from each other's perspectives. For example, I often assign group-writing tasks where students jointly create a story or a persuasive essay (teacher 3).*

Teacher 8 pointed out that by engaging in collaborative writing, students learn to communicate effectively, develop critical thinking skills, and appreciate diverse perspectives. She says, *"In my experience, TBLT writing tasks have proven to be highly effective in fostering collaborative learning in English classes. I design tasks that simulate real-life situations, such as writing a proposal or drafting a letter of complaint. Students work in pairs or small groups, which encourages them to share ideas, discuss different approaches, and provide feedback to one another"*.

Overall, teachers recognize the value of TBLT writing tasks in promoting collaborative learning in English classes. Some of them face difficulty in applying this technique in class and others said that it is a meaningful technique to acquire the English language.

### **TBLT tasks address writing difficulties**

Under this category, the teachers express a number of syntactic and stylistic language writing difficulties that students made in their writing tasks while working on a certain writing topic.

Teacher 3, said *It was difficult for me to teach my students writing skills because most of them were unfamiliar with or weak in vocabulary and it was hard for them to write or express their thoughts. She pointed out "One common writing difficulty I observed when implementing TBLT tasks is related to stylistic language usage. Students sometimes struggle with incorporating appropriate vocabulary, idiomatic expressions, and varied sentence patterns to make their writing more engaging and fluent. For instance, when working on creative writing tasks, students may rely on basic vocabulary or repetitive sentence structures"*.

Teacher 4 added, *"In my experience with TBLT writing tasks, students often face challenges with coherence and cohesion in their writing. I noticed that they struggle to organize their ideas logically or connect them effectively within and between paragraphs"*.

Arab students might directly translate sentences and phrases from Arabic to the target language, resulting in unnatural sentence structures and awkward phrasing. Teacher 7 mentioned that issue and she pointed out *"in the students' writing tasks I recognize that they translate the words from Arabic to target language and this lead to improper sentence structure"*.

There is another writing obstacle that Arabic students in their writing, which is writing errors related to grammar teacher 3, indicated, *"I was shocked when I realized that 10<sup>th</sup>-grade Students struggle with writing due to poor organization, unclear sentences, and mistakes in spelling, punctuation, grammar, and capitalization"*. One example of

*an error in capitalization is taken from the student-writing task "My Favorite Season is spring." (In English, titles generally capitalize the important words; while in this case, "is" should not be capitalized.)*

To address these errors and difficulties, teachers can provide targeted instruction, create a supportive learning environment, offer ample practice opportunities, and provide constructive feedback. They might also incorporate comparative discussions of Arabic and English grammar structures to help students understand the differences and improve their writing skills in English.

### **Discussion**

This research aimed to explore the impact of the Task-Based Language teaching approach on teaching writing for 10<sup>th</sup>-grade high school students. The following section delves into the study findings, addressing the primary research question: Does the implementation of TBLT writing instructions contribute to the enhancement of students' writing skills? The subsequent presentation details the outcomes derived from

This section presents the results obtained from the conducted study by the researchers, derived from interviews with high school English teachers. The study aimed to investigate teachers' perspectives on Task-Based Language Teaching (TBLT) writing tasks and their impact on enhancing writing skills. Additionally, it examined the necessary skills or qualifications for implementing this method and the challenges teachers encounter in the English teaching process. The primary research question guiding this study was whether TBLT writing instructions contribute to the development of students' writing skills. The conducted study by the researchers.

Results from the semi-structured interviews reveal that most English teachers hold a favorable view of incorporating Task-Based Language Teaching (TBLT) writing tasks in 10<sup>th</sup>-grade classes. TBLT's flexibility in task design permits teachers to customize writing assignments according to the interests and requirements of their students. This learner-centered approach has the potential to enhance motivation and engagement, crucial elements for effective language learning.

Implementing Task-Based Language Teaching (TBLT) has proven to influence the writing and language proficiency of English as a Foreign Language (EFL) learner. This approach empowers learners to be more active and self-assured in their target language within an engaging learning environment. TBLT tasks have demonstrated improvement in both writing and language competence, facilitating a more seamless and effective use of the English language. Mohammad (2018) <sup>[20]</sup> emphasized a significant enhancement in the writing and language skills of English as Foreign Language (EFL) learners with the adoption of Task-Based Language Teaching (TBLT). This approach empowers students to actively apply the target language in an enriched learning environment. Furthermore, according to Richards and Schmidt (2013) <sup>[24]</sup>, TBLT involves teachers in guiding students to solve linguistic problems, both within the classroom and in real-world contexts.

Participating teachers designed activities and identified the learning outcomes that students achieved with tasks. According to Teacher 6, *"Writing assignments are written in a way that is meaningful and authentic so that students can practice their language skills while carrying out a task"*.

All the English teachers agree that TBLT writing tasks provided a powerful opportunity for collaborative learning in English classes.

Engaging in task-based activities is likely to foster cooperative behavior compared to subject-based activities, potentially enhancing the overall experience of cooperative learning. Ismail (2009) suggests that the probability of students exhibiting cooperative behaviors rises significantly when they collaborate in pairs or groups. This collaborative approach not only facilitates a better understanding of the lessons through peer learning but also creates a supportive environment with the involvement of classmates.

Through collaboration in groups or teams, students acquire a more profound understanding of lessons through peer-to-peer learning. Moreover, they cultivate a sense of belonging and receive support from their peers. It goes beyond just sharing ideas; they also exchange materials. This collaborative effort not only enhances productivity but also increases the likelihood of developing effective communication skills, as observed by González and Pinzón (2019).

The study revealed favorable outcomes regarding the incorporation of writing tasks for enhancing vocabulary. English teachers noted that these assignments boosted students' proficiency in designing various sentences and paragraphs, particularly when describing real-world situations. Engaging in such tasks proved instrumental in enabling students to express themselves in English with ease and confidence.

As students undertake task-based exercises, they acquire new words, contributing to the enhancement of their fluency. Ismaili (2013) <sup>[14]</sup> emphasizes that a broader vocabulary simplifies the expression of thoughts. According to feedback from Teacher3, these activities not only spark interest but also motivate students to learn and use the English language in captivating ways.

English teachers observed that students encountered writing challenges during specific writing tasks. The teachers deliberated on a range of difficulties that surfaced, including grammar errors, particularly in capitalization, sentence structure, and a limited vocabulary. Teacher 8 highlighted, "I noticed that 10th-grade students face writing difficulties related to poor organization, unclear sentences, and errors in spelling, punctuation, grammar, and capitalization. This discovery aligns with Vega & Pinzón (2019) <sup>[26]</sup>, who highlighted that students' struggles in generating coherent phrases or paragraphs resulted in poorly written works. Additionally, they demonstrated shortcomings in following writing conventions, such as punctuation, grammatical structures, and capitalization. The challenge in English writing for Arab students is substantial, with teachers emphasizing the issue lies in the students' insufficient vocabulary to articulate their thoughts, ideas, and emotions, as clarified by Rabab'ah (2003).

The study findings revealed that Task-Based Language Teaching (TBLT) writing tasks heightened students' activity levels and motivation to acquire new words and share their ideas. Their writing skills showed improvement; according to Teacher 10, when she assigns 10th-grade students a specific writing task with a targeted vocabulary related to the task, they become more motivated to learn and use those words. TBLT gradually addresses the lack of vocabulary and writing challenges students encounter during specific tasks. Sarani and Sahebi (2012) argue that TBLT enhances

vocabulary by offering a purposeful and intentional context for language comprehension, fostering motivation in EFL learners, unlike traditional methods that primarily focus on translation and memorization.

### Conclusion

Engaging in discussions with English teachers yields several noteworthy conclusions. Firstly, educators should recognize that writing skills can be imparted to students not only through traditional methods but also through alternative techniques. Task-based learning stands out as a method that maximizes language utilization in the classroom. The teacher's role involves actively involving students in the topic-selection process to foster enthusiastic participation in writing assignments. Secondly, effective planning and design of assignments are crucial, allowing students to enhance the sub-skills necessary for producing quality written work. Adequate preparation of students for tasks is paramount. Lastly, it is recommended that Task-Based Language Teaching (TBLT) be integrated into textbooks by curriculum designers, particularly in materials focused on English language proficiency, incorporating well-designed challenges and exercises.

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