

Improving Writing Skills In First-Year Students At Lilama 2 College: The Role Of Task-Based Language Teaching

Nguyen Thu Thuy Linh, Pham Huu Duc

*Lilama 2 Technology International College, Vietnam
Ho Chi Minh City International University – Hcmiu, Vietnam*

Abstract

This study investigates the challenges faced by first-year EFL students at Lilama 2 Technology International College in Dong Nai, focusing on the development of paragraph writing skills. Through Task-Based Language Teaching (TBLT), the research aims to uncover the key obstacles students face and evaluate how TBLT can effectively address these challenges. Involving a cohort of 5 teachers and 100 students, the study utilizes both qualitative and quantitative methods to gather comprehensive insights into students' writing difficulties and the impact of TBLT on their performance. The research addresses two pivotal questions: What are the main difficulties faced by first-year EFL students in writing paragraphs? How effective is TBLT in overcoming these difficulties and improving their writing skills? The findings provide practical insights into specific writing challenges and demonstrate the potential of TBLT to enhance EFL writing instruction, offering valuable implications for educators aiming to improve writing skills in similar contexts.

Keywords: *Task-Based Language Teaching (TBLT), Paragraph writing, EFL students*

Date of Submission: 28-08-2024

Date of Acceptance: 08-09-2024

I. Introduction

Challenges in paragraph writing among first-year EFL students at Lilama 2 Technology International College are explored in this research. Writing in a foreign language is recognized for its difficulty due to the need to organize thoughts into structured text (Jordan, 2003; Pinter, 2006). Students often face issues with vocabulary, grammar, and sentence structure, which can impact their academic and professional futures (Richards & Renandya, 2002). The objective is to identify common writing errors and propose practical strategies for improvement. Enhancing writing skills will aid in overall language proficiency and better prepare students for global communication. Educators will benefit from insights into specific writing challenges and recommendations for effective teaching strategies.

Identifying and addressing common writing errors that obstruct clear and accurate expression in English is essential (Fasikh, 2019; Hogue, 2008; Locker & Kaczmarck, 2003; Maros, 2007; Mustafa, 2017; Belkhir & Benyelles, 2017). The research also explores how students' native language influences their English writing, as transfer of cultural habits and linguistic structures from L1 often results in errors (Muhsin, 2016; Yuan, 2021). Proposing strategies to mitigate these errors aims to enhance students' writing skills and academic performance.

II. Literature Review

This literature review focuses on summarizing and evaluating research, theories, and practices related to Task-Based Language Teaching (TBLT). First, it explains what writing is and how TBLT can help improve first-year students' writing skills in real-life situations. Next, it looks at the common writing problems faced by first-year students and reviews studies on their views about TBLT. The main goal of this research is to assess how effective TBLT is in improving the writing skills of first-year students.

Definitions of Writing and Common Errors

Writing is a vital skill for expressing one's thoughts, emotions, beliefs, and attitudes. According to Ho (2013), writing not only helps in communication but also plays a significant role in language learning, as it allows students to engage deeply with the language. Writing involves various cognitive processes such as organizing ideas, problem-solving, and critical thinking, making it a productive skill, as noted by Jebreil et al. (2015). Cumming (1998) emphasizes that writing is more than just putting words on paper; it requires careful planning, thinking, and revising, making it a distinct and challenging skill compared to speaking. The writing process involves multiple stages, including planning, organizing, outlining, drafting, and revising, which Hadley (1993) describes as essential for creating coherent and effective texts. Researchers like Flower and Hayes (1981) have focused on the cognitive aspects of writing to better understand the mental processes that guide students' compositions.

However, writing is one of the most challenging skills for English as a Foreign Language (EFL) students, who often struggle with various errors. Phuket and Othman (2015) highlight the importance of analyzing these errors to support students in developing their writing skills effectively. Common mistakes in student writing include errors in grammar, vocabulary, sentence structure, and writing style. Kirkgoz (2010) notes that prepositions and verb tenses are among the most frequent issues, while James (1998) adds that lexical errors are also common in EFL writing. These errors often stem from a lack of practice, interference from the students' first language, or a misunderstanding of language rules, as explained by Saeed et al. (2015). Error analysis has become a key approach in evaluating the quality of language produced by second and foreign language learners, as it helps identify and address the specific challenges they face. Zawahreh (2012) argues that error analysis is one of the most effective methods for understanding the mistakes learners make, whether in brief writing tests or longer essays, ultimately contributing to their language development.

Differentiating between mistakes and errors is essential in language learning, as explained by Corder (1981). Errors, which are systematic and not self-correctable, indicate a lack of learning, while mistakes can be corrected by the learner. Errors in writing can be categorized into lexical, grammatical, and interference errors between the first (L1) and second language (L2). Common errors include misspellings, literal translations, and punctuation issues (Llach, 2007; Maner, 1996). The sources of these errors can be developmental, intralanguage, or interlanguage (Richards, 2004). For EFL and ESL students, errors are often influenced by interference from their L1, particularly in the early stages of learning L2 (Brown, 1994). Several studies have classified and analyzed errors in writing, identifying common issues such as subject-verb agreement, tense errors, and word choice problems (Tananart, 2000; Cheng, 1994; Liu & Wang, 2011). Error analysis, as proposed by Corder (1967), is valuable for educators and learners as it provides insights into the learning process and guides instructional strategies. Errors, though often seen negatively, are crucial for understanding language acquisition and improving language teaching methods (James, 1998; Peng, 1976).

Writing Difficulties for first-year students

Wen (2007) identifies writing difficulties as challenges learners face during the writing process,

particularly for those learning English as a foreign language. These difficulties arise from linguistic and cultural differences, which can result in grammatical errors and contextual misunderstandings. Misbah et al. (2017) further explain that students often struggle with writing due to a lack of vocabulary, which is fundamental for constructing sentences and expressing thoughts. Poor spelling, as Nyang'au Benard (2014) suggests, is another significant factor that hampers students' writing progress, often caused by the incorrect pronunciation of words leading to inaccurate spelling. Foster (2015) adds that students' readiness and exposure to reading materials also play crucial roles in their ability to write effectively. A lack of exposure to diverse reading resources can limit students' ability to construct meaningful sentences, as reading and writing are interconnected skills.

Additionally, the complexity of writing, which involves understanding, applying, and combining ideas creatively, poses a significant challenge for students. This complexity is compounded by issues such as grammar, syntax, and limited language proficiency, which can hinder students' ability to produce clear and correct written work. Moreover, students' reliance on their native language when writing in English can lead to interference that affects the accuracy of their writing. This challenge is common among English language learners, especially when there is a discrepancy between the intended meaning and the written output due to differences between the native and target languages. Research by Haider (2012) and Hyland (2003) categorizes these challenges into linguistic, psychological, cognitive, and pedagogical areas, highlighting the multifaceted nature of writing difficulties. The literature also points out that ineffective teaching methods, large class sizes, and outdated textbooks contribute to these challenges, as they fail to engage students or provide adequate opportunities to develop writing skills (Bilal et al., 2013; Butt & Rasul, 2012; Haider, 2012). Finally, a lack of motivation is a critical issue, as students who are not motivated may not engage fully in the learning process. Gbollie & Keamu (2017) emphasize the importance of motivation in enhancing students' learning outcomes, suggesting that positive reinforcement from teachers can significantly improve students' progress in writing.

Overview and Benefits of Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is a method that emphasizes using real-world tasks to help students learn a language. Ellis (2003) explains that TBLT involves authentic activities that allow students to interact with the target language in practical contexts. The core element of TBLT is the task itself, which provides the primary learning focus and encourages students to use their language skills as they work towards completing assignments. This approach helps students acquire new language skills and better utilize their existing knowledge.

Richards and Rogers (2001) define TBLT as an approach where tasks are central to planning and instruction. They argue that language learning benefits from real-world communication activities and tasks with personal significance. This view is supported by other researchers like Prabhu (1987) and Nunan (1989). Prabhu (1987) considers tasks as activities that involve cognitive processes and require students to derive conclusions from information. Nunan (1989) focuses on tasks that prioritize meaning over form, which promotes interactive learning and critical thinking, giving students more control over their learning process.

TBLT has several advantages and some limitations. Willis (1996) highlights that TBLT provides students with exposure to the target language, opportunities for language use, increased motivation, and effective instruction. This method helps students engage more actively in their learning and offers a more student-centered approach, as noted by Nunan (2004) and supported by Douglas and Kim (2014). Studies have shown that TBLT reduces students' anxiety, increases classroom engagement, and enhances motivation, especially when tasks are relevant and challenging (Lam & Law, 2007; Bao & Du, 2015).

Previous Studies and Identified Gaps

Writing in a second language is notably challenging due to its complexity, which involves not only

generating ideas but also mastering vocabulary, grammar, and mechanics. Jozsef (2001) notes that writing requires a deep understanding of content and various components, making it one of the most difficult skills to acquire. Hourani (2008) expands on this by explaining that writing in a foreign language is particularly hard because it involves longer and more complex tasks than writing in one's first language. Patel and Jain (2008) emphasize that writing is a skill that needs to be taught and practiced, as it is essential for remembering vocabulary and developing effective communication.

Chen (2002) identifies four major challenges EFL (English as a Foreign Language) students face in writing: limited vocabulary, difficulty in organizing ideas, grammatical errors, and mechanical mistakes such as punctuation and spelling. Richards and Renandya (2002) and Crème and Lea (2003) further explain that students often struggle with expressing their ideas and using complex vocabulary and grammar accurately. These issues frequently stem from the interference of a student's first language and insufficient knowledge of the target language's rules.

To improve writing skills, it is crucial for students to review their work and receive corrective feedback from teachers. Ferris (2010) highlights the importance of written corrective feedback in addressing various errors, including grammar, spelling, and content. This feedback helps students refine their writing and reduce mistakes. Teachers play a key role in instructing students on grammar rules and providing feedback to enhance their writing proficiency. Hesse (2010) and Yakhontova (2003) describe writing as both a learning process and a cognitive task, underscoring its importance in effective communication and academic success.

Previous studies outline the challenges and strategies related to second language writing but leave several gaps. It lacks specific strategies or classroom exercises to address issues like vocabulary, grammar, and idea organization. Additionally, it does not explore ways to maintain or enhance student motivation throughout the writing process. Furthermore, there is little detail on effective assessment methods for measuring writing improvement, beyond providing feedback, which could offer a clearer understanding of students' progress and areas needing further development. This study aims to bridge these gaps by focusing on practical solutions to common writing errors and enhancing overall writing proficiency.

Research Questions

To achieve the study's objectives, the survey aimed to address the following research questions:

1. What are the primary challenges that first-year EFL students face when learning and practicing paragraph writing skills?
2. How effective is Task-Based Language Teaching (TBLT) in overcoming these challenges and enhancing EFL students' paragraph writing skills?

III. Methods

Research Setting & Participants

This study uses a mixed-method research design, which means it combines both quantitative and qualitative methods to explore the challenges faced by first-year EFL students in learning and practicing paragraph writing skills, as well as to assess the effectiveness of Task-Based Language Teaching (TBLT) in addressing these challenges and improving their writing skills.

To address the research questions: (1) What are the primary challenges that first-year EFL students face when learning and practicing paragraph writing skills? and (2) How effective is Task-Based Language Teaching (TBLT) in overcoming these challenges and enhancing EFL students' paragraph writing skills?, purposive sampling was employed. The study involved 5 English teachers and 100 first-year students from Lilama 2 College. This sampling aimed to include teachers with various levels of experience and familiarity with TBLT.

The five English teachers participating in the study were selected to provide diverse perspectives on the implementation of TBLT. They included both male and female teachers with different educational backgrounds and levels of expertise. The teachers' ages ranged from 30 to 40 years, and their qualifications varied from MA to BA degrees. This diversity enhanced the research by incorporating a broad range of insights into the effectiveness of TBLT and the challenges faced by first-year students in their writing instruction.

Research Instruments

Questionnaire

A questionnaire is an essential tool for collecting data in a structured and organized way, allowing researchers to gather information from participants efficiently (Creswell, 2012). When designing a questionnaire, it is crucial to consider several factors, including the layout, clarity of questions, and the balance between different question types to ensure reliability and validity (Iwaniec, 2019). Saris and Gallhofer (2014) emphasize the importance of introducing the research purpose clearly, avoiding complex or double-barreled questions, and incorporating a mix of close-ended and open-ended questions. This approach helps in capturing a comprehensive range of responses, providing valuable insights into the study's objectives (Zhou et al., 2017).

Semi-structured Interview

A semi-structured interview is a flexible yet organized approach to gathering in-depth information from participants (Adams, 2015). It involves a set of prepared questions while allowing the interviewer to ask follow-up questions and explore topics further as needed. This method is particularly effective for obtaining detailed insights, as it enables the interviewer to clarify responses and delve deeper into the participants' perspectives. Semi-structured interviews are especially useful when dealing with a small sample size, as they balance structure with the freedom to explore responses in greater depth, making them an ideal choice for qualitative research (Creswell, 2012; McIntosh & Morse, 2015).

Materials

The American Speakout - Level: Elementary textbook, used in this course, consists of 12 units and follows a communicative approach, integrating grammar, vocabulary, pronunciation, and the four key language skills. The semester, lasting around 3 months with 60 periods (45 main and 15 self-study), covers approximately 6 units. This research focuses on the first semester, where students work through Units 1 to 6. The course is structured to develop language skills comprehensively, with five writing lessons guiding students to write paragraphs on topics such as emails asking for accommodation, descriptions of special events, blogs about favorite places, recipe emails, and profiles of special people. Additionally, two review lessons reinforce these paragraph writing skills.

Data collection & analysis

For this study, data collection included both surveys and interviews. We distributed surveys to 100 first-year students at Lilama2 International Technology College during their classes to ensure a broad range of responses. The surveys were collected immediately, and the data were entered into statistical software for analysis. Alongside the surveys, we conducted semi-structured interviews with 10 students and 5 teachers. These interviews were scheduled at times convenient for participants and conducted either in person or by phone, with each session recorded and transcribed for analysis.

In analyzing the data, we used both quantitative and qualitative methods. The survey data were analyzed quantitatively using descriptive statistics to summarize the frequency of reported writing difficulties and

inferential statistics to examine significant differences among student groups. SPSS version 26 was utilized to process and visualize these results. For the qualitative data from the interviews, we applied thematic analysis by coding the interview transcripts to identify recurring themes and patterns, which provided deeper insights into the writing challenges faced by students. The findings from the interviews were then compared with the survey results to offer a comprehensive understanding of the issues.

IV. Results/Findings

Difficulties in paragraph writing

The data from the table highlights the challenges that first-year students face in paragraph writing. A significant 40% of students struggle with generating ideas, with 24% agreeing and 16% strongly agreeing. Organizing these ideas into coherent paragraphs is challenging for 43% of students, reflecting common structural issues. Grammar usage is problematic for 34% of students, while 39% find vocabulary limitations a barrier to effective writing. Coherence and cohesion difficulties are reported by 38% of students, and 36% experience spelling and punctuation problems. Notably, 42% of students lack confidence in their writing abilities, revealing a key challenge in self-assurance. Overall, the data shows that students encounter a range of difficulties, including idea generation, organization, grammar, vocabulary, coherence, punctuation, and confidence.

Table 1
Students' Difficulties in Paragraph Writing

Item	Agree (%)	Strongly Agree (%)	Total (%)
Idea Generation	24	16	40
Organization	30	13	43
Grammar Usage	25	9	34
Vocabulary	25	14	39
Coherence and Cohesion	25	13	38
Spelling and Punctuation	26	10	36
Confidence in Writing	29	13	42

The feedback from the five teachers highlights several common challenges that first-year students encounter in their writing. Teacher 1 notes that students often have trouble organizing their ideas coherently and using appropriate transitional phrases, leading to paragraphs that lack logical flow and clarity. Teacher 2 points out that grammar and syntax issues are widespread, with frequent errors in sentence structure, verb tense, and subject-verb agreement, which undermine the grammatical accuracy and readability of their writing. Teacher 3 observes that a limited vocabulary is a significant obstacle, as it restricts students' ability to express their ideas clearly, resulting in vague or simplistic writing. Teacher 4 emphasizes that many students struggle with maintaining consistency in tense and ensuring correct subject-verb agreement, which disrupts the coherence of their paragraphs and can confuse readers. Lastly, Teacher 5 mentions that students often fail to link their sentences effectively, which affects the overall coherence and cohesion of their writing, making it less compelling and harder to follow. These insights highlight the range of difficulties students face, from structural and grammatical issues to vocabulary limitations and consistency problems.

Table 2
Challenges Faced by First-Year Students in Writing: Insights from Teachers

	Translation	Main points
Teacher 1	<i>"Students often struggle with organizing their ideas coherently and using appropriate transitional phrases."</i>	organizing ideas appropriate transitional phrases.
Teacher 2	<i>"Many students have issues with grammar and syntax, which affects their overall paragraph structure."</i>	Grammar and syntax Paragraph structure

Teacher 3	<i>“Well, a common problem is inadequate vocabulary, making it hard for students to express their ideas clearly.”</i>	Inadequate vocabulary expressing ideas
Teacher 4	<i>“I think students frequently find it challenging to maintain consistency in tense and subject-verb agreement.”</i>	consistency subject-verb agreement
Teacher 5	<i>“In my opinion, coherence and cohesion are major difficulties, with students often failing to link their sentences effectively.”</i>	coherence and cohesion linking sentences

Impact of TBLT on EFL Students’ Writing Skills

The data shows that students generally view Task-Based Language Teaching (TBLT) activities positively for improving their paragraph writing skills. Most students reported enhancements in various writing areas. Specifically, 62% of students felt that TBLT activities helped them generate better ideas, while 67% believed these activities improved their ability to organize ideas into clear, coherent paragraphs. Additionally, more than half of the students noted improvements in their grammar accuracy (58%) and vocabulary (55%). Improvements in coherence and cohesion were also reported by 60% of students. Feedback from TBLT activities was considered useful by 53%, and 67% felt more confident in their writing skills after participating. Overall, these results indicate that TBLT activities effectively address multiple aspects of paragraph writing, leading to better idea generation, organization, grammar, vocabulary, coherence, and overall writing confidence.

Table 3
Students’ perceptions of the effectiveness of TBLT

Item	Agree (%)	Strongly Agree (%)	Total (%)
Better Idea Generation	50	12	62
Improved Organization of Ideas	55	12	67
Enhanced Grammar Accuracy	48	10	58
Expanded Vocabulary	45	10	55
Improved Coherence and Cohesion	50	10	60
Usefulness of Feedback	45	8	53
Increased Confidence in Writing	55	12	67

This positive impact of TBLT activities is supported by the diverse strategies teachers use to help first-year students improve their writing skills. For example, Teacher 1 employs graphic organizers to assist students in planning their ideas before they start writing. This approach helps students create more organized paragraphs by providing a clear model to follow. Teacher 2 focuses on grammar exercises to address common mistakes, such as sentence structure, verb tense, and subject-verb agreement. By practicing these areas and receiving detailed feedback, students can enhance their grammar and write more accurately. Teacher 3 incorporates vocabulary-building activities and encourages more reading. This helps students expand their word choice, making their writing clearer and more engaging. Teacher 4 emphasizes the importance of practicing tense consistency and subject-verb agreement. Through targeted exercises and peer reviews, students can refine their skills and learn from each other. Lastly, Teacher 5 teaches students to use transitional words and phrases to connect their sentences and paragraphs. This instruction helps students produce more cohesive and coherent writing. These diverse strategies reflect a comprehensive approach to improving students’ writing, aligning with the goals of Task-Based Language Teaching (TBLT) by focusing on meaningful tasks and active student involvement.

Table 4
Teachers’ suggestions for students’ difficulties

	Translation	Main points
Teacher 1	<i>“I use graphic organizers to help students map out their ideas before writing. I also provide examples of well-structured paragraphs.”</i>	Mapping out ideas Providing examples of paragraph
Teacher 2	<i>“I focus on targeted grammar exercises and provide detailed feedback on common errors to improve their writing accuracy.”</i>	Grammar exercises Feedback on common errors
Teacher 3	<i>“I incorporate vocabulary-building activities and encourage reading diverse texts to expand students’ word choices.”</i>	Building vocabulary Reading texts to expand word choices

Teacher 4	<i>"I emphasize practice with tense consistency and subject-verb agreement through focused writing drills and peer reviews."</i>	Tense consistency Subject-verb agreement Peer reviews
Teacher 5	<i>"I teach strategies for linking sentences and paragraphs, such as using transitional words and phrases effectively."</i>	Linking sentences Using transitional words or phrases

In evaluating the benefits of Task-Based Language Teaching (TBLT), five teachers shared their experiences with both effective and challenging activities. Teacher 1 found that incorporating TBLT through writing short sentences and paragraphs, coupled with peer review sessions, significantly improved writing clarity. Teacher 2 highlighted the positive impact of group projects on writing and editing short paragraphs, noting that student collaboration greatly enhanced writing skills. Teacher 3 focused on writing descriptive sentences and brief paragraphs, recognizing the benefits of descriptive writing while also noting that some independent tasks lacked sufficient guidance. Teacher 4 used role-playing tasks where students wrote from different perspectives, which was helpful, but longer assignments were challenging without adequate support. Teacher 5 worked on writing short paragraphs about daily routines, which was effective, although more complex tasks were less successful. These insights suggest that while TBLT activities such as peer reviews and group projects are valuable for improving writing, addressing issues like insufficient guidance and the complexity of tasks is crucial for maximizing their effectiveness.

Table 5
Teachers' perceptions of the benefits of TBLT

	Translation	Main points
Teacher 1	<i>"Integrated TBLT with tasks like writing short sentences and paragraphs. The "peer review" session for short paragraphs was effective in helping students improve their writing clarity."</i>	Writing short sentences and paragraphs Peer review
Teacher 2	<i>"Used TBLT through group projects that involved writing and editing short paragraphs. The "group writing task" was successful in enhancing writing skills through peer collaboration."</i>	Group writing task Peer collaboration
Teacher 3	<i>"Applied TBLT with activities like writing descriptive sentences and brief paragraphs. The "descriptive sentence writing" was effective, but some "independent paragraph tasks" lacked guidance."</i>	Writing descriptive sentences Independent paragraph tasks
Teacher 4	<i>"Implemented TBLT with role-playing tasks, such as writing paragraphs from different perspectives. The "role-playing tasks" were useful, but "longer paragraph assignments" were challenging without support."</i>	Role-playing tasks Longer paragraph assignments
Teacher 5	<i>"Incorporated TBLT by having students compose short paragraphs about their daily routines. The "daily routine paragraph writing" activity proved effective, while "more complex assignments" were less successful."</i>	Daily routine paragraph writing more complex assignments

V. Discussion

The analysis of student questionnaires and teacher interviews reveals several major difficulties first-year EFL students face in learning and applying paragraph writing skills. Students commonly struggle with generating relevant ideas, often due to limited experience with brainstorming techniques and a lack of diverse writing prompts. Another significant challenge is organizing these ideas into clear and logical paragraphs. Many students have difficulty structuring their thoughts and using transitions effectively to connect ideas. Grammar issues also impact their writing, with frequent errors in sentence structure, verb tense, and subject-verb agreement, compounded by insufficient practice and understanding of grammar rules. Additionally, limited vocabulary makes it hard for students to express their ideas clearly and effectively. Teachers have observed that students often struggle with maintaining coherence and cohesion in their paragraphs, leading to disorganized and difficult-to-follow writing. Many students also lack confidence in their writing abilities, often due to frequent mistakes and unclear feedback. Addressing these difficulties requires targeted instruction, regular practice, and supportive feedback to improve students' writing skills and build their confidence.

The effectiveness of Task-Based Language Teaching (TBLT) in improving EFL students' paragraph writing skills is evident from both student questionnaires and teacher interviews. Students reported that TBLT activities have significantly helped them in various aspects of writing. For example, many students found that TBLT tasks improved their ability to generate and organize ideas into coherent paragraphs. This improvement is attributed to the structured and practical nature of TBLT activities, which focus on real-life writing tasks and provide clear models for students. Additionally, students noted enhancements in their grammar usage and vocabulary. Engaging in targeted tasks and receiving specific feedback allowed them to practice grammatical rules more accurately and expand their vocabulary. Teachers also observed that TBLT activities effectively support students in maintaining coherence and cohesion within their writing. Tasks that emphasize linking ideas and using transitional phrases helped students develop better writing flow and organization. Moreover, students reported increased confidence in their writing abilities as a result of participating in TBLT activities. Teachers noted that this boost in confidence is linked to regular practice and constructive feedback during TBLT sessions, which help students recognize their progress and areas for improvement. Overall, TBLT appears to be a valuable approach for addressing key difficulties and enhancing paragraph writing skills through practical, focused, and interactive learning experiences.

VI. Conclusion

The findings from this study offer important insights for teaching and learning paragraph writing in EFL (English as a Foreign Language) contexts. The success of Task-Based Language Teaching (TBLT) in addressing common writing challenges indicates that integrating TBLT into writing instruction can be highly effective. Educators are encouraged to include TBLT activities in their curriculum to help students improve idea generation, paragraph organization, and the use of grammar and vocabulary. The study also emphasizes the need for targeted support in areas where students frequently struggle, such as coherence, cohesion, and confidence. Teachers should provide clear examples, practice transitional phrases, and offer constructive feedback to address these issues. Furthermore, the positive effect of TBLT on student confidence highlights the importance of creating a supportive learning environment where students can practice regularly and receive feedback, thus helping to build their self-esteem.

However, the study has several limitations that need to be considered. The sample size of 100 students may not fully represent all first-year EFL students, which could affect the generalizability of the results. Additionally, the reliance on self-reported data from questionnaires and interviews may introduce subjectivity and not fully capture students' true experiences. The study focused exclusively on TBLT without comparing it to other teaching methods, which could provide a broader understanding of its impact. Lastly, the short duration of the study may not have been sufficient to observe long-term effects of TBLT on writing skills. Future research with larger samples, various teaching methods, and extended study periods could offer more comprehensive insights into the effectiveness of TBLT for improving writing skills.