

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

Theme: Types of TBL Tasks and Writing Skills

Author: Manotoa Pasochoa María Cristina

Tutor: Dra. Hernández Chérrez Elsa de los Ángeles PhD.

Ambato – Ecuador

2025

SUPERVISOR APPROVAL

CERTIFY:

I, Dra. Hernández Chérrez Elsa de los Angeles PhD, holder of the I.D No. 1802616027, in my capacity as supervisor of the Research dissertation on the topic: “Types of TBL Tasks and Writing Skills ” investigated by Miss Manotoa Pasochoa María Cristina with I.D No. 1805796750, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

Firmado electrónicamente por:
ELSA DE LOS ANGELES HERNANDEZ CHERREZ
Validar únicamente con FirmaEC

.....

Dra. Hernández Chérrez Elsa de los Angeles PhD

I.D. 1802616027

DECLARATION PAGE

I declare this undergraduate dissertation entitled "Types of TBL Tasks and Writing Skills " is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



…….

Manotoa Pasochoa María Cristina

I.D. 180579675-0

AUTHOR

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic " Types of TBL Tasks and Writing Skills " which is held by Manotoa Pasochoa María Cristina undergraduate student from Pedagogía de los Idiomas Nacionales y Extranjeros, academic period August 2025-January 2026, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, December, 2025

REVISION COMMISION

Firmado electrónicamente por:
WILMA ELIZABETH SUAREZ MOSQUERA
Validar únicamente con FirmaEC

.....

Dra. Suarez Mosquera Wilma Elizabeth

REVISER

Firmado electrónicamente por:
CARLOS DANIEL MAYORGA GAONA
Validar únicamente con FirmaEC

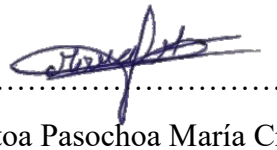
.....

Mg. Mayorga Gaona Carlos Daniel

REVISER

COPYRIGHT REUSE

I, Manotoa Pasochoa María Cristina with I.D. No. 180579675-0, confer the rights of this undergraduate dissertation "*Types of TBL Tasks and Writing Skills*", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



…….

Manotoa Pasochoa María Cristina

I.D 180579675-0

AUTHOR

DEDICATION

TO:

To me, for being able to overcome this difficult process and not giving up. To my mother, sister, and family for being supportive during this long process. To my angel, Grandma, who has given me strength and care from heaven.

Cristina.

ACKNOWLEDGEMENTS

Firs of all, I would like to thank God for giving me the strength and perseverance to complete this process. My deepest gratitude goes to Magister Xavier Sulca, whose guidance throughout the course greatly contributed to my academic growth. I am also sincerely thankful to my tutor for her constant support, valuable feedback, and dedication, which were essential to the completion of this work. Finally, I want to express my appreciation to my friends and boyfriend for accompanying me throughout this journey and for being part of this important stage of my life.

Cristina.

TABLE OF CONTENTS

SUPERVISOR APPROVAL i

DECLARATION PAGE ii

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS DE LA EDUCACIÓN iii

COPYRIGHT REUSE iv

DEDICATION v

ACKNOWLEDGEMENTS vi

TABLE OF CONTENTS vii

ABSTRACT x

RESUMEN xi

CHAPTER I. Theoretical Framework 1

1.1 Research Background 1

1.2. Theoretical Foundation of the Variables 4

1.2.1. Independent Variable 4

1.2.1.1 Communicative language teaching 4

1.2.1.2 Communicative approaches 5

1.2.1.3 Task-Based Learning (TBL) 7

1.2.1.4 Types of TBL Tasks 9

1.2.1.5 Listing tasks 9

1.2.1.6 Ordering and sorting tasks 9

1.3 Dependent Variable 14

1.3.1 English Language Learning 14

1.3.2 English Language Skills 15

1.3.4 Productive Skills 15

1.3.5 Writing Skills 16

1.4 Objectives: 23
1.5 Fulfillment of objectives 24
CHAPTER II.- Methodology 25
2.1 Materials 25
2.2 Methods 25
2.2.1 Research approach: 25
2.2.2 Modality 25
2.2.3 Type of Research/ Research Design 26
2.2.4 Techniques and tools 27
2.2.5 Procedure 27
2.2.6 Population 29
2.2.7 Ethical considerations 29
2.2.8 Research questions 30
CHAPTER III.- Results and Discussion 31
3.1 Analysis and discussion of the results 31
CHAPTER IV.- Conclusions and Recommendations 38
4.1 Conclusions 38
4.2 Recommendations 39
REFERENCES 40
ANNEXES 50

INDEX OF TABLE

Table 1 Population 29
Table 2. Types of TBL tasks 31
Table 3. Most developed sub-skills.....33
Table 4. Writing skills.....34

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "Types of TBL Tasks and Writing Skills"

AUTHOR: Manotoa Pasochoa María Cristina

TUTOR: Dra. Hernández Chérrez Elsa de los Angeles PhD

ABSTRACT

This current study analyzes learners' perspectives regarding the role of TBL (Task-Based Learning) task types in supporting the development of writing skills. A total of 64 university students from the Language Center of Universidad Técnica de Ambato (21 males and 43 females) participated in a descriptive, non-experimental investigation. Data was collected through the application of a survey with 22 items on a Likert scale. The reliability of the survey was confirmed with a Cronbach's alpha coefficient of 0.943. In the same way, the questionnaire was validated and approved by five experts in the field, with each question achieving an acceptance score ranging from 0.80 to 1 in the Aiken's V coefficient, confirming its validity. The results revealed that the most commonly used TBL task type in EFL classrooms are matching tasks, comparison and contrasting tasks and listing tasks due to their ease of implementation and diversity of activities. Various writing strategies support the improvement of writing skills; however, the most commonly used writing strategy by students is brainstorming, especially during the prewriting phase. Furthermore, the writing sub-skill most developed during English learning is writing legibly, as students are more focused on producing texts that are understandable and readable. The results also showed that students do not prefer tasks that are highly complex and that require prior knowledge, extensive preparation time, and higher language proficiency to communicate ideas and complete creative tasks such as projects and creative tasks. Finally, data indicated that the least developed writing skills are those related to organizing information or sentences to build coherent and accurate texts, particularly organizing ideas to be helpful and joining words and sentences clearly.

Keywords: *Types of TBL Tasks, writing Skills, Task-Based Learning, writing strategies, writing sub-skills*

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

Este estudio analiza las perspectivas de los estudiantes sobre el papel de los tipos de tareas de Aprendizaje Basado en Tareas (TBL, por sus siglas en inglés) en el desarrollo de la expresión escrita. Un total de 64 estudiantes universitarios del Centro de Idiomas de la Universidad Técnica de Ambato (21 hombres y 43 mujeres) participaron en una investigación descriptiva no experimental. Los datos se recopilaron mediante una encuesta de 22 ítems con escala Likert. La fiabilidad de la encuesta se confirmó con un coeficiente Alpha de Cronbach de 0,943. Asimismo, el cuestionario fue validado por cinco expertos en la materia, obteniendo una puntuación de aceptación para cada pregunta que osciló entre 0,80 y 1 en el coeficiente V de Aiken, lo que confirma su validez. Los resultados revelaron que el tipo de tarea de TBL más utilizado en las clases de inglés como lengua extranjera (EFL) son las tareas de emparejamiento, tareas de comparación y contraste y tareas de enumeración, debido a su fácil implementación y actividades diversas. Si bien diversas estrategias de escritura favorecen la mejora de la expresión escrita, la más utilizada por los estudiantes es la lluvia de ideas, especialmente durante la fase de preescritura. Además, la sub-habilidad de escritura que más se desarrolla durante el aprendizaje del inglés es la legibilidad, ya que los estudiantes se centran en producir textos comprensibles y legibles. Los resultados también mostraron que los estudiantes no prefieren tareas muy complejas que requieran conocimientos previos, mucho tiempo de preparación y un alto dominio del idioma para comunicar ideas y completar tareas creativas, como proyectos y trabajos prácticos. Finalmente, los datos indicaron que las habilidades de escritura menos desarrolladas son las relacionadas con la organización de la información y las oraciones para construir textos coherentes y precisos, en particular la organización de ideas y la unión clara de palabras y oraciones.

Palabras clave: *Tipos de tareas de TBL, habilidades de escritura, aprendizaje basado en tareas, estrategias de escritura, subhabilidades de escritura*

CHAPTER I. Theoretical Framework

1.1 Research Background

The contextual information for this research was collected from various online scholarly resources, including journals, articles, and books. These sources supplied essential and relevant details to enhance the understanding of each variable under investigation.

Shaby and Joy (2020) found that the Task-Based Learning approach (TBL) helps to foster writing skills. Initially in their study, they selected 50 respondents from five different college departments. Subsequently, the researchers employed a survey using a 5-option Likert scale to gather data on participants' perceptions of TBL's effectiveness in developing writing skills by explaining and analyzing the advantages and disadvantages of using the TBL approach to enhance writing skills. Afterward, the study authors interpreted the results, which demonstrated that the TBL approach increased students' writing confidence, improved grammatical accuracy, and enabled students to develop soft skills such as collaborative learning, autonomous learning, and critical thinking. Similarly, the researchers explained that TBL allowed learners to share their existing knowledge, which helped maintain motivation and interest in the class. Overall, Shaby and Joy concluded that students felt more comfortable and actively involved in classes where teachers use it.

Sari et al. (2023) reported that the Task-Based Learning (TBL) approach influenced learners' writing skills. In the course of the investigation, fifteen undergraduate participants from a private university in Jember, Indonesia, were utilized in order to gather data. Their study sought to conduct qualitative interviews with learners who described the outcomes of using TBL to enhance writing skills. Following the analysis of semi-structured interviews, the results indicated that TBL had a favorable impact on learners' writing skills. The analysis suggested that TBL provided authentic and meaningful writing tasks that help students to develop their writing skills in a practical context. Furthermore, the TBL approach was shown to promote engagement, motivation, and collaboration, thereby facilitating students' development of writing proficiency. The approach was also demonstrated to improve the quality of writing, as it provides opportunities for receiving feedback and the revision of students' work.

As stated by Dobler and Burea (2023) in their study, they confirmed the effectiveness of the Task-Based Learning approach for tackling writing challenges of twelve intermediate-level language learners. The research methodology employed an intervention approach

consisting of a six-week intensive writing program, utilizing the TBL approach to enhance writing skills. The intervention process was divided into four phases: preparation, practice, performance, and evaluation, which lasted two weeks, respectively. Data were collected through writing tasks, performance assessments, and rubrics to evaluate their final writing reflections administered throughout the process. The outcomes suggested that by receiving practice and feedback, learners increased their writing skills and promoted motivation and autonomy inside of the classroom because activities presented a clear purpose. Thus, the results confirmed the effectiveness of Task-Based Learning as an approach for tackling writing issues at the intermediate level after completing writing-intensive activities during the interventions. Moreover, TBL helped to promote collaboration, task and time management, and the development of soft skills.

As explained by Mindiola and Vaca (2024), by implementing the Task-Based Learning (TBL) approach during classes, students increase their writing skills in terms of complexity, fluency, and accuracy. Their study project evaluated the advantages of using the TBL approach to improve writing proficiency in EFL classes among students of Abdon Calderon Fiscal Educational Unit. This research was applied to 30 randomly selected tenth-grade students. Writing knowledge was measured and compared before and after the implementation of the Task-Based Learning approach by using a longitudinal study. The study tended to explore whether any change was produced in students´ writing proficiency and whether those differences were statistically significant at a reasonable significance level. The researchers obtained the data through written materials created by the students after completing task cycles to evaluate their writing knowledge. Therefore, the study used a mixed approach. To conclude, the results of the study demonstrated that improvements were especially observed in supporting details and the use of transition words.

As noted by Fortuna et al. (2024) Task-Based Learning (TBL) approach developed writing skills in a class of 10 seventh-semester students from the University of Muhammadiyah Tangerang. The research project aimed to examine and understand the process of implementing the TBL approach in writing skills. The study employed three types of instruments to collect data: an interview, a writing test, and an analysis of students' initial news articles. During the interventions, assignments were applied repeatedly, and a specific time was established to complete each task, which affected the improvement of writing skills. Then, the researchers scored students' final written products using a rubric adapted from Brown (2007). On the

whole, it was concluded that all students increased their test scores by 15%, indicating that they had enhanced their writing skills.

As pointed out by Aurelya et al. (2024), the Task-based language teaching (TBLT) approach improved grammar, vocabulary, and sentence structure by using real language. In their research project, they sought to explore students' experiences with TBLT to foster writing skills in nine students of a senior high school in Karawang. A case study design was employed for data collection, which involved two meetings with classroom observations, where the authors utilized activities and subsequently conducted interviews. The research provided evidence of a positive impact of TBLT on students' improvement in their knowledge of the English language, resulting in gains in vocabulary, language fluency, and writing skills. Based on the analysis of students' comments, the researchers concluded that the TBLT approach developed fluency through constant practice and habit formation, which has promoted natural and confident communication. Moreover, the findings in the study also indicated different effective learning strategies that can help educators enhance learning experiences.

Fadlilaturrohmah and Shofiyuddin (2025), revealed that Task-Based Learning was effective in enhancing English writing skills. A total of 70 second-grade students from an Indonesian Islamic school were selected as participants for data collection. Learners were divided into two groups: an experimental group and a control group. The experimental group received instruction through TBL, whereas the control group class was taught using traditional teaching methods. Data were gathered through a pre-test and a post-test in both classes, and students' skills were evaluated using a meta-cognitive skills rubric, multiple-choice questions, and essay writing. The results showed that there were significant changes in the experimental group after the interventions using the TBL approach in class, since before the pre-test, they had an average of 62.43%, while after the post-test, they got an average of 74.86%. In contrast, in the non-experimental group, a decrease was observed in the language abilities because during the pre-test, learners had an average of 66.71%, and for the post-test, they just got an average of 38.86%, which demonstrated the effect of Task-Based Learning as a helpful methodology in class. To sum up, the study's results indicate a significant improvement in writing skills among students in the experimental class compared to the control class.

1.2. Theoretical Foundation of the Variables

1.2.1. Independent Variable

1.2.1.1 Communicative language teaching

According to Richards (2006), Communicative language teaching emerged during the 1970s as a response to traditional grammar methods, which focused on teaching students to produce and remember sentences accurately in a lesson, but often left them unable to use these skills appropriately in real-world contexts. As a result, the need to develop real communicative language skills increased. Furthermore, this method proposes the idea that language is primarily used for communication rather than mastering language forms. The main goal is to help learners develop communicative competencies and use language in daily life (Tian, 2025).

Richards (2006) explained that Communicative language teaching is understood as a framework outlining the goals of language teaching and how learners learn a language. One of the primary goals of CLT methodology is to help learners achieve communicative competence. Communicative competence can be compared with grammatical competence; nevertheless, they are not the same. As observed by Chomsky (1965), grammatical competence comprehends the accurate use of model rules, such as how to form words, phrases, or sentences, and how to interpret their meaning. In contrast, communicative competence refers to the ability to engage in meaningful communication and carry out various linguistic functions. Knowing how learners use exponents to express functions, how they can vary these exponents according to context in order to achieve appropriacy, the ability to produce and comprehend a range of spoken and written discourse types (e.g., narratives, reports, interviews, conversations), and to sustain interaction by employing compensatory communication strategies when linguistic resources are limited (Richards, 2006).

Adem and Berkessa (2022) argued that language learning was viewed as a mechanical process where students were not be able to make mistakes, and they just focused on produce correct sentences, memorize dialogues, and perform drills. However, for some time now, language learning is defined as the vehicle of communication, prioritizing communication over explicit mastery of grammatical accuracy. Thereby, language learning stresses the learning process, linguistic content, authentic texts, value learning experiences, collaborative creation of meaning, and negotiation of meaning.

1.2.1.2 Communicative approaches

Jabeen (2014) highlighted those communicative approaches are based on the philosophy that learners acquire a language successfully through real communication, thereby developing communicative competence, instead of just memorizing grammar. Students should be able to understand functional and structural aspects. Additionally, Teh (2021) affirmed that these approaches focus on interactive communication, the use of authentic materials, the inclusion of learners' experiences, and the relationship between classroom learning and real-world applications. Some of the most used and popular communicative approaches in language teaching are the following:

- **Communicative Language Teaching (CLT)**

Communicative Language Teaching is commonly associated with the concept of communication, as well as communicative competence (Littlewood, 2013). This implies that CLT facilitates learners' competence across all four language skills. The CLT approach enables students to share their thoughts and opinions by doing collaborative activities during classes (Alamri, 2018). The methodology is a productive practice that incorporates various main sub-skills, including fluency, accuracy, vocabulary, pronunciation, interaction, and comprehension. Additionally, classroom activities have topics related to daily life situations that involve students into real context (Oviedo & Mena, 2021).

- **Content-Based Instruction (CBI)**

Zhang et al. (2024) claimed that Content-Based Instruction (CBI) is known as a practical pedagogical approach that combines language learning with subject matter instruction. This approach reinforces linguistic competence, facilitates cognitive development, and content mastery (Nurjannah et al., 2020). Furthermore, Suvonova (2023) suggested that the CBI approach promotes authentic contexts that allow students to use the target language for a specific and relevant purpose. Thus, students increase the essential language skills that help them to interact in real-world situations, which makes the learning process more attractive because of the increase in motivation and engagement. Although the CBI approach is often related to the CLIL (Content and Language Integrated Learning) approach, both arise in different contexts. CBI was born in a context of immigration and second language teaching, while CLIL emerged in Europe as an educational policy to promote multilingualism.

- **Content and Language Integrated Learning (CLIL)**

Coyle et al. (2010) explained that the term Content and Language Integrated Learning (CLIL) emerged during 1994 within the European context, seeking to unify successful experiences already existing in different schools and countries, highlighting both methodological effectiveness and the educational results achieved. CLIL is defined as an approach with a dual focus in which the target language and the content of a subject are used for teaching and learning in a well-balanced way. The goal of the approach is to boost content, extend language experience beyond the traditional language classroom, and provide a holistic and meaningful learning experience. Correspondingly, Content and Language Integrated Learning involve teaching non-linguistic subjects in an L2 where learners develop competence based on three conditions: retain and value the first language and its culture, address content and language in an integral form, and provide assistance for students to comprehend and produce communication in the L2 (Urmeneta, 2019).

- **Cooperative Language Learning (CLL)**

As outlined by Cheng (2021), the Cooperative Language Learning (CLL) approach was developed during the 1960s and 1970s in the United States in reaction to the enforced consolidation. As its name suggests, CLL involves group learning or teamwork to reach learning goals. The approach utilizes collaborative and interactive tasks and activities, which can be conducted in pairs or small groups, to facilitate natural second language acquisition. Likewise, it promotes higher performance than competitive or individualist learning because it offers opportunities to increase intrinsic motivation and self-esteem among students (Kagan & Kagan, 1994). Additionally, the learning activities allow learners to deeply analyze the topics that they are discussing in the small groups (Budd, 2004). Thereby, Cooperative Language Learning is considered a communicative approach because it highlights interaction and peer feedback among learners, which fosters negotiation of meaning and leads to communicative competence.

- **Project-Based Learning (PBL)**

Considered as a dynamic pedagogical approach, Project-Based Learning (PBL) offers students the opportunity to build their knowledge through the investigation and application of relevant projects and real-world assignments. PBL encourages critical thinking, teamwork, creativity, problem-solving, and communication abilities (Mohinur, 2024). Besides these communicative approaches, there is an additional approach, known as Task-Based Learning, which aims to

develop communicative competence through authentic or real-world communication by carrying out tasks.

- **Task-Based Learning**

Ismail et al. (2023) indicated that Task-based learning is a pedagogical approach that reflects the dynamic nature of communication, builds confidence, and decreases anxiety because it is based on meaningful interaction and collaboration. In addition, it can develop not only communication competence, but also motivation and perseverance in the students. One of the key aspects of TBL is that the teaching-learning process is based on meaningful and communicative tasks to promote the acquisition of language through interactive participation and the use of authentic language in real contexts. Moreover, the roles of the teacher and students in the TBL approach are different. The teacher acts as a guide and facilitator of resources and information, while learners are the center of the class, they negotiate meaning, make decisions, and use the target language in authentic contexts (Sholeh et al., 2021).

All of these pedagogical frameworks derive from the broader Communicative Approach tradition, but each emphasizes a slightly different path to making communication central to language learning.

1.2.1.3 Task-Based Learning (TBL)

It is worth mentioning that the present research focuses on the Task-based Learning approach, one of the most influential communicative methodologies in teaching English as a foreign language. The dissertation author delves into the conceptualization of this approach, explaining not only what it is but also how it arises and what elements shape its pedagogical nature.

Prabhu (1987) argued that the reason for the origin of Task-based Learning is the lack of limited outcomes of traditional methodologies, which emphasized memorization and repetition of grammatical structures without meaning. Prabhu explained that the communicative teaching project stems from the premise that students develop linguistic competence through interactive tasks, which require learners to use cognitive abilities like problem-solving and negotiation of meaning. In this view, grammar is acquired incidentally as learners focus on achieving communicative outcomes rather than practicing isolated rules. From a pedagogical perspective, Nunan (2004) reinforced the idea by highlighting that Task-

based language teaching emphasizes interaction in the target language and offers opportunities to focus on both the learning process and authentic language use.

Alternatively, Ellis (2003) claimed that TBLT/TBL comprises a strong version of CLT, which has the purpose of making language meaningful and appropriate for real communication. Additionally, Ellis stated that Task-based learning employs a distinct framework for teaching and organizing content and tasks, with some authors proposing different stages for the learning process. The most widely recognized model, proposed by Skehan (1996), is founded on the dimensions of complexity, accuracy, and fluency. It is conducted in three phases:

• Pre-Task Phase, where the teacher introduces the topic, explains the purpose of the task, and gives time to prepare their performance

• During-Task Phase, here students perform the activity, commonly doing it in small groups, and they use their existing language skills to complete the task.

• Post-Task Phase, in this stage, after students complete the task, they will focus on reflecting on the language used. This stage is to provide feedback and help students improve their knowledge of grammar forms and vocabulary.

Along with this, it is important to mention the role of the teacher and the student during the application of the TBL approach. Van den Branden (2016) affirmed that the teacher has an essential role in TBL. The instructor in class shows three main characteristics: a guide of learning, a promoter of innovation, and a researcher. In contrast to traditional methods, students have an active role in EFL classrooms. The approach forces students to be active, autonomous, and collaborative agents, able to lead their own learning process, interact with others to negotiate meaning, and evaluate their own progress. Learning in this approach is learner-centered, oriented to meaningful practice, and authentic communication (Ponmani Subha Chellam, 2023).

TBL is organized around communicative tasks, which serve to organize units of an entire course, and also as central methodological tools (Littlewood, 2013). According to Ellis (2009), a task is described as a pedagogical activity in which students engage in meaningful use of language to perform communicative functions and achieve an outcome. Nunan (2004) also argued that a task is an independent communicative act where students are involved in understanding, manipulating, producing, or interacting using the target language.

1.2.1.4 Types of TBL Tasks

After a general overview of Task-based learning, this study aims to identify the types of TBL tasks most commonly applied in the classroom. This section explores each task type in detail and highlights the specific advantages they offer for developing writing skills. Willis and Willis (2007) categorized various types of tasks that teachers can implement within the Task-Based Learning (TBL) approach. These tasks are designed to encourage meaningful interaction and practical application of language in a real-world context.

1.2.1.5 Listing tasks

Here, students should list different parts of speech, such as simple vocabulary, short sentences, or even more complex sentences. Although those kinds of tasks can be perceived as simple and easy to complete, they can be more complex depending on the instructions and the level. For example, at the elementary level, the teacher can ask students to list different lexical categories, such as verbs and adjectives, among others, or even include characteristics. Nevertheless, for an advanced level, the task could be to write more complete sentences to provide reasons or explanations (Willis & Willis, 2007).

Listing tasks can be classified into two categories. Firstly, brainstorming is a small group activity that promotes the free and fast generation of ideas on a specific topic within a limited time frame (Unin & Bearing, 2016). Some examples presented by Willis and Willis (2007) are five qualities of a leader, ten reasons for going to a vacation or weekend destination, six specific facts to describe an animal, and others. In the same sense, Willis and Willis explained that fact-finding is an activity to search for specific data or information that can be found in books, letters, websites, and even by asking other people outside the classroom. On the other hand, listing tasks can also serve as the basis for simple activities such as quizzes, memory games, and guessing games.

In addition, Putri et al. (2023) mentioned that listing tasks are effective in improving students' writing sub-skills, such as organizing ideas without worrying about grammatical structures or spelling, facilitating the writing process. Furthermore, they provide opportunities to have meaningful interaction and create a relaxed environment where students can ask questions freely and stay motivated.

1.2.1.6 Ordering and sorting tasks

As noted by Richards and Rodgerts (2014) ordering tasks are activities that involve organizing different items, such as sentences or events, in a sequential order. On the other hand,

sorting tasks consist of the categorization of items based on common characteristics or criteria. Willis and Willis (2007) explained that these tasks involve a range of cognitive processes, including sequencing, ranking, or classifying, and, where students express their own criteria, making decisions based on personal choices, and sharing their opinions.

In addition, Willis and Willis claimed that sequencing tasks involved activities like arranging a series of jumbled pictures to create a story or a jumbled list of events to recreate the order in which they happened. Additionally, sequencing helps students organize information in a logical order, such as a timeline or a step-by-step process. It can be applied to a variety of topics and draws on prior knowledge, imagination, or information from written or spoken sources. Equally, timelines are interpreted as interactive activities where students could use pictures to improve data organization to explain different historical events or biographies. In the same sense, step-by-step process tasks may involve arranging the stages of a recipe in the correct order, describing how to prepare a favorite meal, or explaining how to make an international phone call.

Similarly, Willis and Willis (2007) mentioned that within ranking tasks, learners make a list of different things, such as their school subjects, and the lists can vary according to different criteria. Perhaps learners can list seven types of pets and then classify them according to the difficulties of having one in their homes. The teacher can ask for arguments to justify their ranking order to encourage greater use of language. List topics can vary depending on the learner's interest, age, or level. For instance, possible destinations for vacations according to their popularity, qualities of a world leader according to the importance, and how strict are/were your parents?.

Nunan (2004) affirmed that classifying tasks are also part of ordering and sorting, where teachers can ask learners to create their own categories, or they can organize elements in a list of categories designed by the teacher. Activities have different topics, for example, categories about junk we carry around, where students can decide their own categories. In this case, they propose classifying them based on their shape. Equally, students can classify many different subjects, like food and family values. Additionally, some games may be based on classified sets, for example, Odd Word Out games, and What do these have in common?

Matching tasks

As argued by Willis and Willis (2007), there are many tasks that students can carry out, and all of them are suitable for all levels. Those can be adapted for writing skills; for instance, labelling objects, matching caption cards to short texts, descriptions to pictures, and matching written summaries to longer written texts, matching words or jumbled definitions/ jumbled sentences to a model dialogue. Listening, reading, and writing can be joined in these. Labelling objects are activities where learners have to name, assign, or associate a picture or an object to a concept, word, or sound (Volkert et al., 2008). Likewise, Khakimova (2025) suggested that matching activities involve matching related items, ranging from simple links between objects to more complex relationships between images, words, or concepts. In addition, this type of task is adaptable to different ages and levels of competence, making it a flexible and effective pedagogical resource for learning and the development of various skills (Willis & Willis, 2007).

Matching tasks is an excellent way to improve writing skills. Matching activities bolster cognitive development because they foster memory retention. Memory retention is the capacity to remember and keep information to use it later. In addition, these types of tasks help students develop a broader vocabulary, use grammar accurately, and connect ideas coherently in their texts. Matching ideas to supporting details, learners develop how to organize content logically. Also, these exercises improve understanding of the structures of a text related to its purpose, such as a story, report, or letter (Ellis, 2003; Richards & Rodgerts, 2014; Khakimova, 2025).

Comparison and contrasting tasks

Willis (1996) described that although comparison tasks were not just designed to develop writing skills, they can still be used to carry out writing activities. Silver (2010) stated that comparison and contrast tasks are activities in which students focus on identifying similarities and differences between two objects or two ideas placed side by side. These activities engage students in a natural thought process that promotes understanding and improves performance, as it encourages them to analyze the relationships between concepts in a meaningful way. As well, the resources for these activities can be the same or may come from two different texts or materials. Some examples of tasks can be for writing tasks: learners could compare their favorite places and write a comparison, and also, they could write a list of what places they consider their top five, and write a brief description of each (Willis, 1996).

Willis and Willis (2007) argued that comparison often forms the basis for games and

other classroom challenges, such as spot the difference or find things in common. Spot the differences is a simple activity in which learners must compare and identify a range of differences between two different versions of a situation or a picture (Cha et al., 2018). This type of task requires a question and an answer produced by students, who must construct short or more complex responses depending on the level of detail and linguistic demands of the task (Kos , 2024). Find things in common are activities in which students must write about their own interests or daily practice activities to discover similarities with their classmates. For instance, “Find someone who” tasks encourage learners to identify peers who share specific characteristics or experiences. In these activities, students have to collect the required information, which they later compare with their own (Willis & Willis, 2007).

Problem-solving tasks

Willis and Willis (2007) pointed out that problem-solving tasks are activities where learners are required to communicate, negotiate meaning, and collaborate in order to reach a solution. Problem topics can vary from very general problems like global warming to specific problems like what to do when a neighbor is celebrating a party and making a lot of noise in the middle of the night. Likewise, in these learning activities, learners must use the target language to solve a challenge, riddle, or real-world issue (Nunan, 2003). As emphasized by Brassell and Furtado (2008), a riddle is an activity in which learners must solve a challenge presented as a statement, question, or phrase with an implied meaning.

Willis (1996) emphasized that these tasks offer a variety of writing activities, such as note-taking, drafting, and formulating the final proposal. However, to carry out these tasks, it is recommended to follow a sequence:

1. Preparation and priming: exploring, listing, and ranking the effects of the problem
2. Task and report phase: think about two or three different solutions and choose one to propose to the class and justify your decision.
3. Writing phase 1: after the oral exposition, write a draft of your possible solution and take into account the feedback.
4. Writing phase 2: Students must edit their writing or collate ideas to create a unique final version.

In problem-solving tasks, existing games can serve as authentic interactions for pupils and help develop cognitive processes. Within problem-solving tasks, learners can solve puzzles and logic problems and try to solve them alone or in pairs, which can create a different style of

solution, and then write a report of possible answers (Willis, 1996).

Sharing personal experiences tasks

Activities where students talk or write about their daily life situations. Willis (1996) asserted that sharing personal experience tasks are communicative activities where learners use the target Language to write and express their own feelings, memories, lives, or opinions. Sharing personal experiences involves activities such as storytelling and anecdotes. Bertoli et al (2025) confirmed that storytelling is an activity where students share, connect, and narrate a series of events in a clear and significant manner. Simply storytelling is the act of telling and sharing own or fictional stories (Roig et al., 2018). Learners must use appropriate language forms and vocabulary to make it attractive to readers. It is essential to learn how to do good storytelling, which contributes to everyone's enjoyment and understanding. Correspondingly, anecdotes are learning activities where students must tell or write brief stories about interesting, fun, or real events (Thakur, 2015). In general, these kinds of stories are simple and easy to understand; moreover, they usually serve to generate expectation, empathy, or reflection about a topic. Some examples of activities include recounting different experiences, such as a memorable earthquake, a journey that went awry, or your best summer holiday experience (Willis & Willis, 2007).

Project and creative tasks

Willis and Willis (2007) affirmed that project tasks are activities with a similar design to problem-solving tasks; however, for these types of tasks, there is a sequence around one specific topic. It is divided by different tasks, and each one has its own purpose to end up with authentic or unique products. The product can be shown, displayed, or made public to others. Projects are normally done by groups, but they can be done individually. The time to score is longer than the other tasks, and for each step, students must be previously prepared. Project and creative tasks include writing short stories, poems, scripts, improvised dialogues, and comic strips; inventing new products; or creating advertisements (Maley & Peachey, 2015)

According to Liu and Ren (2024), in creative tasks, learners use the target language in more original or expressive ways, where they must perform, use imagination, and act out to produce original products such as posters, portfolios, journals, tourist brochures, blogs, booklets, newspapers, and poems. These types of learning tasks allow students to use imagination and originality to increase motivation and emotional connection; moreover, they

do not restrict students to generate a single correct answer, but instead encourage diverse and unique responses (Maley & Peachey, 2015).

1.3 Dependent Variable

1.3.1 English Language Learning

Learning English involves the acquisition and development of a person's language skills. It can also be considered a conscious process (Richards & Schmidt, 2010). That is, achieving understanding of the language and mastery of its grammatical concepts. Additionally, learning English can help monitor or modify the use of the second language. Grammatical ability is generally considered vital in the linguistic production of L2 learners, especially in productive skills. The language learning process occurs as individuals negotiate meanings and norms. That is, learners and speakers can alter and modify language (Luo, 2024). English Language Learning involves the development of four primary skills: listening, speaking, reading, and writing. In addition to acquiring those skills, it is necessary to apply different strategies (An & Thomas, 2021).

Nunan (2004) supported that the above ideas explain that learning a language is learning how to communicate in a target language, in this case English, highlighting the importance of interaction as the main driver of learning. Complementarily, Petrovic and Olmstead (2001) differentiated between basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), implying that learning English involves both handling everyday situations and developing more specialized academic language. In this way, it is recognized that learning English has multiple dimensions: social, academic, and communicative.

Another important concern about language learning is the process in which students engage in meaningful activities that promote both comprehension and production of the target language (Ellis, 2009). Similarly, Marlina (2024) stated that English language learning should be conceived as the acquisition of communicative and linguistic skills that enable learners to interact in various social contexts. Together, these approaches allow us to understand English language learning as a gradual and multifaceted process in which learners develop linguistic and communicative skills to function effectively in the English language.

1.3.2 English Language Skills

English language skills are essential linguistic competencies that are important for effective communication in English. According to Brown (2001), language skills are divided into listening, speaking, reading, and writing, and each has different learning strategies to facilitate the learning process. Harmer (2007) noted that there are two types of skills: receptive skills, which include listening and reading, and productive skills, which encompass speaking and writing. Furthermore, each of these depends on the other, as receptive skills that develop comprehension, whether of spoken messages or written texts, are necessary to develop the productive skills that facilitate communication.

In second language learning, productive skills enable students to express ideas clearly and coherently. Richards & Renandya (2002) determined that developing skills such as writing and speaking requires content organization, planning, and grammatical knowledge. Nunan (2003) considered that integrating receptive and productive skills through task-based activities promotes meaningful interaction and authentic language practice.

Therefore, it can be said that English language skills combine grammatical competence and communicative competence, enabling students to understand and produce messages that are appropriate to the context. Therefore, these skills encompass not only the ability to read, write, listen, and speak, but also the capacity to employ learning strategies, organize ideas, and adapt language to various communicative situations, without relying exclusively on technology (Brown, 2001; Harmer, 2007).

1.3.4 Productive Skills

Productive skills in English language learning refer to students' ability to produce language orally and in writing. These skills enable students to actively produce language, facilitating the transmission of ideas and meaningful interaction in English. According to Richards and Schmidt (2010), productive skills are those that students produce rather than simply receive; these are written and oral skills. On the other hand, these skills involve not only the production of words, but also the organization of ideas, the selection of appropriate vocabulary, and the ability to maintain communication and express different functions of the language depending on the context (Ur, 2012).

As mentioned before, productive skills, also known as active skills, are the information that the user produces in the target language, either in spoken or written form. Golkova and Hubackova (2014) indicated that productive skills depend on the support of receptive ones.

Passive knowledge (reading and listening) is viewed as a medium for the active implementation of grammar structures, passive vocabulary lists, and the sounds of a foreign language that are heard and repeated. That is, in the learning process of a foreign language, receptive skills are usually practiced first, and then they are followed by the practical application of productive skills. The author also points out that speaking and writing skills have a reciprocal relationship. Undoubtedly, grammatical structures, words, and their proper use, and a certain extent of accuracy are essential to maintain communicative competence in both skills. That is why teachers focus on implementing plenty of language instructors who promote communicative competence in language students by doing communicative tasks and activities, instead of applying tasks and activities that are mainly to develop accuracy. Other factors that learners consider as influencing the teaching-learning process for practicing productive skills are the classroom environment, interactive speaking, and writing activities.

Therefore, it can be understood that both passive skills and active skills contribute to the development of the learner to be fluent and accurate when expressing their ideas and perspectives.

1.3.5 Writing Skills

Yokubjonova (2024) suggested that writing skills in the English language learning refer to students' ability to express ideas, opinions, and knowledge in a coherent and structured manner in written form. These skills are fundamental to academic and professional communication, as they enable individuals to present arguments, narratives, and analyses clearly and effectively. Writing is a complex skill involving different cognitive and motor processes. In addition, writing skill is part of productive skills, and it is considered one of the most difficult abilities due to the different levels of complexity of grammar, register, and range of vocabulary. In the case of the English Language, Learning is even harder than other languages since the system words of the language are not similar to its pronunciation. These skills involve not only the correct use of grammar and vocabulary, but also the ability to organize and present ideas logically and persuasively (Rao, 2017).

Likewise, Vejayan and Yunus (2022) posited that effective writers have a greater capacity to generate ideas, maintain precision in the text, avoid misunderstandings, and employ different grammatical forms, syntax, and vocabulary. The author explains that students find writing activities difficult to complete. The writing problems are mainly associated with the lack of practice and motivation due to the grammatical structures. Additionally, writing skill is

frequently accepted as the last ability to be acquired, not only for native speakers but also for learners. One of the most challenging aspects of writing skills is maintaining fluency to produce a text that is coherent, fluent, and extensive enough to convey understanding and meaning to readers (Tuan, 2010).

Spratt et al. (2011) affirmed that to show proficiency in writing, students should be able to produce different text types which are relevant in classrooms: narratives, descriptive, argumentative, persuasive, collaborative, procedural, factional (emails, letters, reports), and academic texts (summaries, articles, reviews, essays). Each one of these text types has different characteristics, for example, different structure, short sentences or longer sentences, different degrees of formality, and different layouts. Learning writing skills is important to know how to produce each one of these texts, which are essential for personal, academic, and professional success.

The most common text types produced by learners during tasks of TBL are those related to showing authentic, meaningful communication, such as descriptive, argumentative, persuasive, collaborative, factional, and academic texts. Willis (1996) argued that producing narrative and descriptive tasks allows learners to connect language with logical sequence, cohesion, and put it in context. Descriptive texts are defined as scripts that are focused on describing particular objects, situations, or events. Similarly, narrative texts are those that discuss challenging events and aim to both engage and entertain readers (Sipayung et al., 2021).

In addition, Ellis (2003) highlighted that those factional texts include letters, emails (formal/informal), notes, messages, and instructions. The main aim is not about entertainment; it is to transmit information, give instructions, ask something, or carry out a specific action. Written tasks should reflect authentic contexts of use, so that students produce texts with a clear communicative purpose.

Writing sub-skills

Another essential aspect in achieving proper writing is the constant practice and development of various sub-skills, which together support written production. Spratt et al. (2011) stated that sub-skills of writing are classified into two relevant types: first, those related to accuracy, which include spelling correctly, forming letters correctly, writing legibly, punctuating correctly, choosing appropriate vocabulary, and using grammar correctly. Next, those related to communication include choosing an appropriate style and register, organizing ideas to be helpful, joining words and sentences clearly, coherence, and cohesion. Several

authors agree that such components are indispensable for reaching clear and effective written communication. Consequently, understanding how these sub-skills are interrelated and what role they play in the acquisition of the second language is essential to analyze the impact of pedagogical approaches such as Task-Based Learning on the development of writing.

Sub-skills Related to accuracy

Spelling Correctly

As highlighted by Brown (2004), spelling or orthography is part of the micro-skills of writing. This micro-skill contributes to successfully achieving the accuracy and readability of a text. Spelling refers to forming words by using correct letters in the right order. Additionally, spelling is considered a process of combining letters of a language with their correct forms (Sultani & Hilmat, 2021). On the other hand, Al-Sobhi et al. (2018) affirmed that spelling involves various language abilities like phonological and visual skills, awareness of morphology and semantics, and knowledge of spelling rules. In this regard, correct spelling means to use the conventional system of rules that determines how words are represented in order to form meaningful written words (Crystal, 2003; Perfetti, 1997).

Forming letters correctly

Forming letters correctly means to produce and form all alphabetic symbols to be recognizable and legible. According to Pruntry and Barnett (2020), forming letters correctly involves executing precise, coordinated movement patterns to build specific letter shapes. It requires knowledge of the starting point, sequence, and direction of strokes; moreover, it is necessary to activate motor commands or "allographs" that control the essential details of the writing action. Through motor and linguistic development, as well as formal instruction, these patterns are defined to represent conventional letter forms clearly and consistently.

Writing legibly

Writing legibly concerns the ease with which others can read and understand a written text. Greifeneder et al. (2012) explained that writing legibly refers to the extent of readability of handwritten material. In fact, writing legibly is influenced by several features, such as letter formation, size, text alignment, and spacing (Babushkin et al., 2025). In addition, it also states the ability to produce letters automatically and at an appropriate speed (Fogel et al., 2022). Furthermore, writing clarity involves producing letters with a formal adequacy that facilitates effective communication. This clarity is achieved through consistency in the structural

elements of writing, such as slant, scale, proportions, shape, and spacing between letters, which ensure legibility and allow the reader to recognize letters accurately and quickly (Lehman, 1973).

Punctuating correctly

Wati (2021) defined punctuation as a system of symbols or marks, such as periods, commas, question marks, exclamation marks, colons, semicolons, quotation marks, and others, which help readers to structure and express the meaning of written sentences and paragraphs. Additionally, punctuation is not perceived as ornamental, but instead is described as a functional element of writing that, if it is not present, immediately affects coherence, comprehension, and formal register (Raheem & Ghafar, 2024). Learning how punctuating correctly improves the fluency and comprehensibility of any written text.

Choosing appropriate vocabulary

Frodesen and Wald (2016) emphasized that choosing appropriate vocabulary means that students must be able to select lexical items or words that convey the meaning they wish to express and are appropriate in the context of a sentence or a text. Using a wide range of vocabulary in writing shows lexical variety and appropriateness, which enhances text clarity and reader engagement (Hyland, 2003). Vocabulary is comprehended as the ability to choose and use lexical items to write (Karakoç & Köse, 2017). A lexical item is a unit of vocabulary, but they are not just a single word; it also includes multi-word expressions, collocations, idioms, and phrasal verbs. In short, choosing vocabulary appropriately means knowing how to apply lexical knowledge consciously and accurately in order to communicate ideas clearly and correctly in written text (Spratt et al., 2011).

Using grammar correctly

Grammar concerns the production of correct sentences by following language rules in order to effectively communicate ideas and to easily understand. As asserted by Ferris (2018) grammar involves diverse aspects like tense and verb agreement, articles, prepositions, sentence structure, and spelling. Tense and verb agreement determine the correct use of verb forms and establish a relation between the subject and the verb. Sentence structure refers to the use of the right word order, clauses, and sentence types; for instance, simple, compound, complex, and others. Additionally, grammar is what produces sentences in a language, and knowledge of grammar allows students to communicate accurately, meaningfully, and

appropriately. Teaching grammar enables English learners to become aware of a structure and continue to notice it in subsequent encounters, so that once fully understood through repeated exposure, students can use their language knowledge to monitor their own language use (Savage et al., 2010).

Related to communication

Choosing an appropriate style and register

Choosing an appropriate style and register means that the writer can select and apply the appropriate form and level of language according to the academic context and target audience. Style refers to the way the writer conveys information, while register refers to the words used to express the actual language used in a specific situation, depending on the context. By choosing the appropriate style and register, writers can communicate information and arguments clearly, effectively, and in a structured manner, enhance credibility and reader confidence, and tailor the text to different readers' needs and backgrounds (Aisyah et al., 2025; Harmer, 2004).

Organizing ideas to be helpful

Organization of ideas is defined by Freedman (1979) as the logical and coherent arrangement of information within a text. It involves structuring paragraphs correctly, maintaining the relationship between main and secondary ideas. In addition, it requires the proper use of transitions both within and between paragraphs, through the repetition of keywords and the appropriate use of the connectors, to ensure unity, clarity, and fluidity of writing. Organization is the writer's competence to use a sequence of ideas logically, use cohesive devices effectively, and be capable of structuring sentences and paragraphs properly to express clarity and coherence (Shabani & Panahi, 2020).

Also, Phuong et al. (2023) pointed out that organization implies fulfilling some aspects, such as clear textual structure, logical organization of paragraphs, and proper use of cohesive devices. Clear textual structures are the ability to organize ideas logically with an introduction, development, and conclusion. Logical organization of paragraphs explained that each paragraph has to focus on a main idea and has to be connected with the rest of the text. Proper use of cohesive devices means applying linguistic elements that facilitate coherence and fluency among ideas and paragraphs.

Joining words and sentences clearly

Keen (2004) highlighted that joining words and sentences means combining strings of basic, usually grammatically simple, sentences to create coordinated and complex items by using logical sequences, conjunctions (so, and, for, but, or, and others), and linking words (therefore, in addition, because of, and others). Combining words and sentences requires students to have the capacity to transform simple sentences into more complex and fluid structures to make them easier to read and understand. On the other hand, sentence joining is explained as a process by which writers start by learning how to create sentences to express thoughts. After mastering this skill, writers move on to creating sentences that express different functions of language, such as asking, claiming, suggesting, clarifying, and others. They string together enough sentences to form a paragraph and then a short story (Saddler & Preschern, 2007). Joining words and sentences clearly is a structured practice that allows basic sentences to be manipulated and rewritten into more mature, varied, and understandable syntactic forms. Through this process, students learn to transform simple sentences into more complex and cohesive structures or to break down confusing sentences and reorganize them so that readers can easily understand them (Saddler & Saddler, 2010).

Coherence

Haseeb (2022) claimed that a paragraph must also be coherent; that is, all ideas must be properly connected. Coherence is an important aspect to achieve fluency and clarity in a text. To achieve coherence, writers employ various resources, such as the logical or temporal order of ideas, the appropriate use of transitional words or phrases that guide the reader through the text, and the reference to pronouns that avoid unnecessary repetition and facilitate comprehension. When sentences are clearly and reasonably connected, the reader easily understands concepts, and ambiguities or confusion are minimized. Moreover, the use of some elements, such as lexical chains, conjunctions, ellipses, and substitutions, helps students achieve coherence in their writing.

Cohesion

As described by Ahmad et al. (2019) , cohesion is explained as the set of lexical, grammatical, and semantic relationships established between the different elements of a text, which act as explicit clues that allow the reader to recognize connections between ideas. In other words, cohesion is the way in which spoken or written texts are joined through grammar or lexis; for instance, using conjunctions (e.g., firstly, secondly), topic-related vocabulary, and

pronouns (e.g., it, them, this) (Spratt et al., 2011). To sum up, cohesion works as a link or the glue of linguistics, which holds sentences and ideas together in a text, ensuring the structural and lexical interdependence of the text as a coherent and unified whole (Crossley & McNamara, 2010) .

Writing Strategies

Maarof and Murat (2013) explained that writing strategies refer to the procedures or resources that students use during the writing process, the effectiveness of which depends on the range of strategies available, their understanding of the task requirements, and how effectively these are implemented to meet the writing objectives. On the other hand, writing comprehends cognitive strategies that involve processing language in the brain to generate and structure ideas (He et al., 2014). Cognitive strategies are divided into:

Brainstorming

Taula'bi (2016) affirmed that brainstorming in writing consists in notes quickly as many ideas or phrases as the writer can think about a topic. Phrases do not necessarily have to be complete or well-structured. Abd Karim et al. (2016) emphasized that brainstorming as a writing strategy is an activity of prewriting in which the writer takes notes on everything they can think of, no matter if the ideas are well structured. In addition, it is the process of generating and recording ideas related to a topic and to deeply understand a certain subject. In the same sense, it is an automatic act of taking notes on ideas in preparation for the different stages of writing. Brainstorming helps to improve creative output, active prior knowledge, and recognize what information is useful and what is missing to complete the writing task.

Outlining

As indicated by Wahyudin (2018), outlining is a systematic way of organizing ideas in a sequence to write them in a text. Furtheremore, outline is a specific type of text plan developed before the text is fully written, consisting of a vertical list of items organized in the sequence and hierarchy that the writer intends to use, allowing ideas to be generated, grouped, and ordered at an early stage of the writing process and the hierarchical and structural relationships of the text to be considered (De Smet et al., 2014). The function of outlining is to be a guide for the writer, helping to logically organize and structure writing texts to avoid repetition (Al Islamiah & Sari, 2021). Outlining allows organizing ideas in a chronological and

structured manner; also, it is like an external representation and can reduce the cognitive load during the writing process (De Smet et al., 2014).

Using graphic organizers

Graphic organizers are like a visual representation used to contrast and compare texts and histories. Anggraeni and Pentury (2018) claimed that a graphic organizer is a creative way to express the concepts of a text; moreover, it works as a didactic tool that engages students to organize the information and ideas in order to relate them to each other. Furthermore, their spatial arrangement allows to identify missing information or connections in strategic thinking, as they are a visual representation of the information in the text. Some examples of graphic organizers include cognitive maps, timelines, Venn diagrams, semantic maps, and concept maps.

Summarizing

Khazaal (2019) stated that summarizing means extracting the relevant information from each paragraph, presenting the essential points, in order to reformulating them into short, coherent sentences. In the same sense, summarizing strategy can be comprehende as a process which requires higher thinking to synthetize content and distinguish important information and the main idea of a text (Khoshsima & Nia, 2014). Learn this strategy encourages students to develop their writing, reading, and thinking skills, improves their reading comprehension, and allows them to evaluate their understanding of the text, showing the general overview and helping them frame the purpose of the writing (Khazaal, 2019).

1.4 Objectives:

General Objective

To analyze learners' perspectives regarding the role of TBL task types in supporting writing skills

Specific Objectives

1. To identify the Types of TBL (Task-Based Learning) Tasks most widely implemented in EFL classrooms.
2. To determine the writing subskills that students have predominantly developed
3. To examine the writing strategies most commonly used to promote writing skills development.

1.5 Fulfillment of objectives

All objectives were successfully achieved through the implementation of a survey, which facilitated the addressing of three research questions. The questionnaire was formulated based on the specific objectives, which are essential for the advancement of the study. These include identifying the types of tasks used most frequently by students in TBL, determining which writing sub-skills are most developed, and examining the most frequently used writing strategies. Additionally, the questionnaire enabled the analysis of the types of TBL tasks most commonly employed by students to enhance their written text development. Students and teachers particularly value strategies that activate their prior knowledge to generate ideas naturally.

To obtain real and valid data, it was essential to accurately reflect the students' opinions. This information was essential for establishing the areas requiring reinforcement and identifying new tools for their implementation. Therefore, the survey included questions to help students learn about the strategies and types of tasks used to develop writing skills and to identify areas where they may struggle with activities or not understand them.

CHAPTER II.- Methodology

2.1 Materials

To develop this research, the utilization of both technological and human resources was required. As for technological resources, various devices, including laptops and smartphones, were utilized. In relation to human resources, the involvement of basic-level students was crucial. Furthermore, the data were collected using Microsoft Forms as a survey creation tool.

2.2 Methods

2.2.1 Research approach:

Quantitative

To carry out this approach, it was necessary to employ quantitative research as it involved collecting and analyzing numerical data. According to Creswell and Creswell (2022), it was affirmed that quantitative research is the process of testing objective theories by examining the relationship between variables, which can usually be measured through instruments and analysis of statistical procedures. In other words, the quantitative approach aims to determine how the independent variable impacts the dependent variable. Furthermore, the principal goal is to produce objective and empirical data that can be quantified and interpreted in numerical terms.

To obtain relevant information, it appeared indispensable to gather information provided by participants in order to analyze students' perspectives using statistical techniques. The quantitative approach was used because it allows for more objective and empirical research, focused on interpreting numerical data and obtaining reliable information. In addition, this approach facilitates the analysis of data and provides measurable evidence to support study's findings.

2.2.2 Modality

Bibliographical research

In this study, bibliographic research was implemented. As described by Gil (2008), bibliographic or documentary research is a modality built from existing materials, especially information taken from books, journals, articles, and other academic publications, essential for stating the research theme. It provides the opportunity to identify all data that has already been investigated about a problem, the main theories, and the existing gaps. It is important to almost

every study because it supports and helps to define the research problem, select essential information, and construct hypotheses. In actual implementation, in this study, the bibliographic research was indispensable for selecting and analyzing verified resources that explained how TBL tasks are used to develop writing skills in English language learners by pursuing reliable sources to endorse the aims of the present research. The information obtained was applied instantly to embed the research background, to organize the findings, and ensure a solid theoretical basis for the study.

Field-based research

This dissertation project employed field-based research by collecting data from students in their natural setting to describe their characteristics and writing performance without altering the context. Hernández and Mendoza (2018) addressed that field research is essential for gathering data directly from the subjects or from the real setting where the phenomenon occurs, without any intervention on the variables, that is, in the natural setting. Its primary objective is to detail and analyze the relationship between variables and the incidents that happen in the reality studied. This study was implemented using a survey designed to obtain the students' perspectives on the perceived impact of TBL Tasks in supporting writing skills.

2.2.3 Type of Research/ Research Design

Descriptive

In this case, the selected design for this project was a descriptive methodology since the objective is to examine and explain the data and results to assess the views of participants about the use of the TBL approach and tasks in the learning process of writing skills. The descriptive design does not necessarily require interventions, but it does necessitate the observation and description of the phenomenon in its natural setting. Therefore, the research was conducted in a real classroom to ensure natural and appropriate student behavior. The focus of this methodology is to gather opinions, perceptions, and knowledge from participants through the use of a survey, which enables the interpretation of the results. Aggarwal and Ranganathan (2019) highlighted that the descriptive design is in charge of explaining the distribution of one or more variables, without the necessity of including or considering any hypothesis. Additionally, within descriptive studies exist different types of research such as comparative, correlational, cross-sectional, and longitudinal. In this case, the study applied a correlational-descriptive style because the aim of the research design is to identify the association between two or more variables (Hernández et al., 2014).

2.2.4 Techniques and tools

This study began with the construction of a survey. Fink (2017) argued that a survey is an instrument designed to gather information from participants through structured questions. In general, the survey was designed to effectively achieve the main objectives by evaluating various aspects of TBL tasks to support writing skills. Consequently, the survey was divided into three main sections corresponding to the research questions: What are the types of TBL tasks most widely implemented in the EFL classrooms? What are the writing subskills that students have predominantly developed? What are the advantages that different types of TBL Tasks provide to students' learning process?

The survey applied was divided into three sections based on the objectives aligned with the research questions. The survey contained 22 items that matched the questions asked by the students using the Likert scale, with options ranging from 5. always, 4. often, 3. sometimes, 2. rarely, and 1. never. The first section of the survey focused on identifying the types of TBL tasks that are most widely applied in EFL classrooms. Into this section are comprised 7 items that employed the Likert scale. Moving forward to the second section, the survey intended to determine the writing sub-skills that learners predominantly develop. This section comprises 6 questions that employed the Likert scale. Finally, the third section of the survey aimed to examine the advantages that types of TBL tasks provide to the students' learning process. This section consisted of 7 items that applied the Likert scale.

2.2.5 Procedure

The first step in this project is to conduct research using Google Scholar resources, such as academic articles, scientific journals, and verified books. The goal was to create a strong theoretical framework that relies on reliable, clear, concise, and understandable information that will help you develop in-depth knowledge about the established topic. The development of this theoretical framework also facilitates the identification of a specific focus on which to center the research, while the use of verified bibliographic sources guarantees the reliability of the information, allowing for its proper integration within the theoretical framework. Likewise, the literature review contributes to establishing clear and precise objectives, strengthening the theoretical and methodological foundation of the study.

After completing the literature review, a survey was designed to determine the impact of using different types of TBL tasks on the development of writing skills. To carry out this process, it was necessary to operationalize variables, organized in a table that proved useful for

establishing the overall objective of the study. This chart also made it possible to identify the three dimensions on which the survey would be based. Subsequently, three specific objectives were defined, each related to one of the previously established dimensions, which were turned into research questions to allow a detailed analysis of each dimension and the development of the survey items. These items were established by using accurate and concise information obtained from the theoretical framework corresponding to each dimension, ensuring that they were formulated in an appropriate, clear, and comprehensible manner for students. In this sense, the researcher ensures that the survey items accurately reflect the study's aims and allow the collection of reliable and relevant information.

When the survey was properly designed, it went through a three-phase validation process. The first involved reviewing and approving the previously established items by five expert teachers from the institution, ensuring the relevance and clarity of each question. The second stage applied Aiken's V coefficient to determine that the results obtained confirmed the content validity of the questionnaire used in this study. Aiken's validation corroborated that its validation was accepted with a score ranging from 0.80 to 1. Finally, a pilot survey was performed on a group of ten students to validate the feasibility of the instrument. The pilot survey results were then entered into the Statistical Package for the Social Sciences (SPSS) to assess its effectiveness, clarity, and easy of understanding. The SPSS program allowed us to obtain accurate statistical indicators, such as Cronbach's Alpha coefficient whose value of 0.974 validated the reliability of the questionnaire and made sure the items met the standards needed to gather accurate and pertinent information for the study.

Once the validation process was complete, the survey was administered to sixty-three A1 level students at the Language Center of "Universidad Técnica de Ambato". Preliminary intervention was carried out before the survey was introduced, explaining its purpose and briefly presenting concepts related to the types of tasks used in the TBL approach and their relationship to the learning of writing skills. Students were then asked to answer each item honestly according to their personal experiences. Following data collection, a comprehensive analysis was performed using SPSS software to calculated numerical data and the construction of statistical tables, in order to interpret and represent the results clearly and accurately.

Through the analysis of the data obtained, it was possible to draw accurate and clear conclusions about the impact of the types of tasks in the TBL approach on the development of writing skills. Similarly, recommendations based on these results were formulated, aimed at

improving educational practice in similar contexts. Overall, the systematic development of the project, from the literature review to the validation and application of the survey, made it possible to obtain reliable and structured information that supports decision-making and contributes to strengthening the teaching of writing in the field of language learning.

2.2.6 Population

To carry out this project the participants were recruited from the Language Center of Universidad Técnica de Ambato. There was a total of 64 participants (21 males and 43 females) with an English level A1 considered themselves 60 mestizos and considered themselves 4 indigenous. The study sample were selected because learners at this level are in the early stages of developing their English writing skills. In this process, students begin to participate in various communicative activities that can be linked to the TBL approach. Therefore, this population is relevant for observing and analyzing what types of tasks or activities are most meaningful or motivating to them when producing written texts.

Table 1

Population Distribution by Gender

Population	Participants	Percentage
Male	21	32.8%
Female	43	67.2%
Total	64	100%

Note. Percentages are based on the total number of participants (N=64)

2.2.7 Ethical considerations

This descriptive study was conducted in accordance with the fundamental ethical principles that guide all scientific research and guarantee the protection of participants. The research was conducted under standards that promote beneficence, equality, and autonomy, seeking to maintain honesty, transparency, and integrity at every stage of the process. From the selection of the topic to the presentation of the results, it was ensured that the work complied with the ethical standards necessary to protect the dignity and rights of the participants. In the same way, accuracy in data handling, confidentiality of information, and compliance with legal and institutional standards were ensured. Similarly, any manipulation or alteration of the results was avoided, guaranteeing the authenticity and reliability of the findings. Taken together, these ethical considerations allowed the research to maintain quality, transparency, and scientific responsibility throughout its development (Hasan et al., 2021).

2.2.8 Research questions

What are the types of TBL tasks most widely implemented in the EFL classrooms?

What are the writing subskills that students have predominantly developed?

What are the writing strategies most commonly used to promote writing skills development?

CHAPTER III.- Results and Discussion

3.1 Analysis and discussion of the results

The current chapter presents the analysis and interpretation of the data obtained through the application of the questionnaire to the study participants. This section introduces the results derived from statistical processing carried out using the Statistical Package for the Social Science (SPSS) program, which allowed the information to be organized, tabulated, and analyzed in a systematic and objective manner. The findings were also interpreted in relation to open/ended questions, in order to determine the influence of the proposed approach on the development of students' writing skills.

1. What are the types of TBL tasks most widely implemented in the EFL classrooms?
2. What are the writing subskills that students have predominantly developed?
3. What are the writing strategies most commonly used to promote writing skills development?

Table 2.

Types of TBL tasks

Item	**Mean**
1. I make a list of different words or short sentences to learn English. [Listing tasks]	3.22
2. I organize and classify sentences or events by what they have in common or in order. [Ordering and sorting tasks]	3.14
3. In my English class, I connect words with a specific concept, pictures. [Matching tasks]	**3.83**
4. I identify differences and find things in common using different situations and pictures. [Comparison and contrasting tasks]	**3.44**
5. In my English class, I write to give advice, solutions, or an opinion about a problem. [Problem-solving tasks]	**2.66**
6. I write about my own life, feelings, or experiences to learn English. [Sharing personal experiences]	3.08
7. I make projects in English using my imagination to share with my classmates. [Project and creative tasks]	**2.47**

Note: The following scales were used to derive measures: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

Analysis and Interpretation

Research question: What are the types of TBL tasks most widely implemented in the EFL classrooms?

The findings indicate that the type of TBL tasks most commonly utilized by students were matching tasks (m=3.83), which facilitate the coherent connection of ideas within their written productions. These tasks were characterized by the requirement to relate different items. For instance, learners can carry on tasks such as labelling objects and matching jumbled definitions/jumbled sentences to a model dialogue, a fundamental component of matching tasks, and were ranked as the most practical and applicable. Additionally, tasks of this nature have been shown to facilitate memory retention, allowing students to employ information that has previously been acquired. Interestingly, comparison and contrast tasks (m=3.44) were the second most frequently executed and applied by learners, such as spotting the difference or find things in common. Comparison and contrast tasks are activities in which students must compare and identify differences or similarities across a range of scenarios. Conversely, students rarely engage with problem-solving tasks (m=2.66), such as finding solutions to real-world problems and riddles that require the analysis of questions or phrases with an implicit meaning. Similarly, the least implemented tasks were project and creative tasks (m=2.47), which include blogs, poems, and journals. These tasks require the development of authentic and unique products, which are time-consuming and may consequently be perceived as less applicable by students.

According to the results, the most frequently employed TBL task type was matching tasks, while the least frequently employed were project and creative tasks. It is possible that the limited popularity of project and creative tasks may be attributable to the considerable time they require for the development and preliminary preparation of students. In addition, they require the use and application of a more diverse and complex language. However, these types of tasks do not restrict students to generating a single correct answer, which is why they should be used more.

Table 3.

Most developed sub-skills

Item	Mean
8. I use the right letters to write clear and correct words. [Spelling correctly]	3.39
9. I try to write letters clearly and correctly. [Forming letters correctly]	3.31
10. When I write, I try to make my letters clear and easy to read. [Writing legibly]	**3.89**
11. I use correct punctuation, for example, periods, commas, question marks, etc, when I write. [Punctuation correctly]	3.33
12. I select the correct words and expressions to express my personal ideas. [Choosing appropriate vocabulary]	3.33
13. When I write, I try to use the correct structures of sentences (Subject+Verb+Complement, for example, I eat pizza). [Using grammar correctly]	**3.72**
14. When I write, I try to use appropriate formal or informal vocabulary. [Choosing an appropriate style and register]	3.44
15. I connect my ideas in a logical order when I write. [Organizing ideas to be helpful]	**3.31**
16. When I write, I connect sentences with some words (e.g., so, and, but or therefore). [Joining words and sentences clearly]	**3.31**
17. I try to connect my ideas to make understandable paragraphs. [Coherence]	3.55
18. I write my ideas in order, using sequence words (e.g., first, then, and next). [Cohesion]	3.42

Note: The following scales were used to derive measures: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

Analysis and Interpretation

Research questions: What are the writing subskills that students have predominantly developed?

After statistical data was analyzed, it was found that writing legibly (m = 3.89), was the most developed writing sub-skill, which indicated that learners tend to have adequate handwriting or typing skills to write legibly. As the survey was conducted among university students, it is reasonable to assume that this was the sub-skill with which students were most familiar. Moreover, another sub-skill that students have developed significantly was the correct use of grammar (m = 3.72), which suggested that students followed the grammatical rules of the English language when producing written work. In contrast, organizing ideas to be helpful was one of the least proficient sub-skills among students (m = 3.31). This phenomenon could

be because students must organize information logically within their texts or paragraphs while maintaining the relationship between the main idea and the supporting ideas. At the same time, the sub-skill of joining words and sentences clearly has been developed very poorly (m = 3.31). One possible reason for the disparity may be that unifying sentences within a paragraph or text is often more challenging for students due to its complexity.

The collect data revealed that most students do not experience difficulties with legible writing, since they find it much easier to produce letters that express meaning and clarity in written work. This is presumably a consequence of universities' greater emphasis on developing this sub-skill and providing opportunities to practice it. Meanwhile, a large number of students have difficulty organizing ideas and joining words and sentences clearly to structure paragraphs or texts. This ability is arguably the most important for conveying meaning, yet it is the one that students struggle with the most.

Table 4.

Writing skills

Item	**Mean**
19. I generate a lot of ideas before writing a paragraph. [Brainstorming]	**3.48**
20. I plan and order my ideas before writing a text. [Outlining]	3.39
21. I use graphic organizers, for example, Venn diagrams and concept maps, to organize my ideas. [Using graphic organizers]	**2.36**
22. I try to choose relevant and essential information to write summaries. [Summarizing]	3.36

Note: The following scales were used to derive measures: 1. Never, 2. Rarely, 3. Occasionally, 4. Frequently, 5. Always.

Analysis and Interpretation

Research question: What are the writing strategies most commonly used to promote writing skills development?

Following an analysis of the statistical data from the four strategies that were presented, it was found that the strategy that learners preferred to use most was brainstorming (m = 3.48). This strategy involved students writing down all their ideas freely and without restriction. It made it easier to produce and organize ideas before writing. Surprisingly, graphic organizers were the least used by students (m = 2.36). These visual representations, such as Venn diagrams, concept maps, and timelines, allowed students to contrast, compare, and organize

information from a text. This enabled students to structure the information and ideas in order to relate them to each other.

Results from the analysis confirm that brainstorming is the strategy most commonly chosen by students to develop their writing skills. Contrastingly, the results show that graphic organizers are the least used strategy. It perhaps reflects the fact that this strategy requires students to identify the most important information for a text and organize it coherently, which is often a more complex and stressful process.

Discussion

The three questions presented below were designed to explore students' perspectives on types of TBL tasks, specially, their influence on writing skills development.

Question 1: *What are the types of TBL tasks most widely implemented in the EFL classrooms?*

Upon examination of the results, it was determined that students more often use matching tasks, such as labelling objects and matching jumbled definitions/jumbled phrases with a model dialogue. These types of tasks allow students to expand their vocabulary, use grammar more accurately, and connect ideas coherently in their writing. In this sense, Khakimova (2025) stated that matching tasks consist of pairing related elements, ranging from simple links between objects to more complex relationships between images, words, or concepts. Likewise, students tend to use compare and contrast tasks in English lessons. They encourage critical thinking, the appropriate use of linking words, and clear paragraph structure, as students have to identify and analyze similarities and differences between one or more elements. That is why it is widely used to promote writing skills. According to Silver (2010), these tasks involve students identifying the similarities and differences between two versions of a situation or image. For instance, spotting the differences and finding things in common are activities that enable students to analyze the relationships between concepts meaningfully.

In comparison, project and creative tasks, such as poems, posters, journals, blogs, and booklets, were the least popular among students. In these activities it is essential to show a greater degree of autonomy and originality, which may lead to insecurity or a lack of confidence in their English writing skills. In this regard, Willis and Willis (2007) highlighted that these task types comprise a variety of activities focusing on the same topic, each one having its own purpose. Good planning and prior preparation by students are required to complete project and creative tasks, so the preparation time is much longer than for other types of tasks.

That may be one of the reasons why students do not find them interesting. Moreover, they require a broader use of language, and the creation of original products for correct language use is essential; therefore, that process can be challenging for students.

Question 2: *What are the writing subskills that students have predominantly developed?*

The results of the study indicated that students had most developed the sub-skill of writing legibly. This sub-skill is practiced consistently throughout all written activities, even those at an early level that do not require an advanced standard of writing. On this matter, Lehman (1973) pointed out that writing legibly involves achieving consistency through the structural elements of writing, such as slant, scale, proportions, shape, and spacing between letters, that enable readers to recognize letters and words accurately and quickly. Furthermore, the second most developed skill is using grammar correctly, as it is essential for constructing coherent and understandable sentences in written tasks. In this respect, Ferris (2018) explained that correct use of grammar involves producing correct sentences that follow the rules of the English language to communicate ideas effectively and facilitate understanding. Grammar includes various aspects, such as verb tense agreement, articles, prepositions, sentence structure, and spelling. These aspects enable students to produce texts that accurately, meaningfully, and appropriately communicate their ideas.

On the contrary, three of the writing sub-skills have been the least developed by students: forming letters correctly, organizing ideas to be helpful, and joining words and sentences clearly. These sub-skills demand greater cognitive effort to maintain logic, structure, and the relationship between ideas. In light of this, Pruntry and Barnett (2020) described that forming letters correctly involves executing precise, coordinated movement patterns to build specific letter shapes. It requires knowledge of the starting point, sequence, and direction of strokes to represent conventional letter forms clearly and consistently. In the same vein, organization of ideas is defined by Freedman (1979) as the logical and coherent arrangement of information within a text. It involves structuring paragraphs correctly and maintaining the relationship between main and secondary ideas to express clarity and coherence. Correspondingly, Keen (2004) mentioned that joining words and sentences means combining strings of basic, usually grammatically simple, sentences to create coordinated and complex items by using logical sequences, conjunctions (so, and, for, but, or, and others), and linking words (therefore, in addition, because of, and others). To join words and sentences clearly,

students must have the capacity to transform simple sentences into more complex and fluid structures to make them easier to read and understand.

Question 3: *What are the writing strategies most commonly used to promote writing skills development?*

The study's outcomes revealed that the writing strategy most frequently employed in EFL classrooms to promote the development of writing skills is brainstorming. It is generally the most widely used strategy because students write down their ideas before starting any writing activity. This helps them to activate their prior knowledge and organize their thoughts. From this perspective, Abd Karim et al. (2016) argued that it is a prewriting strategy in which writers take notes on everything they can think of, regardless of whether the ideas are well structured. It is also the process of generating and recording ideas related to a topic to gain a deep understanding of a subject. Brainstorming improves creative output and active prior knowledge, helping writers to recognize what information is useful and what is missing to complete the writing task.

Despite the importance of learning how to organize information within a written task, the least used writing strategy is the use of graphic organizers, such as Venn diagrams, timelines, and concept maps. As this strategy is more complex and requires well-structured information organization, many students may consider it a tedious or unnecessary activity compared to direct writing. From this perspective, Anggraeni and Pentury (2018) claimed that graphic organizers are a creative way to express the concepts of a text. Moreover, they work as a didactic tool that engages students in organizing information and ideas to relate them to each other. Furthermore, their spatial arrangement enables the identification of missing information or connections in strategic thinking, as they provide a visual representation of the information in the text. Overall, brainstorming fosters idea production, while graphic organizers support the organization of information; both are essential aspects of effective writing development.

CHAPTER IV.- Conclusions and Recommendations

4.1 Conclusions

Following analysis and processing of the questionnaire data, the following conclusions were made:

The results highlight that students mostly use matching tasks, which include activities like labeling objects, jumbled definitions/jumbled words, matching caption cards to short texts, and descriptions to pictures to foster writing skills development during the English learning process. Being that these types of tasks are the most popular, due activities are simple, structured, and cognitively accessible. In addition, they create immediate visual and conceptual associations, which help students to expand their vocabulary and strengthen coherence and cohesion. Although fewer learners prefer project and creative tasks compared to other tasks, a group of students continue showing interest in them. This suggest that these kinds of tasks should not be ignored because they allow students to use a wide range of vocabulary and proficiency in language to use it creatively and fluently manner. Moreover, these types of tasks are useful for promoting collaborative work, critical thinking, and they provide opportunities to practice language in real contexts. Therefore, teachers could explore innovative and engaging ways to incorporate them in classes.

In relation to writing sub-skills, it was determined that the most developed skill among students was writing legibly. This prevalence is due to the fact that teachers prioritize the visual presentation of the text, which allows them to maintain uniformity in the strokes, shapes, and spacing of letters, thus facilitating comprehension of the written message. This aspect is usually easier to practice and observe in the classroom, as it depends mainly on motor skills and continuous writing practice. In contrast, forming letters correctly, organizing ideas to be helpful, and joining words and sentences clearly were the three sub-skills that showed the lowest development. These can be attributed to the intricate of this process, as they require a higher level of cognitive and linguistic control to support coherence, logic, and connection between ideas within a text. Similarly, it is evident that students tend to focus on the mechanical aspects of writing rather than the organizational and discursive aspects, reflecting the need to strengthen and update the teaching strategies to develop sub-skills related to the structure and clarity of the written message.

The main strategy applied to foster writing skills was brainstorming, while graphic organizers were the least popular. Brainstorming is mainly preferred because it allows students

to freely generate and express their ideas before starting a writing task. It facilitates the activation of their prior knowledge and the initial organization of their thoughts. It is also a simple, practical technique that does not require a complicated structure, making it accessible and motivating in the classroom. In the case of graphic organizers, their limited use is perhaps due to the extra planning, time, and conceptual understanding necessary to represent relationships between ideas. It illustrates that students tend to opt for more direct and spontaneous strategies to express their ideas, overlooking those that involve visual, structured organization of information, despite their value in improving textual coherence and cohesion.

4.2 Recommendations

It is highly recommended that teachers make greater use of the task type projects and creative tasks to promote writing activities. These assignments allow students to enrich their vocabulary through real practice during class. In addition, the topics of study for developing unique products should be chosen according to the interests of the students so that they will be more interested in using their imagination to create and develop authentic results. On the other hand, more consideration should also be given to the application of problem-solving tasks to generate and build analytical and critical thinking about real problems. Including these tasks in the curriculum helps students to broaden their view of the world and to learn how to express their ideas about it.

On the other hand, when it comes to sub-skills, it would be beneficial to students that teachers move beyond an exclusive focus on mechanical writing sub-skill and place grater instructional emphasis on the development of organizational writing skills. The ability to organize ideas, sentences, and paragraphs coherently is essential to construct texts better in order to express ideas and thoughts in a communicative and appropriate manner. Therefore, incorporating classroom activities that foster text organization is necessary to support students in producing clearer, more meaningful, and communicatively appropriate written texts.

Finally, the most common strategies for developing writing skills focused on generating and organizing ideas before starting to write. In this case, it is recommended that teachers place greater emphasis on developing strategies to help students organize their work, synthesize content and identify important information in a text. Graphic organizers are believed to be used frequently, but according to the survey, they were the least used strategy by students. Therefore, teachers and institutions should encourage the use of other complementary strategies, such as graphic organizers for organizing texts and summarizing.

REFERENCES

Abd Karim, R., Abu, A. G., & Khaja, F. N. (2016). Brainstorming approach and mind mapping in writing activity. *In Proceedings of English Education International Conference, 1*(2), 423-429. https://goo.su/OaQNZA

Adem, H., & Berkessa, M. (2022). A case study of EFL teachers' practice of teachingspeaking skills vis-à-vis the principles of Communicative Language Teaching (CLT). *Cogent Education, 9*(1), 1-23. https://doi.org/10.1080/2331186X.2022.2087458

Aggarwal, R., & Ranganathan , P. (2019). Study designs: Part 2 – Descriptive studies. *Perspect Clin Res, 10*(1), 34-36. https://doi.org/10.4103/picr.PICR_154_18

Ahmad, M., Mahmood, M. A., & Siddique, A. R. (2019). Organisational Skills in Academic Writing: A Study. *Languages, 4*(92), 1-26. https://doi.org/10.3390/languages4040092

Aisyah, S., Goro, S. T., Odessya, K. P., & Habibi, M. R. (2025). Style and Register . *International Journal of Social and Education, 2*(4), 777-781. https://n9.cl/zetan

Al Islamiah, S. F., & Sari, D. M. (2021). Using Outlining Strategy in Essay Writing for ELT Students'. *Journal Basis, 8*(1), 141-152. https://doi.org/10.33884/basisupb.v8i1.3688

Alamri, W. A. (2018). Communicative Language Teaching: Possible Alternative Approaches to CLT and Teaching Contexts. *English Language Teaching, 11*(10), 132-138. https://doi.org/10.5539/elt.v11n10p132

Al-Sobhi, B., Md Rashid, S., & Abdullah, A. N. (2018). Arab ESL Secondary School Students' Attitude Toward English Spelling and Writing. *SAGE Open, 8*(1), 1-11. https://doi.org/10.1177/2158244018763477

Anggraeni, A. D., & Pentury, H. J. (2018). Using Graphic Organizers as a Media. *Journal of English Language Teaching, 2*(2), 105-111. https://n9.cl/qxzcl

Aurelya, Pujiawati, N., & Miftakh, F. (2024). Exploring EFL Students' Experience in Task-Based Language Teaching for Writin Skill. *Profesional Journal of English Education-PROJECT, 7*(6), 1321-1328. https://journal.ikipsiliwangi.ac.id/project/article/download/23458/6887

Bertoli, S. M., Janggo, W. O., Kartini, M., & Kristiansi, M. (2025). Implementing Storytelling Method in EFL Classroom Context; Challenges and Opportunities. *Journal Inovasi*

Pendidikan dan Pengajaran, 4(4), 491-501. https://doi.org/10.51878/educational.v4i4.4163

Bown , H. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* San Franciso: Pearson Education.

Brassell, D., & Furtado , L. (2008). Enhancing English as a Second Language Students' Vocabulary Knowledge. *The Reading Matrix, 8*(1), 111-116. https://url-shortener.me/7BHC

Brown , H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Longman.

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices.* Pearson Education.

Budd, J. W. (2004). Mind Maps As Classroom Exercises. *The Journal of Economic Education , 35*(1), 35-46. https://doi.org/10.3200/JECE.35.1.35-46

Cha, J., Kan, S.-Y., & Chia, P. W. (2018). "Spot the differences" Game: An Interactive Method That Engage Students in Organic Chemistry Learning. *Journal of the Korean Chemical Society, 62*(2), 159-165. https://doi.org/10.5012/JKCS.2018.62.2.159

Cheng , L. (2021). A Review of Cooperative Language Learning Approach. *Curriculum and Teaching Methodology, 4*(6), 30-37. https://www.clausiuspress.com/assets/default/article/2021/11/20/article_1637466955.pdf

Chomsky, N. (1965). *Apects of the Theory of Syntax* . M.I.T. http://www.colinphillips.net/wp-content/uploads/2015/09/chomsky1965-ch1.pdf

Coyle, D., Hood , P., & Marsh, D. (2010). *CLIL Content and Language Integrated Learning* . Cambridge University Press. https://bit.ly/43LQmI5

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches (6th ed).* SAGE Publications https://acortar.link/vd0Qfe

Crossley, S., & McNamara, D. (2010). Cohesion, Coherence, and Expert Evaluations of Writing Proficiency. *Proceedings of the Annual Meeting of the Cognitive Science Society, 32*(32), 984-989. https://escholarship.org/uc/item/6n5908qx

Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language, 2nd ed.* Cambridge University Press. https://n9.cl/rjh3re

De Smet , M. J., Brabd-Gruwel, S., Lejiten, M., & Kirschner, P. A. (2014). Electronic outlining as a writing strategy: Effects on students' writing products, mental effort and writing process. *Computers & Education, 78*, 352-366. https://doi.org/10.1016/j.compedu.2014.06.010

Dobler, L., & Burea, S. (2023). The Ways of Increasing Writing Skills Through the Use of Task-Based Learning Techniques. *In Probleme și soluții în știința contemporană*, 292-298. https://ibn.idsi.md/vizualizare_articol/189373

Ellis, R. (2003). Chapter 1: Tasks in SLA and language pedagogy. In R. Ellis, *Tasked-based Language Learning and Teaching* (pp. 27-33). Inglaterra: OUP Oxford.

Ellis, R. (2003). *Task-based Language Learning and Teaching.* OUP Oxford. https://bit.ly/4oWRQaN

Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. *International Journal of Applied Linguistics , 19*(3), 221-246. https://doi.org/10.1111/j.1473-4192.2009.00231.x

Fadlilaturrohmah, A., & Shofiyuddin, M. (2025). Task-Based Language Learning in Action: Improving Writing Skill among Eighth-Grade Students at an Indonesian Islamic School. *International Journal of Research in Education, 5*(2), 255-265. https://journal2.upgris.ac.id/index.php/ijre/article/view/1939/843

Ferris , D. R. (2018). *Response to student writing: Implications for second language students.* Routledge.

Fink , A. (2017). *How to conduct surveys: A step-by-step guide (6th ed.).* SAGE Publications .

Fogel, Y., Roseblum, S., & Barnett, A. L. (2022). Handwriting legibility across different writing tasks in school-aged children. *Hong Kong Journal of Occupational Therapy, 35*(1), 44-51. https://doi.org/10.1177/15691861221075709

Fortuna, C., Arjulayana, & Eka, S. (2024). Examine Task-based Learning (TBL) in students' writing. *International Undergraduate Conference on English Education, 3*(1), 327-336. https://seminar.uad.ac.id/index.php/IUCEE2022/article/view/15287/5160

Freedman , S. W. (1979). How Characteristics of Student Essays Influence Teachers' Evaluation. *Journal of Educational Psychology, 71*(3), 328-338.

Gil , C. A. (2008). *Métodos e técnicas de pesquisa social (6.ed)* . Atlas.

Golkova, D., & Hubackova, S. (2014). Productive skills in second language learning. *Procedia-Social and Behavioral Sciences*, 477-481. https://doi.org/10.1016/j.sbspro.2014.07.520

Greifeneder, R., Zelt, S., Seele, T., Bottenberg, K., & Alt, A. (2012). Towards a better understanding of the legibility bias in performance assessments: The case of gender-based inferences. *British Journal of Educational Psychology, 82*(3), 361-374. https://doi.org/10.1111/j.2044-8279.2011.02029.x

Harmer, J. (2004). *How to teach Writing* . Longman . https://n9.cl/guwkn

Harmer, J. (2007). *The Practice of English Language Teaching.* Pearson Longman.

Hasan , N., Rana, R. U., Chowdhury , S., Dola, A. J., & Rony, M. K. (2021). Ethical Considerations In Research. *Journal of Nursing Research,Patient Safety and Practise, 1*(1), 1-4. https://doi.org/10.55529/jnrpsp11.1.4

Haseeb, K. (2022). An Analysis of Factors Influencing EFL Learners' Writing Skills. *Canadian Journal of Language and Literature Studies, 2*(2), 28-38. https://doi.org/10.53103/cjlls.v2i2.38

He, H., Hu, C., & Liu, H. (2014). On the Significance of Learner Strategies in English Reading on Learners‟ Language Achievement. *Journal of Language Teaching and Research, 5*(2), 323-328. https://doi.org/10.4304/jltr.5.2.323-328

Hernández , S. R., & Mendoza , C. (2018). *Metodología de la investigación: Las rutas cuantitativa, cualitativa y mixta (7.ª ed.).* McGraw-Hill Education.

Hernández , S. R., Fernández, C. C., & Baptista, L. P. (2014). *Metodología de la investigación (6th ed.).* McGraw-Hill Education.

Hyland, K. (2003). *Second Language Writing.* Cambridge University Press.

Ismail, S., Wang, C., & Jamalyar, R. (2023). The impact of task-based instruction on learners' reading comprehension, L2 grit, anxiety, and motivation for L2 reading. *Asian-Pacific Journal of Second and Foreign Language Education, 8*(42), 1-26. https://doi.org/10.1186/s40862-023-00216-2

Jabeen, S. S. (2014). Implementation of Communicative Approach. *English Language Teaching, 7*(8), 68-74. https://doi.org/http://dx.doi.org/10.5539/elt.v7n8p68

Kagan, S., & Kagan, M. (1994). *Cooperative Learning.* Kagan Publishing . https://bit.ly/4pnUiXH

Karakoç, D., & Köse, G. D. (2017). The impact of vocabulary knowledge on reading, writing and proficiency scores of EFL learners. *Journal of Language and Linguistic Studies, 13*(1), 352-378. https://jlls.org/index.php/jlls/article/view/603/289

Keen, J. (2004). Sentence-combining and redrafting processes in the writing of secondary school students in the UK. *Linguistics and Education, 15*(1-2), 81-97. https://doi.org/10.1016/j.linged.2004.10.005

Khakimova, M. (2025). Investigating the Impact of Sentence Matching Activity as Aninnovative Classroom Strategy on the Development of Creativethinking, Cognitive Flexibility, and Divergent Problem-Solving Skills Among Second-Grade Primary School Students: An Experimental Study. *Elsevier*, 1-13. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5376186

Khakimova, M. (2025). Investigating the Impact of Sentence Matching Activity as Aninnovative Classroom Strategy on the Development of Creativethinking, Cognitive Flexibility, and Divergent Problem-Solving Skills Among Second-Grade Primary School Students: An Experimental Study. *Elsevier*, 1-13. https://dx.doi.org/10.2139/ssrn.5376186

Khazaal, E. N. (2019). Improving Postgraduates' Academic Writing Skills with Summarizing Strategy. *Arab World English Journal, 10*(3), 413-428. https://dx.doi.org/10.24093/awej/vol10no3.29

Khoshsima, H., & Nia, M. R. (2014). Summarizing strategies and writing ability of Iranian. *International Journal of Language and Linguistics, 2*(4), 263-272. https://doi.org/10.11648/j.ijll.20140204.14

Kos , T. (2024). Enhancing Young Learners' Collaboration Through Tasks–What Can Language Pedagogy Learn from Research? *Teaching English as a Second Language Electronic Journal, 28*(2), 1-20. https://doi.org/10.55593/ej.28110a2

Lehman, C. L. (1973). Handwriting Legibility: A Method of Objective Evaluation . *Visible Language , 7*(4), 325-344. https://n9.cl/ij5p6x

Littlewood, W. T. (2013). Developing a context-sensitive pedagogy for communication-oriented language teaching. . *English Teaching, 68*(3), 3-25. https://www.kci.go.kr/kciportal/landing/article.kci?arti_id=ART001803391

Liu, Y., & Ren , W. (2024). Task-based language teaching in a local EFL context: Chinese university teachers' beliefs and practices. *Language Teaching Research , 28*(6), 2234-2250. https://doi.org/10.1177/13621688211044247

Luo, Z. (2024). A Review of Krashen's Input Theory. *Journal of Education, Humanities and Social Sciences, 26*, 130-135. https://doi.org/10.54097/3fnf5786

Maley, A., & Peachey, N. (2015). Overview: Creativity-the What, the Why and the How. In A. Maley, & N. Peachey, *Creativity in the English Language Classroom* (pp. 6-13). British Council.

Marlina , R. (2024). Current "Shits" in English Language Teaching . *Learn Journal: Language Education and Acquisition Research Netwok , 17*(1), 1-7.

Mindiola, L., & Vaca, M. (2024). Task-Based Learning to enhance the writing skill of English as a foreign language in tenth-grade students. *Revista Sinapsis, 25*(2), 12-31. https://doi.org/10.37117/s.v25i2.1007

Mohinur, A. (2024). Project-Based Learning as a Creative and Innovative Way of Teaching English as a Foreign Language. *University Research Base*, 54-60. https://scholar.kokanduni.uz/index.php/rb/article/view/287

Nunan , D. (2004). *Task-based Language Teaching* . Cambridge University Press. https://www.academia.edu/15278885/Task_based_language_teaching

Nunan, D. (2003). *Practical English Language Teaching.* McGraw-Hill Education. https://www.academia.edu/36683230/Practical_English_Language_Teaching

Nurjannah, S., Erniati, & Jusmaniar. (2020). The Use Of Content Based Instruction . *Jurnal Ilmu Pendidikan Dasar, 3*(2), 359-363. https://bit.ly/49CL2uu

Oviedo, N., & Mena, J. (2021). Communicative language teaching approach in the development of speaking skill. *Ciencia Digital, 5*(4), 6-26. https://doi.org/10.33262/cienciadigital.v5i4.1865

Perfetti, C. A. (1997). The psycholinguistics of spelling and reading. In C. A. Pefetti, L. Rieben, & M. Fayol, *Learning to spell: Research, theory, and practice across languages* (pp. 21-38). Lawrence Erlbaum Associates.

Petrovic, J. E., & Olmstead, S. (2001). Language, power, and pedagogy: Bilingual children in the crossfire, by J. Cummins. *Bilingual Research Journal, 25*(3), 405-412. https://doi.org/10.1080/15235882.2001.10162800

Phuong, H. Y., Phan, Q. T., & Le, T. T. (2023). The effects of using analytical rubrics in peer. *Lang Test Asia, 13*(42), 1-19. https://doi.org/10.1186/s40468-023-00256-y

Ponmani Subha Chellam, R. (2023). The Role of Teachers and Learners in TBLT. *Shanlax International Journal of English, 12*(1), 430-432. https://doi.org/10.34293/rtdh.v12iS1-Dec.136

Prabhu, N. S. (1987). *Second Language Pedagogy* . Oxford University Press. https://bit.ly/44p5Hyn

Pruntry, M., & Barnett, A. L. (2020). Accuracy and Consistency of Letter Formation in Children With Developmental Coordination Disorder. *Journal of Learning Disabilities , 53*(2), 120-130. https://doi.org/10.1177/0022219419892851

Putri, N. A., Surjowati, R., & Azizah, S. (2023). The Use of Listing Technique to Improve Writing Skill of Recount Text for 8th-grade A Students of SMP Negeri 21 Surabaya. 1-5. https://erepository.uwks.ac.id/15826/11/Journal%20NADYA.pdf

Raheem, B. R., & Ghafar, Z. N. (2024). Analysis of Punctuation and Spelling Errors Associated with Academic Writing among Iraqi EFL Learners . *International Journal of Second and Foreign Language Education, 3*(2), 21-30. https://doi.org/10.33422/ijsfle.v3i2.739

Richards , J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge University Press.

Richards, J. C. (2006). *Communicative Language Today* . Cambridge University Press. https://bit.ly/4ocW90I

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching.* Cambridge University Press & Assessment. https://bit.ly/4pAKTwg

Richards, J. C., & Rodgerts , T. S. (2014). *Approaches and methods in language teaching (3rd ed.).* Cambridge University Press.

Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of.* Longman. https://www.academia.edu/44568181/Longman_Dictionary_of_Language_Teaching_and_Applied_Linguistics

Roig, A., Pires de Sá, F., & Cornelio, G. S. (2018). Future Story Chasers: An experience with co-creation of fiction in the classroom through a collaborative storytelling game. *Catalan Journal of Communication and Cultural Studies, 10*(2), 279-289. https://doi.org/10.1386/cjcs.10.2.279_1

Sari, S., Basya, D., & Ismaili, I. (2023). Investigating the Impact of Task-Based Learning in Writing Skill of EFL Undergraduate Students at Indonesian University. *Linguapedia, 7*(2), 70-86. https://doi.org/10.56013/linguapedia.v7i2.2796

Savage, K. L., Bitterlin, G., & Price, D. (2010). *Grammar matters.* Cambridge UniversityPress. https://n9.cl/js79l

Shabani, E. A., & Panahi, J. (2020). Examining consistency among different. *Lang Test Asia, 10*(12), 1-25. https://doi.org/10.1186/s40468-020-00111-4

Shaby, D., & Joy, J. J. (2020). The Effect of Task-Based Learning on the Teaching of Writing Skills of ESL. *Journal of Language and Linguistic Studies, 16*(1), 510-523. https://jlls.org/index.php/jlls/article/view/4595/1452

Sholeh, M. B., Salija, K., & Sahril, S. (2021). Task-Based Learning in English As a Foreign Language (Efl) Classroom: What, How and Why? *Journal GEEJ, 8*(1), 134-146. https://bit.ly/4poxtDm

Silver, H. F. (2010). *Compare & Contrast: Teaching Comparative Thinking to Strengthen Student Learning.* ASCD. https://bit.ly/3KjruAL

Sipayung, K., Tampubolon, S., & Tobing, F. (2021). Generic Structure of Descriptive Text Written English Language Learner and Teachers. *Linguistics and Culture Review, 5*, 1636-1650. https://doi.org/10.21744/lingcure.v5nS3.1950

Skehan, P. (1996). A Framework for the Implementation of Task-based Instruction. *Applied Linguistics, 17*(1), 38-62. https://doi.org/10.1093/applin/17.1.38

Spratt, M., Pulverness, A., & Wiliams, M. (2011). *The TKT Course Modules 1, 2 and 3.* Cambridge University Press.

Sultani, A. N., & Hilmat, A. N. (2021). Impacts of Spelling Problems on EFL Students' Writing Skill at Kandahar University, Kandahar, Afghanistan. *European Journal of Education Studies, 8*(4), 22-39. https://n9.cl/ask0g

Suvonova, K. (2023). General Overview of Content Based Instruction Approach in Teaching Foreign Languages . *Golden Brain , 1*(17), 374-380. https://researchedu.org/index.php/goldenbrain/article/view/4102/5343

Teh, W. (2021). Communicative Language Teaching (CLT) in The Context of Online Learning: A Literature Review. *International Journal of TESOL & Education, 1*(2), 65-71. https://i-jte.org/index.php/journal/article/view/23/11

Thakur, V. S. (2015). Using Supplementary Materials in the Teaching of English: Pedagogic Scope and Applications. *English Language Teaching, 8*(12), 1-6. http://dx.doi.org/10.5539/elt.v8n12p1

Tian, W. (2025). A Comprehensive Literature Review on Communicative Language Teaching (CLT). *Frontiers in Sustainable Development, 5*(3), 197-205. https://doi.org/10.54691/90101304

Tuan, L. T. (2010). Enhancing EFL Learners' Writing Skill via Journal Writing . *English Language Teaching , 3*(3), 81-88.

Unin, N., & Bearing , P. (2016). Brainstorming as a Way to Approach Student-centered Learning in the ESL Classroom. *Procedia - Social and Behavioral Sciences, 224*(15), 605-612. https://doi.org/10.1016/j.sbspro.2016.05.450

Ur, P. (2012). *A Course in English Language Teaching.* Cambridge University Press.

Urmeneta, C. E. (2019). An introduction to Content and Language Integrated Learning (CLIL) for teachers and teacher educators. *CLIL Journal of innovation and research in Plurilingual and Pluricultural Education, 2*(1), 7-19. https://doi.org/10.5565/rev/clil.21

Van den Branden, K. (2016). The Role of Teachers in Task-Based Language Education. *Annual Review of Applied Linguistics, 36*, 164-181. https://doi.org/10.1017/S0267190515000070

Vejayan, L., & Yunus, M. (2022). Writing Skills and Writing Approaches in ESL Classroom: A Systematic Review. *International Journal of Academic Research in Business and Social Sciences, 12*(6), 1301-1319. http://dx.doi.org/10.6007/IJARBSS/v12-i6/13259

Volkert , V. M., Lerman, D. C., Trosclair, N., Addison , L., & Kodak, T. (2008). An exploratory analysis of task-interspersal procedures while teaching object labels to children with autism. *JOURNAL OF APPLIED BEHAVIOR ANALYSIS, 41*(3), 335–350. https://doi.org/10.1901/jaba.2008.41-335

Wahyudin, A. Y. (2018). Maximizing outlining practice in teaching writing for EFL secondary students: A research perspective. *Universitas Teknokrat Indonesia, 45*(1), 45-50. https://n9.cl/lx2nx

Willis , D., & Willis , J. (2007). *Doing Task-Based Teaching.* Oxford University Press. https://es.scribd.com/document/148940120/Doing-Task-Based-Teaching

Willis, J. (1996). *A Framework For Task-Based Learning.* Longman. https://es.scribd.com/document/372810147/A-Framework-for-Task-based-Learning-Willis-1996

Yokubjonova, D. (2024). Teaching Writing Skills for Elementary Pupils at Schools. *University Research Base*, 930-933. https://scholar.kokanduni.uz/index.php/rb/article/view/756

Zhang, L., Ismail, H. H., & Sulaiman, N. A. (2024). Content-Based Instruction in Language Education: A Bibliometric Review. *Forum Linguistic Studies, 6*(4), 388-403. https://doi.org/10.30564/fls.v6i4.6845

ANNEXES

Annex 1

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 05 de septiembre 2025

Magister Ximena Calero
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Judith Alexandra Silva Chávez, en mi calidad Directora del Centro de Idiomas de la Universidad Técnica de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Types of TBL Tasks and Writing Skills." propuesto por la estudiante, Manotoa Pasochoa María Cristina portadora de la Cédula de Ciudadanía, 1805796750 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

.....
Judith Alexandra Silva Chávez
Directora del Centro de Idiomas de la Universidad Técnica de Ambato

Annex 2

Cronbach's Alpha validation

Estadisticas de Fiabilidad

Alfa de Cronbach	N de Items
.943	22

Note: Reliability statistics with Cronbach's Alpha of 22 items with Likert scale.

Annex 3

Survey

Survey upon request

Annex 4

Specialist's validation

Validated by: Xavier Silva	ID: 1802447548	Date: 30-10-2025
Signature:	Email: manuelxsilvag@uta.edu.ec	
Place of work: UTA	Academic degree; Magister	
Note. Revised and approved in Curricular Organization Unit October 29th, 2025		

Validated by: Elsa Mayorga Chumbo Cáceres	ID: 1802696458	Date: 30/10/2025
Signature:	Email: elsamchumboc@uta.edu.ec	
Place of work: UTA	Academic degree; PhD	
Note. Revised and approved in Curricular Organization Unit October 29th, 2025		

Validated by: Juan Carlos Silva	ID: 1804377065	Date: 29/10/2025
Signature:	Email: jc.silva@uta.edu.ec	
Place of work: PINE	Academic degree; Master's in TEFL	
Note. Revised and approved in Curricular Organization Unit October 28th, 2025		

Validated by: Carlos Mayorga	ID: 1803827300	Date: 29/10/2025
Signature:	Email: cd.mayorga@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree; Maestría Enseñanza de Inglés como lengua extranjera	
Note. Revised and approved in Curricular Organization Unit October 29th, 2025		

Validated by: Santiago David Velastegui Uiteri	ID: 1729228351	Date: October 29th 2025
Signature:	Email: sd.velastegui@uta.edu.ec	
Place of work: Universidad Técnica de Ambato	Academic degree; Máster Universitario Enseñanza Idioma Inglés (TEFL)	
Note. Revised and approved in Curricular Organization Unit October 29th, 2025		

Annex 5

Aiken

		J1	J2	J3	J4	J5	Media	DE	V Aiken	vg
ITEM 1	Relevance	4	3	4	4	3	3.6	0.55	0.87	Valido
	Pertinence	4	3	4	4	3	3.6	0.55	0.87	Valido
	Coherence	4	3	4	4	3	3.6	0.55	0.87	Valido
ITEM 2	Relevance	4	3	3	4	3	3.4	0.55	0.80	Valido
	Pertinence	4	3	4	4	3	3.6	0.55	0.87	Valido
	Coherence	4	3	4	4	3	3.6	0.55	0.87	Valido
ITEM 3	Relevance	4	4	4	4	3	3.8	0.45	0.93	Valido
	Pertinence	4	4	4	4	3	3.8	0.45	0.93	Valido
	Coherence	4	4	4	4	3	3.8	0.45	0.93	Valido
ITEM 4	Relevance	4	3	4	4	3	3.6	0.55	0.87	Valido
	Pertinence	4	3	4	4	3	3.6	0.55	0.87	Valido
	Coherence	4	3	4	4	3	3.6	0.55	0.87	Valido
ITEM 5	Relevance	4	3	4	4	3	3.6	0.55	0.87	Valido
	Pertinence	4	3	4	4	3	3.6	0.55	0.87	Valido
	Coherence	4	3	4	4	3	3.6	0.55	0.87	Valido
ITEM 6	Relevance	4	4	4	4	3	3.8	0.45	0.93	Valido
	Pertinence	4	4	4	4	2	3.6	0.89	0.87	Valido
	Coherence	4	4	4	4	2	3.6	0.89	0.87	Valido
ITEM 7	Relevance	4	3	4	4	2	3.4	0.89	0.80	Valido
	Pertinence	4	3	4	4	2	3.4	0.89	0.80	Valido
	Coherence	4	3	4	4	2	3.4	0.89	0.80	Valido
ITEM 8	Relevance	4	2	4	4	2	3.2	1.10	0.73	Valido
	Pertinence	4	2	4	3	3	3.2	0.84	0.73	Valido
	Coherence	4	2	4	4	3	3.4	0.89	0.80	Valido
ITEM 9	Relevance	4	3	3	4	2	3.2	0.84	0.73	Valido
	Pertinence	4	3	3	4	2	3.2	0.84	0.73	Valido
	Coherence	4	3	3	4	2	3.2	0.84	0.73	Valido
ITEM 10	Relevance	4	3	4	4	2	3.4	0.89	0.80	Valido
	Pertinence	4	3	4	4	2	3.4	0.89	0.80	Valido
	Coherence	4	3	4	4	2	3.4	0.89	0.80	Valido
ITEM 11	Relevance	4	4	4	4	3	3.8	0.45	0.93	Valido
	Pertinence	4	3	4	4	3	3.6	0.55	0.87	Valido
	Coherence	4	4	4	4	2	3.6	0.89	0.87	Valido
ITEM 12	Relevance	4	4	3	4	3	3.6	0.55	0.87	Valido
	Pertinence	4	4	4	3	2	3.4	0.89	0.80	Valido
	Coherence	4	4	3	3	2	3.2	0.84	0.73	Valido
ITEM 13	Relevance	4	4	4	4	2	3.6	0.89	0.87	Valido
	Pertinence	4	4	4	4	2	3.6	0.89	0.87	Valido
	Coherence	4	4	4	4	3	3.8	0.45	0.93	Valido
ITEM 14	Relevance	4	4	4	4	2	3.6	0.89	0.87	Valido
	Pertinence	4	4	4	4	2	3.6	0.89	0.87	Valido
	Coherence	4	4	4	4	2	3.6	0.89	0.87	Valido
ITEM 15	Relevance	4	4	4	4	2	3.6	0.89	0.87	Valido
	Pertinence	4	4	4	4	3	3.8	0.45	0.93	Valido
	Coherence	4	4	4	4	2	3.6	0.89	0.87	Valido
ITEM 16	Relevance	4	4	4	4	2	3.6	0.89	0.87	Valido
	Pertinence	4	4	4	4	2	3.6	0.89	0.87	Valido
	Coherence	4	4	4	4	2	3.6	0.89	0.87	Valido
ITEM 17	Relevance	4	4	4	4	2	3.6	0.89	0.87	Valido
	Pertinence	4	4	4	4	3	3.8	0.45	0.93	Valido
	Coherence	4	4	4	4	2	3.6	0.89	0.87	Valido
ITEM 18	Relevance	4	3	4	4	3	3.6	0.55	0.87	Valido
	Pertinence	4	3	4	4	3	3.6	0.55	0.87	Valido
	Coherence	4	3	4	4	2	3.4	0.89	0.80	Valido
ITEM 19	Relevance	4	4	4	4	2	3.6	0.89	0.87	Valido
	Pertinence	4	4	4	4	2	3.6	0.89	0.87	Valido
	Coherence	4	4	4	4	2	3.6	0.89	0.87	Valido
ITEM 20	Relevance	4	4	4	4	3	3.8	0.45	0.93	Valido
	Pertinence	4	4	4	4	3	3.8	0.45	0.93	Valido
	Coherence	4	4	4	4	3	3.8	0.45	0.93	Valido

ITEM 21	Relevance	4	4	4	4	2	3.6	0.89	0.87	Valido
	Pertinence	4	4	4	4	3	3.8	0.45	0.93	Valido
	Coherence	4	4	4	4	3	3.8	0.45	0.93	Valido
ITEM 22	*Relevance*	4	3	4	4	4	3.8	0.45	0.93	Valido
	Pertinence	4	3	4	4	3	3.6	0.55	0.87	Valido
	Coherence	4	3	4	4	2	3.4	0.89	0.80	Valido

Annex 6

Compilation Report



CERTIFICADO DE ANÁLISIS
magister

TESIS FINAL CRISTINA MANOTOA

6% Textos sospechosos

1% Similitudes
0 % similitudes entre comillas
0 % entre las fuentes mencionadas
< 1% Idiomas no reconocidos
4% Textos potencialmente generados por la IA

Nombre del documento: TESIS FINAL CRISTINA MANOTOA.pdf
ID del documento: b2bfd0e1aae5c1b2995c5d5e3f1a458cf044c928
Tamaño del documento original: 381,95 kB

Depositante: ELSA DE LOS ÁNGELES HERNÁNDEZ CHÉRREZ
Fecha de depósito: 26/11/2025
Tipo de carga: interface
fecha de fin de análisis: 26/11/2025

Número de palabras: 13.840
Número de caracteres: 95.228

Ubicación de las similitudes en el documento:

Fuente principal detectada

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	repositorio.uta.edu.ec https://repositorio.uta.edu.ec:8443/jspui/bitstream/123456789/41745/1/Guerra Bryan Tesis F...	< 1%		Palabras idénticas: < 1% (105 palabras)

Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	doi.org | Cognitive-Conceptual Model for Developing Foreign Language Communi... https://doi.org/10.23947/2334-8496-2020-8-si-69-77	< 1%		Palabras idénticas: < 1% (19 palabras)
2	THESIS.1.2.3.4 OFICIAL.docx | THESIS.1.2.3.4 OFICIAL #e37add Viene de de mi grupo	< 1%		Palabras idénticas: < 1% (13 palabras)
3	repositorio.uta.edu.ec | Constructive feedback and writing skills https://repositorio.uta.edu.ec/jspui/handle/123456789/41832	< 1%		Palabras idénticas: < 1% (12 palabras)
4	Documento de otro usuario #b7f500 Viene de de otro grupo	< 1%		Palabras idénticas: < 1% (10 palabras)

ELSA DE LOS ANGELES HERNANDEZ CHERREZ