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Improving the Writing Skills of Undergraduate EFL Learners through Task-Based Language Teaching (TBLT)

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Abstract

The current study investigates the effectiveness of Task-Based Language Teaching (TBLT) in improving the writing skills of the undergraduate EFL learners at the University of Sahiwal. Writing is recognized as one of the most challenging aspects of English language learning all over the world. The study involved 30 participants from the department of English, who were divided into two groups: the Control group and the Experimental group. The experimental group was assigned to write a task daily by using the TBLT method, while the control group learned through the traditional method. The experiment was conducted over a period of three weeks, and both pre-tests and post-tests of both groups were assessed by two qualified teachers, and then the researcher calculated the average of the scores given to each candidate. The collected data were statistically analyzed, and the results were subsequently interpreted. Findings of the current study reveal a significant difference in post-test mean scores between the Experimental and Control groups ($MD = 8.1$), indicating TBLT effectively enhanced learners' writing performance. The results suggest a gain in vocabulary, content organization, and grammar of EFL learners with TBLT. The study concludes that TBLT is an effective pedagogical approach for developing EFL learners' writing and overall language proficiency at the undergraduate level. Furthermore, it recommends applying TBLT to improve speaking skills and other language areas in the English language. Based on the findings, language learning should be systematically organized, and teachers should create supportive environments for daily tasks.

Keywords: writing skills, task-based language teaching (TBLT), undergraduate students, EFL learners, language learning

Introduction

The language learning process has become a significant and crucial aspect of communication. [Crystal \(2010\)](#) believed that "It is language, more than anything else, which makes us feel human". We use language to convey our ideas and opinions to one another. A universal language is essential because it helps people from different backgrounds and cultures to communicate, share knowledge, and promote understanding with each other. [Crystal \(2003\)](#) believed that English meets the requirements of a universal language today because it is used globally in education, international business, trade, media, and the internet. The English language is continuously growing and spreading across the world, and becoming an international language that influences people's writing and speaking skills. The English language emerges as a widely used language at the international level, and the demand to learn the English language is increasing day by day in this era ([Ahmed, 2016](#)). So, it is important to make people perfect and proficient in speaking as well as writing a language for oral and written communication. Writing is a fundamental skill in language learning that plays a pivotal role in overall language proficiency. Writing focused on grammar, content organization, and sentence structure, which not only a tool of communication but a powerful way for gaining a deeper understanding of the language. Writing is a productive skill that allows students to express their ideas, plans, and thoughts in writing. Writing is a critical feature of language proficiency, through which human can share and explore their thoughts and creative ideas. Aside from all its qualities and functions as a communication tool, writing is also a challenging and difficult skill that enhances EFL learners' English language learning as a second language. Its significance has risen in the context of writing in English because it is widely used across the world for exchanging and disseminating ideas and knowledge ([Mansoor, 2005](#); [Marlina & Giri, 2014](#)).

In Pakistan, particularly in Sahiwal, the

writing skills of EFL learners are not up to the required level of proficiency. According to [Jamoom \(2021\)](#), who cited [Gillet at, al \(2009\)](#), writing in a foreign language, especially in English, requires mastery of several components such as accurate grammar usage, syntactic patterns, cohesive devices, and refined vocabulary ([Hyland, 2003](#)). This highlights that writing in a foreign language is a complex process that demands learners' skills, critical thinking, and language competence. However, many English learners struggle with writing in English due to insufficient instructions and practice in writing. The reason is that writing skill is ignored, and speaking skills are taken as the most important and frequently used language skills for communication in universities ([Nijat & Khan, 2024](#)). Every language learner aims to speak or write English fluently, and this can only be achieved through consistent practice in both speaking and writing ([Verah, 2017](#)). Pakistan is one of the countries where the number of English users is rapidly increasing. Despite the significant importance of English in Pakistan, many learners continue to face difficulties in all four language skills, especially writing ([Dar & Khan, 2015](#)). This is all due to the traditional way of teaching; teachers in our region only focus on rote learning and memorization at the school level.

Therefore, there is a need for an appropriate method to improve the writing of EFL learners in Sahiwal. The study investigates TBLT is an instructional approach that leads learners in improving their writing skills. In the era of globalization, writing effectively is a crucial and critical skill. This study aims the improve EFL learners' writing skills through task-based language teaching. The current study investigates the effectiveness of TBLT in improving content organization, syntax, spelling, vocabulary, and use of grammar. TBLT is a crucial way of language teaching as it involves students' daily tasks, such as writing a paragraph on the given topic after brainstorming and drafting, which are later assessed and discussed in class. In this method,

learners are also allowed to share ideas with their group members and enhance their thinking and vocabulary. Prabhu (1987) believed that effective language learning takes place when learners focus on meaningful tasks that enable them to communicate. Learn to practice, ongoing activity, and exposure to the daily tasks and assessments are all necessary for language teaching (Ahmed, 2023). TBLT is a useful and effective language teaching method (Mahdavi-rad, 2017; Branden, 2016 & Ellis, 2017). A proficient EFL writer's text must be cognitive, logical, and argumentative, and it must be orderly, organized, and structured with diverse and precise vocabulary (Jacobs, 1891 & Hall, 1988). The EFL learners in the Sahiwal region face several challenges in creating ideas and logical thinking in a foreign language. There should be an advanced language teaching technique is needed that makes the learners think critically and produce utterances in the target language to enhance their writing skills as well as overall language skills.

The current study is crisp and aims to investigate the improvement of writing skills of undergraduate EFL learners through Task-Based language teaching. The main objective of this study is to help EFL learners write fluently and accurately in various contexts. This research elaborates on the significant importance of the realm of language education to enhance the writing skills of EFL learners through task-based language teaching (TBLT). This study explains the influence and impression of task-based language teaching (TBLT) on the writing skills of EFL learners.

Statement of the Problem:

In spite of extensive exposure to English in academic and social settings, undergraduate students in Sahiwal continue to struggle with developing effective writing skills. They frequently make grammatical errors, spelling errors and face difficulty with vocabulary, which hinders their ability to write a productive work. These difficulties are largely caused by traditional teaching methods common in this region, which emphasize rote memorization,

isolated language structures, and textbook-based learning, which often fail to provide sufficient context or consultation. It has led to prolonged issues such as a lack of coherence, a lack of creative thinking, and limited vocabulary usage. TBLT (task-based language teaching) in EFL learning emphasizes learning through goal-oriented and meaningful ways and has the potential to improve the writing skills as well as enhance the overall language skills of EFL learners. This study aims to investigate whether the implementation of TBLT can significantly improve the writing skills of undergraduate EFL learners and to identify which aspects of writing (e.g., coherence, accuracy, fluency, vocabulary use) are most positively influenced by this approach.

Research objectives:

1. To develop the Writing skills of undergraduate EFL learners through TBLT
2. To investigate the interest of undergraduate EFL learners in improving writing skills through TBLT
3. To examine the overall language skills of undergraduate EFL learners enhanced through TBLT.

Research questions:

1. How do undergraduate EFL learners improve their writing skills through TBLT?
2. How do undergraduate EFL learners show their interest in improving writing skills?
3. How do the overall language skills of undergraduate EFL learners develop through TBLT?

Literature Review:

Writing is the central skill in foreign language learning. It plays a significant role in academic success, communication and intelligence development among EFL learners. Especially for undergraduate students, it is essential to have mastery of writing skills in the English language for academic performance and participation in global discourse. Despite its significance, writing remains one of the challenging skills for EFL learners due to difficulties such as limited vocabulary,

grammatical errors, lack of knowledge and poor organization, which often hinder them from expressing their ideas in writing effectively.

The major problem of Pakistani EFL learners in writing is insufficient linguistic proficiency (Fareed & Ashraf, 2016). Writing is not only a linguistic or cognitive skill, but it is a way of presenting ourselves to others, making relationships, and conveying disciplinary knowledge (Hayland, 2003). The lack of ideas and poor knowledge of organization affects the learner's writing skills (Fareed & Ashraf, 2016). Students see writing as significant for both academic and career purposes, but they lack sufficient knowledge of the linguistic components of writing and do not have enough writing practice in classrooms or outside the classroom (Jamoom, 2021). To overcome these challenges, researchers have explored the use of Task-Based Language Teaching (TBLT) as an alternative to traditional teaching methods. In which task is given to the students for the improvement of writing skills, and after it, learners are allowed to write and speak about their ideas inside and outside of the classroom. According to Rod Ellis (2010), a task is an activity in which learners use the target language to communicate with a specific purpose or goal, aiming to accomplish a particular result.

Task-Based Language Teaching (TBLT) is an effective approach in improving EFL learners' writing skills at public universities in Malaysia. The study found statistically significant improvement in the writing performance of students taught through TBLT by comparing pre-test and post-test results of the experimental and control groups (Ahmed, 2016). Implementing TBLT workshops and strategies like brainstorming, questioning and word organization helped students to improve grammar, syntax and vocabulary. It makes students write more confidently (Elena, 2019). Muhammad & Rahman (2025) also demonstrated that Task-Based Language Teaching is an effective method to improve

descriptive writing skills of 12th-grade students in Sawabi, Pakistan. The findings of the study confirm that TBLT is an effective technique for improving writing proficiency and organization. Task-Based Language Teaching (TBLT) on the writing competence of Iranian EFL learners showed significant improvement in overall writing ability. Specifically, TBLT enhanced learners' performance in sentence formation, language use, vocabulary, content, and organization, as well as enhanced their fluency, motivation and confidence in writing (Kafipour, 2018). TBLT enhances motivation of EFL learners in language learning which helps learner to overcome the anxiety related to anxiety.

Advocates of Task-Based Language Teaching (TBLT) believe that traditional language exercises are not sufficient for effective language learning. They argue that instructions become more successful when learners engage in authentic language use and promote meaningful communication. The TBLT method provides such an environment to EFL learners in which they are learning a language in a meaningful and organized way. According to Nunan (1989), such authentic use of language enhances the learning process by promoting natural language acquisition. Tasks should be designed and implemented with function, notion and context which are effectively needed for real communications in everyday life. Kumaravadivelu (1993; cited in Ellis, 2006) stated that in task-based learning, the teaching method is very important because the main goal is to guide students to learn in their own way. However, teachers still need to choose the right content, include tasks in the syllabus, and help students to complete these tasks in class. Willis (1996) believed "within the TBLT framework, tasks and texts combine to give students a rich exposure to target language and also opportunities to use it themselves".

Regarding teachers' attitude towards TBLT and other strategies like class management, it's

worth mentioning that EFL teachers are unwilling to use functional and communicative approaches, such as TBLT, but they prefer the traditional method of teaching (Kafipour, 2018). Additionally, teachers express concerns regarding classroom discipline and their own instructional roles, often prioritizing textbook coverage (Carless, 2002). Furthermore, they tend to favour quiet, well-managed classrooms over those involving noisy or interactive activities (Carless, 2002). Some teachers also believed that language learning through TBLT may hinder the progress of more competent students (Jeon & Hahn, 2006). While many teachers hold the idea that the TBLT method for language learning is efficient for small group activities, which enhance the vocabulary, concepts, and organization of words (Jeon & Hahn, 2006). TBLT enhances the writing performance and motivation of EFL fresh learners (Hahn & Tuan, 2018). TBLT significantly improved learners' writing skills across all components, namely vocabulary, content, grammar, organization, and mechanics, and also enhanced their writing motivation (Hahn & Tuan, 2018).

Several researchers (e.g, Marashi & Dadari, 2012; Ahmed & Biddin, 2016) have confirmed that EFL learners significantly enhanced both writing and creativity through task-based language teaching TBLT. Task-Based Language Teaching (TBLT) in enhancing the writing skills of EFL undergraduate students at public universities in Malaysia. Ahmed & Biddin (2016) also explore that learners viewed TBLT as an engaging, learner-centred method that promotes the use of their existing language abilities for real-life communication.

There are a number of researchers from many countries in the world who have conducted their research on the impact of TBLT on improving EFL writing performance, creativity, and overall language skills. Building on these findings, the present study also aims to examine how TBLT can be applied to improve the writing performance of undergraduate EFL learners at the University of Sahiwal.

Theoretical framework:

This study is based on the theoretical foundations of task-based language teaching that emphasizes the use of authentic language through meaningful tasks. TBLT aims at the completion of real-world tasks that require learners to use the target language in order to achieve specific outcomes, which may promote both fluency and accuracy in language usage.

The study by Nguyen Thi My Hanh and Luu Trong Tuan (2019) provides significant support for the effectiveness of TBLT in developing the writing performance of EFL learners at the undergraduate level. Hanh & Tuan (2019) conducted this research at Tien Giang University, Vietnam, in which they investigated the writing abilities of EFL learners influenced by task-based instructions.

In that research, researchers found that when the writing tasks are designed according to the reflection of real-life communicative situations, it can lead to more effective language learning outcomes. Therefore, in the current study, the writing paragraphs were based on their real-life communication, which was collected from the students of the English department of the University of Sahiwal.

Hanh & Tuan (2019) used quantitative methodology to collect or analyze the data. Researchers took a pre-test and post-test method, and also a pre-questionnaire and post-questionnaire from the undergraduate students of Tien Giang University, Vietnam, to collect data for their research. The research involved a 15-week data collection period. After gathering data, researchers analyzed it by applying statistics. The findings of this research revealed that learners who were taught through the TBLT method reflect significant improvement in vocabulary, coherence, sentence formation and overall organization of words or phrases of written texts compared to those who were taught traditionally. This research is taken as a theoretical and practical framework because

of its findings that the TBLT method teaching not only increases the writing skills of EFL learners but also enhances overall language learning. Now the current study also aimed to enhance the writing performances of EFL learners at the University of Sahiwal.

Research Methodology:

Research design:

On the requirements of the statement of the problem and objectives of the study stated above, the researcher employed a quantitative experimental research design. It used pre-tests and post-tests to study two groups of learners with an intermediate level of English proficiency through a control or experimental group. The current study gathers and analyzes the data in numerical form due to the quantitative nature of the experiment.

Participants:

The study involved 30 participants who were divided into two groups: named control group (CG) and the experimental group (EG). Each group comprises 15 students with an intermediate level of English proficiency. The participants of both groups were randomly taken from the 3rd semester of the department of English. Most of them were females (10 in EG and 09 in CG), while the rest were male.

The experimental group was assigned writing tasks daily by using the TBLT method, and the teacher assured them to write paragraphs after brainstorming and drafting activities about the title, and then write an original paragraph. The written tasks were evaluated daily or after days by the teacher in the classroom and discussed during peer group sessions. Along with it, the control group was taught through the traditional method of teaching, focusing primarily on textbook exercises.

Materials:

The participants in each group used the course book entitled "High School English Grammar & Composition" by Wren & Martin for the course title, advanced academic reading, and writing. This course is assigned by the University of Sahiwal for the enhancement of academic reading and writing as well as overall language

skills in the English language. This book is necessary for improving learners' grammar and sentence structure.

Pre-test and post-test:

To measure progress, the pre-test and post-test were administered to the students by asking them to write paragraphs of 100 to 120 words within 20 minutes. The pre-test topic was "The confrontation between two friends or siblings," and the post-test topic was "The Day I Met a Stranger Who Became a Friend". The pre-test and post-test paragraphs were analytically evaluated by 2 teachers to make the score more valid and reliable.

Procedure:

The study was conducted for three weeks due to the limited duration of the semester. During this period, the CG was learning through the traditional method of teaching using the course book Wren & Martin "High School English Grammar & Composition". They were taught by the teacher through the introduction of the course, and the teacher also taught them basic concepts of grammar and sentence structures. The teacher taught the techniques used in paragraph writing to the participants of CG.

On the other hand, the participants of EG were taught through TBLT and also used the course book to overcome the issues related to grammar. In addition to it, participants of EG participated in task-based writing activities guided by the TBLT framework.

At the beginning of each session, the instructor assigned and introduced the topic to EG. The participants engaged in a brainstorming activity in pairs for 5 to 8 minutes to generate relevant vocabulary ideas and expressions related to the topic written on white whiteboard. Following this, the students wrote an initial draft, revised it four 4 to 5 times and produced a final version. The final paragraphs, which followed peer group discussions, where pairs exchanged drafts and commented on organization, vocabulary, and grammar using a simplified checklist provided by the teacher.

Table: 1 (CG)

Participant	Pre-test Score	Post-test Score	Difference
P1	56	72	+16
P2	52	72	+20
P3	67	74	+7
P4	68	61	-7
P5	59	60	+1
P6	78	53	-25
P7	62	66	+4
P8	69	51	-18
P9	68	65	-3
P10	57	70	+13
P11	60	62	+2
P12	63	64	+1
P13	66	68	+2
P14	61	59	-2
P15	64	67	+3

Then the final piece of writing was submitted to the teacher for evaluation. The teacher assessed their paragraphs on a daily basis and gave comments on their mistakes, including grammatical mistakes, content, organization and syntax errors. The teacher also taught them how to develop or write creative ideas and made them share their ideas to improve their thinking ability. Finally, specific focus was devoted to the development of writing skills, and targeted practice activities were implemented.

Procedures of data collection:

Before the experiment began, all students from both groups were asked to write a paragraph, which was collected as pre-test data of all the participants in order to investigate their initial writing performances. From the 1st day of the 1st week to the last day

of the 3rd week, participants of CG were taught by the traditional method, while participants of EG were instructed with TBLT. After these three weeks, they were asked to give a post-test to evaluate the improvement in writing skills.

The pre-tests and post-tests after collection were given to two qualified teachers to score the students' written paragraphs based on [Jacobs et al. \(1981\)](#) scoring scale, quoted from the book by [Arthur Hughes \(2010\)](#), which scoring of the writing test consists of five components, including Content (30), Organization (20), Vocabulary (20), Language Use (25), Mechanics (5), and a total of 100 marks. The teachers gave scores independently to each of the paragraphs, which were taken as tests from both groups. Then, the researcher found the average of scores given by both teachers to pre-tests and post-tests of learners of both the EG and CG groups. The average of analytical scoring of learners of CG is shown in the following Table 1.

This table explains the modest improvement in writing skills of CG learners between their pre-test and post-test scores. Most participants of the CG group face issues in content, organization, and language use, although some of them can produce good content.

On the other hand, pre-tests and post-tests of learners of EG were also scored by both teachers. The researcher found the average of scores given by both scorers, which is shown in the following Table 2.

It shows significant improvement in writing skills, including content, organization, vocabulary and language use. The pre-test and post-test scores of both groups were collected and analyzed as data for findings.

Table 2 (EG)

Participant	Pre-test Score	Post-test Score	Difference
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P1	64	81	+17
P2	80	82	+2
P3	53	70	+17
P4	49	63	+14
P5	65	70	+5
P6	81	87	+6
P7	52	63	+11
P8	79	81	+2
P9	74	79	+5
P10	59	68	+11
P11	53	66	+13
P12	47	59	+12
P13	45	59	+14
P14	73	86	+13
P15	67	72	+5

Data Analysis:

The Pre-test and post-test scores were collected for analysis. The collected data were analyzed using independent samples t-tests and paired samples t-tests to determine the differences between the pre-tests and post-tests scores of the experimental group (EG) and control group (CG), and to assess the changes between pre-tests and post-tests scores within each group individually. The findings of these tests are given to some tools. Statistical tools such as Microsoft Excel and AI-based analysis platforms (e.g., Napkin AI) were employed to calculate mean differences (MD), standard deviations (SD), t-values, degrees of freedom (df), and p-values to test the hypotheses, and to make bar charts. [Annexure A](#)

Results and findings:

An independent samples t-test is conducted to determine whether there is a difference between the pre-test mean

score of CG and that of EG or not. The findings show there is no significant mean difference (MD = 0.6) between CG and EG ($p = 0.87 > 0.05$). In contrast, after 3 weeks, the data collected from post-tests is analyzed using an Independent samples t-test. The result reveals there is a statistically significant difference between the post-test mean score (MD = 8.1) of CG and EG, and the p-value is significant, showing the difference is real ($p = 0.012 < 0.05$), indicating improvement in writing performance due to teaching through TBLT. It shows in the following table 3 ($p < .05$ indicates statistical significance). The statistical differences of p-value confirm the effectiveness of TBLT in language learning.

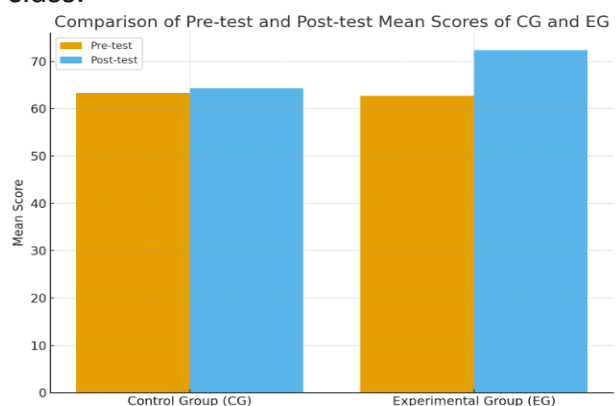
In addition, the paired sample t-test is conducted to evaluate whether there are significant differences within each group in terms of the mean score of the pretests and the post-tests or not. The result shows there is a significant difference between the mean score of the pretest and that of the post-test in EG (MD = 9.7), and the p-value explains statistical significance ($p = 0.02 < 0.05$), indicating the difference is real. But there is no significant difference between the mean score of the pretests and that of the post-tests in CG (MD = 1), and it shows statistically not significant ($p = 0.69 > 0.05$). It shows in Table 4.

Annexure B

The analysis of the results showed that there was a significant difference between pre-tests and post-tests of the EG, demonstrating the positive impact of TBLT on the development of EFL learners' writing performance. Findings also show that the participants of EG improve their vocabulary, accuracy, and content

organization through TBLT. The following bar chart: 1 explores the comparison between the mean scores of post-tests of EG and CG, with quite a difference.

It revealed that TBLT influenced the enhancement of writing performances of undergraduate EFL learners at the University of Sahiwal. Moreover, the current study demonstrated significant improvement in the creative thinking of EFL learners in the target language through TBLT. The improvement in the mean scores of EG students through TBLT is due to their having high opportunities to increase their vocabulary and enhance their content organization in the task-based writing class.



Bar Chart: 1

Discussions:

The findings of the study show that TBLT is a helpful technique for improving the writing skills of undergraduate EFL learners at the University of Sahiwal. The implementation of the TBLT technique had a significant positive effect on students' learning, as it not only enhanced their writing proficiency but also fostered greater engagement, motivation, and active participation in classroom activities. Participant of the experimental group who engaged in task-based activities have more accuracy and proficiency in their written texts. Learners improve their writing skills through this method because it teaches students to use language in a meaningful way. It not only enhanced the writing skills but also improved

the way of expressing new ideas. It also helps participants to generate new ideas in the English language while writing a text. Other researchers, such as [Hanh & Tuan \(2018\)](#), [Kafipour & Mahmudi \(2018\)](#), in their work reflect that task-based language teaching enhanced writing skills and also boosted the motivation of the EFL learners at Tien Giang University, Vietnam and Iranian universities. Similar to their studies, the results of this research also show the positive effect of task-based language teaching on the learners.

However, this study has certain limitations. It was conducted at the University of Sahiwal, which restricts the generalizability of the results to other institutions or contexts. Also, the research lasted for just three weeks, which is a short time for language learning, especially for developing writing skills. Writing skills are a challenging issue faced by EFL learners in Pakistan. In such a brief period, students could not explore much new vocabulary or fully resolve grammar difficulties. Still, they gained useful knowledge of grammar and learned to use cohesive devices more effectively. For stronger improvement in writing skills through TBLT, a longer period of around 10 to 12 weeks would be more appropriate for undergraduate students. The required time may vary, however, for learners at school or college levels.

Conclusion:

The study aimed to investigate the effectiveness of Task-Based Language Teaching (TBLT) in improving the writing skills of undergraduate EFL learners at the University of Sahiwal. The researcher also concludes in the current study that learners can manage time for their tasks through TBLT, which is also a great achievement for EFL learners.

The current study identifies that TBLT is an effective pedagogical technique to enhance the writing skills of undergraduate students at the University of Sahiwal. The findings indicate that students of the

experimental group who are taught by the TBLT method not only improved their writing skills but also enhanced their overall language skills, such as speaking and group discussion. The current study's results explain that there is a great difference between the mean scores of EG and CG post-tests (72.4 & 64.3), which indicates TBLT is an effective approach for language learning. It also helps learners to keep motivated and encouraged in language learning. TBLT also enhanced students' fluency and accuracy in writing skills as well as in overall language learning, such as in speaking. Therefore, the instructors should incorporate task-based activities into their teaching strategies to support student-centred learning. Overall, this study confirms that TBLT plays a significant role in improving the writing skills of EFL learners and creates a supportive environment for language learning.

Recommendations:

The current study is limited to the students of the University of Sahiwal. The writing skills of the English language should be induced through TBLT at the undergraduate level as well as at lower-grade students. The current study focuses on the effectiveness of the TBLT method for English writing skills at the University of Sahiwal. Future research can explore the effectiveness of the TBLT in improving the speaking skills of foreign language at the undergraduate level or at the school level, as previous researchers did in their areas.

On the basis of this study, language learning should be structured systematically, and teachers in universities or schools should make such a supportive environment where students easily engage in daily tasks and are able to produce texts. The institutions should also encourage their learners during foreign language learning.

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Annexure A

Table 3: Independent samples t-test results of the pre-tests and post-tests

Writing test	Group	Numbers	M	SD	MD	t	df	p-value
Pre-test	CG	15	63.3	6.4	0.6	0.16	28	0.87
	EG	15	62.7	12.6				
Post-test	CG	15	64.3	6.7	8.1	2.69	28	0.012
	EG	15	72.4	9.6				

Annexure B

Table 4: Pair sample t-test results of the writing tests of CG and EG

Group	Writing test	Numbers	M	SD	MD	t	df	p-value
CG	Pre-test	15	63.3	6.4	-1	0.39	28	0.69
	Post-test	15	64.3					
EG	Pre-test	15	62.7	12.6	9.7	2.48	28	0.02
	Post-test	15	72.4					