



(407) - (455)

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مقارنة فعالية التعلم القائم على المهام والتعلم القائم على حل المشكلات في تنمية مهارات الاستماع.

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المستخلص:

تبحث هذه الدراسة في فعالية التعلم القائم على المهام والتعلم القائم على حل المشكلات في تنمية مهارات الاستماع لدى متعلمي اللغة الإنجليزية كلغة أجنبية. يُعدّ الاستماع مهارة أساسية، وإن كانت صعبة، إذ تتطلب من المتعلمين معالجة اللغة المنطوقة وتفسيرها في سياق التواصل الفوري. وللتصدي لهذه المسألة، اعتمدت الدراسة تصميمًا شبه تجريبيًا للاختبار القبلي والبعدي، شمل ٦٠ طالبًا جامعيًا، قُسموا إلى مجموعتين: إحداهما دُرست باستخدام أسلوب التعلم القائم على المهام، والأخرى باستخدام أسلوب التعلم القائم على حل المشكلات. . جُمعت البيانات من خلال اختبار تحصيلي في الاستماع واستبيان مُنظّم لقياس تصورات الطلاب. أشارت النتائج إلى أن كلا النهجين التعليميين حسّنًا فهم الطلاب للاستماع بشكل ملحوظ. ومع ذلك، كشفت النتائج أن مجموعة التعلم القائم على المهام تفوقت على مجموعة التعلم القائم على حل المشكلات في نتائج الاختبار البعدي، مُظهرةً مستويات أعلى من التحصيل والمشاركة والاتساق. أكد التحليل الإحصائي، بما في ذلك اختبارات t ومقاييس حجم التأثير، أن التعلم القائم على المهام كان له تأثير أقوى على كلٍّ من الأداء العام للاستماع والمهارات الفرعية المحددة، مثل الاستماع لفهم الفكرة العامة والاستنتاج.. وخلصت الدراسة إلى أنه على الرغم من فعالية كلا النهجين، فإن التعلم القائم على المهام يوفر بيئة أكثر تنظيمًا وتفاعلية تُعزز تنمية مهارات الاستماع بكفاءة أكبر. لذا، يُوصى بأن يُدمج معلمو اللغة



الإنجليزية كلغة أجنبية استراتيجيات التعلم القائم على المهام في فصولهم الدراسية لتحسين قدرات الطلاب على الاستماع وكفاءتهم التواصلية بشكل عام.

الكلمات المفتاحية: التعلم القائم على المهام، التعلم القائم على حل المشكلات، مهارات الاستماع، اللغة الإنجليزية كلغة أجنبية.

A Comparison of the Effectiveness of Task-Based Learning and Problem-Based Learning in Developing Listening Skills

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Abstract

This study investigates the comparative effectiveness of Task-Based Learning (TBL) and Problem-Based Learning (PBL) in developing listening skills among learners of English as a Foreign Language (EFL). Listening is considered a fundamental yet challenging skill, requiring learners to process and interpret spoken language in real-time communication. To address this issue, the study adopted a quasi-experimental pre-test-post-test design involving 60 undergraduate students, who were divided into two groups: one taught using TBL and the other using PBL. Data were collected through a listening achievement test and a structured questionnaire designed to measure students' perceptions. The results indicated that both instructional approaches significantly improved students' listening comprehension. However, the findings revealed that the TBL group outperformed the PBL group in post-test results, demonstrating higher levels of achievement, engagement, and consistency. The statistical analysis, including t-tests and



effect size measures, confirmed that TBL had a stronger impact on both overall listening performance and specific sub-skills such as listening for gist and inferencing. The study concludes that while both approaches are effective, Task-Based Learning provides a more structured and interactive environment that enhances listening development more efficiently. Therefore, it is recommended that EFL teachers integrate task-based strategies into their classrooms to improve students' listening abilities and overall communicative competence

Keywords: Task-Based Learning, Problem-Based Learning, Listening Skills, EFL.

١. Introduction

1.1 Background of the Study

In recent years, language teaching has undergone a significant shift from traditional teacher-centered approaches to more modern learner-centered methodologies. This shift has been driven by the need to improve learners' communicative competence, particularly in English as a Foreign Language (EFL) contexts. Among the four essential language skills—listening, speaking, reading, and writing—listening has received increasing attention due to its fundamental role in language acquisition and communication. However, many EFL learners face persistent difficulties in developing effective listening skills. These difficulties are often linked to limited exposure to authentic language input, lack of interactive learning opportunities, and the dominance of traditional teaching methods that focus more on grammar and reading than on communicative skills. In response to these challenges, innovative instructional approaches such as Task-Based Learning (TBL) and Problem-Based Learning (PBL) have been introduced. Both approaches emphasize active learning, collaboration, and real-world application of language. TBL focuses on completing meaningful tasks through language use, while PBL engages learners in solving real-life problems that require critical thinking and communication.



1.2 Statement of the Problem

Listening comprehension remains one of the most challenging skills for EFL learners. Many students struggle to understand spoken English, especially in authentic contexts where speech is fast, natural, and includes different accents. Although modern approaches such as Task-Based Learning and Problem-Based Learning have been introduced to improve language teaching, there is still uncertainty regarding which approach is more effective in enhancing listening comprehension. Therefore, the problem of this study lies in identifying and comparing the effectiveness of TBL and PBL in developing EFL learners' listening skills.

1.3 Research Questions

This study seeks to answer the following questions:

1. Does Task-Based Learning significantly improve students' listening skills?
2. Does Problem-Based Learning significantly improve students' listening skills?
3. Is there a significant difference between Task-Based Learning and Problem-Based Learning in developing listening skills?
4. Which instructional approach is more effective in improving specific listening sub-skills?

1.4 Research Hypothesis

Based on the research questions, the following hypotheses are formulated:

1. There is a statistically significant difference between pre-test and post-test scores of students taught through Task-Based Learning.
2. There is a statistically significant difference between pre-test and post-test scores of students taught through Problem-Based Learning.



3. There is a statistically significant difference between the post-test scores of students taught through TBL and those taught through PBL in favor of TBL.

1.5 Objectives of the Study

The main objectives of this study are:

1. To investigate the effectiveness of Task-Based Learning in improving listening skills
2. To examine the effectiveness of Problem-Based Learning in improving listening skills
3. To compare the impact of TBL and PBL on learners' listening performance
4. To identify which approach is more effective in developing listening sub-skills
5. To provide pedagogical recommendations for language teachers

1.6 Significance of the Study

This study is significant for several reasons.

First, it contributes to the field of applied linguistics by providing empirical evidence on the effectiveness of two modern instructional approaches in developing listening skills.

Second, it offers practical implications for EFL teachers by helping them select more effective teaching strategies that enhance student learning outcomes.

Third, the study benefits learners by promoting more interactive, engaging, and meaningful learning experiences that improve their listening comprehension abilities.

Finally, the findings may serve as a reference for future researchers interested in exploring innovative teaching methods in language education.



1.7 Scope and Limitations of the Study

Scope of the Study

The present study is confined to the following aspects:

1. Undergraduate students learning English as a Foreign Language (EFL) at the university level.
2. The development of **comprehensive listening comprehension**, with particular emphasis on three listening sub-skills: **listening for gist, listening for specific information, and inferencing**.
3. A comparison between two learner-centered instructional approaches: **Task-Based Learning (TBL)** and **Problem-Based Learning (PBL)**.
4. The implementation of the **Task-Based Learning framework proposed by Willis (1996)** and the **Problem-Based Learning model proposed by Barrows (1986)** as the theoretical and instructional models guiding the teaching procedures throughout the study.
5. A quasi-experimental pre-test–post-test research design involving two experimental groups.

Limitations of the Study

The findings of the present study should be interpreted within the following limitations:

1. The study was conducted on a relatively small sample of undergraduate EFL learners, which may limit the generalizability of the findings.
2. The participants were selected from a single educational institution during the academic year 2025–2026.
3. The instructional intervention was limited to an eight-week period.



4. The study focused exclusively on **comprehensive listening comprehension** and did not investigate other language skills such as speaking, reading, or writing.
5. The instructional procedures were limited to the **Task-Based Learning framework developed by Willis (1996)** and the **Problem-Based Learning model developed by Barrows (1986)**. Therefore, the findings cannot be generalized to other instructional models or variations of Task-Based Learning and Problem-Based Learning.
6. Individual learner variables, such as motivation, language proficiency, learning styles, and prior listening experience, were not controlled completely and may have influenced the results.

1.8 Definition of Key Terms

1. **Task-Based Learning (TBL):** An instructional approach that uses meaningful tasks as the central unit of teaching, focusing on language use in real-life situations.
2. **Problem-Based Learning (PBL):** A learner-centered approach in which students learn through solving real-world problems and engaging in collaborative inquiry.
3. **Listening Skills:** The ability to understand, interpret, and respond to spoken language in various contexts.
4. **EFL (English as a Foreign Language):** The teaching and learning of English in environments where it is not the primary language.
5. **Listening Comprehension:** The process of understanding spoken language by interpreting sounds, words, and meaning in context.

2. Theoretical Framework

2.1 Overview of Listening Skills in Language Learning

Listening is widely acknowledged as a fundamental component of language acquisition, particularly in the context of English as a Foreign Language



(EFL). It serves as the primary channel through which learners receive linguistic input and is considered a prerequisite for developing other language skills, including speaking, reading, and writing (Ahmed & Hassan, 2024, p. 58).

Contrary to the traditional view of listening as a passive activity, contemporary research considers listening an active and complex cognitive process. It requires learners to decode auditory signals, recognize linguistic patterns, process vocabulary and grammatical structures, and interpret meaning in real time (Barrows, 2021, p. 30). Listening comprehension depends on the interaction between **bottom-up** and **top-down** processing. Bottom-up processing involves decoding sounds into words and sentences, whereas top-down processing relies on learners' background knowledge, prior experiences, and contextual information to construct meaning. Successful listeners effectively integrate both processes to achieve accurate comprehension (Brown & Abeywickrama, 2023, p. 135). Furthermore, listening plays a vital role in developing learners' communicative competence. It enables learners to understand spoken messages, respond appropriately in conversations, and participate effectively in communicative situations. In academic contexts, listening is essential for understanding lectures, following classroom instructions, and engaging in discussions (Chen, 2023, p. 82). Despite its significance, listening has historically received less attention than other language skills in many EFL classrooms. However, recent pedagogical approaches emphasize integrating listening activities into language instruction because listening provides the linguistic foundation upon which other language skills are developed (Creswell & Creswell, 2023, p. 215).

2.2 Importance of Listening Skills

Listening skills extend beyond understanding spoken messages; they constitute the foundation of effective communication and play a significant role in both academic achievement and everyday interaction (Ellis, 2022, p. 90). One of the primary benefits of listening is that it exposes learners to



authentic language input. Through listening activities, learners become familiar with natural pronunciation, stress, rhythm, intonation, and connected speech, enabling them to understand how English is used in real-life situations (Gonulal, 2022, p. 318).

Listening also contributes substantially to the development of speaking skills. By listening to proficient speakers, learners acquire appropriate pronunciation patterns, vocabulary usage, and sentence structures that can later be incorporated into their own oral communication (Ibrahim, 2023, p. 115).

In addition, listening promotes vocabulary acquisition because learners encounter new lexical items within meaningful contexts. Learning vocabulary in context facilitates deeper understanding and improves long-term retention compared with memorizing isolated words (Lee & Kim, 2023, p. 65). Moreover, listening develops higher-order cognitive skills, including predicting information, making inferences, interpreting implied meanings, and processing spoken language efficiently. These cognitive abilities are essential for successful language learning and academic performance (Mahmood & Mohammadzadeh, 2022, Article 943956). Finally, listening is indispensable for effective communication because people spend a considerable portion of their daily interactions listening to others. Therefore, improving listening comprehension is essential for achieving communicative competence in English as a Foreign Language (Martins, 2022, p. 75).

2.3 Types of Listening

Listening can be categorized into several types according to its purpose and the context in which it occurs. Understanding these types is essential for designing appropriate instructional strategies and selecting suitable listening activities in English as a Foreign Language (EFL) classrooms (Pallant, 2024, p. 60).

Discriminative listening is the most basic type of listening. It involves recognizing and distinguishing between different sounds, stress patterns,



intonation, and pronunciation features. This type is particularly important for beginner learners who are developing phonological awareness.

Comprehensive listening refers to listening for the purpose of understanding spoken language. It requires learners to process vocabulary, grammatical structures, and contextual information to comprehend the speaker's intended message. This type forms the foundation of language learning and is regarded as the most relevant type in academic EFL settings.

Critical listening involves analyzing, evaluating, and judging the information presented by the speaker. Learners assess arguments, identify assumptions, evaluate evidence, and make informed judgments about the spoken message.

Appreciative listening occurs when individuals listen for enjoyment or personal satisfaction, such as listening to music, stories, or literary texts. This type of listening contributes to learner motivation and positive attitudes toward language learning.

Interactive listening takes place during face-to-face communication, where listeners actively respond, ask questions, negotiate meaning, and participate in conversations. This type is essential for developing communicative competence and real-life interaction skills (Qiu, 2022).

Each type of listening serves a different educational purpose. Therefore, effective language instruction should incorporate a variety of listening activities that address learners' needs and instructional objectives (Qiu & Luo, 2022).

2.3.1 Type of Listening Addressed in the Present Study

Although listening can be classified into several types, the present study specifically focuses on **comprehensive listening** because it aims to evaluate learners' ability to understand spoken English in meaningful communicative contexts. Comprehensive listening is particularly appropriate for EFL learners as it emphasizes understanding the overall meaning of spoken



discourse through the integration of linguistic knowledge, contextual information, and cognitive processing (Richards, 2022).

The listening achievement test developed for this study was designed to assess three major sub-skills of comprehensive listening:

- **Listening for Gist**, which refers to identifying the main idea or overall meaning of a spoken text.
- **Listening for Specific Information**, which measures learners' ability to recognize important facts and details.
- **Inferencing**, which assesses learners' ability to interpret implied meanings and draw logical conclusions from contextual information.

These three sub-skills represent the core components of comprehensive listening and are widely recognized as valid indicators of listening comprehension in EFL research (Vandergrift & Goh, 2012).

Accordingly, both instructional approaches implemented in this study—**Task-Based Learning (TBL)** and **Problem-Based Learning (PBL)**—were designed to improve learners' performance in these three listening sub-skills rather than in other forms of listening, such as discriminative, appreciative, critical, or interactive listening. Therefore, the findings of this study should be interpreted within the framework of **comprehensive listening comprehension**.



Table 2.1

Listening Type and Sub-skills Measured in the Present Study

Listening Type	Listening skills	Sub- Purpose of Assessment
Comprehensive Listening	Listening for Gist	Understanding the overall meaning of spoken texts
Comprehensive Listening	Listening for Specific Information	Identifying key facts and details in spoken discourse
Comprehensive Listening	Inferencing	Interpreting implied meanings and drawing logical conclusions

As shown in Table 2.1, the present study is confined to **comprehensive listening** and its three principal sub-skills: listening for gist, listening for specific information, and inferencing. These sub-skills constitute the theoretical basis of the listening achievement test and provide the framework for evaluating the effectiveness of Task-Based Learning (TBL) and Problem-Based Learning (PBL) in developing EFL learners' listening comprehension.

2.4 Difficulties in Developing Listening Skills

Many EFL learners encounter significant challenges in developing listening comprehension skills (Rahman, 2024, p. 45).

One major challenge is the **speed of speech**, as native speakers often speak rapidly, making it difficult for learners to process spoken information in real time.

Another common difficulty is **limited vocabulary knowledge**. When learners encounter unfamiliar lexical items, they may fail to understand the overall message despite recognizing other words.



Pronunciation differences and accent variation also influence listening comprehension. Learners who are familiar with one variety of English may experience difficulty understanding different regional or international accents.

In addition, **insufficient background knowledge** may prevent learners from interpreting spoken texts accurately because successful listening often depends on prior knowledge and contextual understanding.

Psychological factors, including **listening anxiety**, lack of confidence, and fear of making mistakes, may further reduce learners' listening performance.

Finally, traditional teacher-centered instructional methods often provide limited opportunities for meaningful listening practice, which may hinder the development of listening comprehension skills (Gonulal, 2022, p. 320).

2.5 Factors Affecting Listening Comprehension

Listening comprehension is influenced by a variety of linguistic, cognitive, and environmental factors (Richards, 2022, p. 105).

One important factor is the learner's **language proficiency level**, as higher proficiency generally enables more effective processing of spoken language.

Another influential factor is **background knowledge**, which allows learners to interpret spoken messages more accurately by connecting new information with existing knowledge.

Linguistic competence, including vocabulary knowledge, grammatical awareness, and pronunciation, also plays a significant role in successful listening comprehension.

Speaker-related factors, such as accent, speech rate, clarity of pronunciation, and discourse organization, may either facilitate or hinder comprehension.



In addition, **environmental factors**, including classroom noise, audio quality, and technical conditions, can significantly influence learners' listening performance.

Finally, **instructional approaches** play a crucial role in listening development. Learner-centered methods such as **Task-Based Learning (TBL)** and **Problem-Based Learning (PBL)** provide authentic communicative contexts that encourage active listening, improve comprehension, and enhance learners' overall listening performance (Saville-Troike & Barto, 2023, p. 85).

3. Task-Based Learning (TBL)

Task-Based Learning (TBL) has become **one** of the most influential learner-centered approaches in English language teaching. It emphasizes meaningful communication through authentic tasks rather than isolated grammar instruction. Because the present study investigates the effectiveness of Task-Based Learning in developing comprehensive listening comprehension among EFL learners, it is essential to examine its theoretical foundations, instructional principles, characteristics, advantages, and empirical support.

3.1 Definition of Task-Based Learning

Task-Based Learning (TBL) is a learner-centered approach to language teaching that emphasizes the **meaningful use of language** through the completion of communicative tasks. Unlike traditional teaching methods, which focus primarily on grammar instruction and language forms, TBL encourages learners to acquire language by engaging in authentic activities that require communication and problem-solving (Rohman, 2026, p. 255).

In Task-Based Learning, a **task** is defined as an activity that requires learners to use the target language to achieve a meaningful objective, such as solving a problem, exchanging information, or completing a real-life communicative activity. The primary focus is on meaning rather than linguistic accuracy, allowing learners to use language naturally in authentic contexts (Rost, 2023, p. 165).



Consequently, language functions as a tool for communication rather than merely a system of grammatical rules. This instructional approach is particularly effective in developing listening comprehension because learners are required to process authentic spoken input to complete communicative tasks successfully (Saville-Troike & Barto, 2023, p. 70).

3.2 Principles of Task-Based Learning

Task-Based Learning is based on several pedagogical principles that distinguish it from traditional language teaching approaches (Terzioğlu & Kurt, 2022).

First, TBL emphasizes **meaning-focused communication**, encouraging learners to prioritize understanding and conveying meaning instead of concentrating solely on grammatical accuracy (Vandergrift & Goh, 2012, p. 95).

Second, it employs **authentic tasks** that simulate real-life situations, thereby increasing learners' motivation and improving the practical application of language skills (Wilson & Green, 2024, p. 35).

Third, TBL adopts a **learner-centered approach**, where students actively participate in constructing knowledge while teachers facilitate learning by providing guidance and feedback (Yildiz & Kurt, 2022).

Another important principle is **collaborative learning**, which promotes interaction among learners through pair and group work, encouraging communication, negotiation of meaning, and peer support (Fouladi et al., 2022, p. 235).

Finally, TBL follows a structured instructional sequence that consists of three major phases: **Pre-task**, **Task Cycle**, and **Language Focus**, enabling learners to gradually develop both communicative competence and language accuracy (Zhao, 2023, p. 435).

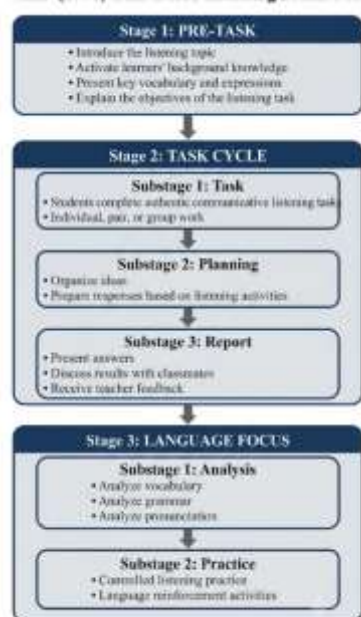
3.3 Willis' (1996) Task-Based Learning Framework

The present study adopts the **Task-Based Learning Framework proposed by Willis (1996)** because it provides a systematic structure for organizing communicative learning activities. The framework consists of three sequential stages that guide learners from preparation to meaningful language use and subsequent language analysis.

Figure 3.1

Willis' (1996) Task-Based Learning Framework

Willis' (1996) Task-Based Learning Framework



Note: Adapted from Willis (1996), *A Framework for Task-Based Learning*.

1. Pre-task

During this stage, the teacher introduces the topic, activates learners' background knowledge, explains the objectives of the task, and prepares students by presenting useful vocabulary or expressions related to the listening activity.

2. Task Cycle

The Task Cycle includes three interconnected phases:



- **Task:** Learners complete communicative listening tasks individually, in pairs, or in groups.
- **Planning:** Learners organize and prepare to present the outcomes of the completed task.
- **Report:** Learners present their findings to the class while receiving feedback from the teacher and peers.

3. Language Focus

In the final stage, learners analyze the language used during task completion. The teacher highlights important vocabulary, grammatical structures, and pronunciation features, followed by controlled language practice to reinforce learning.

The present study implemented listening activities according to this framework because it encourages learners to use English meaningfully while improving their comprehensive listening skills through authentic communicative tasks.

3.4 Characteristics of Task-Based Learning

Task-Based Learning possesses several characteristics that distinguish it from traditional language teaching methods (Nasriddinova, 2025).

One of its defining characteristics is the emphasis on **authentic communication**, where learners use language to accomplish meaningful objectives rather than simply practice grammatical forms.

Another important characteristic is the use of **goal-oriented tasks**, which provide learners with clear communicative purposes and enhance motivation throughout the learning process (Richards, 2022, p. 120).

TBL also integrates the four language skills—listening, speaking, reading, and writing—within meaningful communicative activities, promoting holistic language development (Rohman, 2026, p. 257).



Furthermore, the approach prioritizes **fluency before accuracy**, allowing learners to communicate freely before focusing on language form (Ali & Jha, 2024, p. 400).

Another distinguishing feature is the **progressive sequencing of tasks**, moving from simple activities to more cognitively demanding tasks in order to gradually build learners' confidence and communicative competence (Rahman, 2024, p. 48).

These characteristics make Task-Based Learning particularly suitable for improving **comprehensive listening comprehension**, which is the focus of the present study.

3.5 Advantages of Task-Based Learning

Task-Based Learning (TBL) offers numerous educational advantages, particularly in English as a Foreign Language (EFL) instruction. One of its primary strengths is that it promotes **active learning**, as learners participate directly in meaningful communicative tasks rather than passively receiving information. This active participation increases engagement, knowledge retention, and learner autonomy (Qiu, 2022; Martins, 2022, p. 80).

Another major advantage of TBL is the development of **communicative competence**. By using language in authentic situations, learners improve their ability to understand spoken language and communicate effectively in real-life contexts (Lee & Kim, 2023, p. 68).

Task-Based Learning is also particularly effective in developing **listening comprehension** because learners are continuously exposed to authentic spoken input that must be understood in order to complete communicative tasks successfully. Such repeated exposure improves both listening accuracy and processing speed (Rost, 2023, p. 180).

Furthermore, TBL enhances **learner motivation** through meaningful and realistic classroom activities that relate language learning to learners' everyday experiences (Ibrahim, 2023, p. 118).



Another important advantage is that TBL encourages **collaborative learning**. Pair work and group activities enable learners to exchange ideas, negotiate meaning, and support one another, thereby promoting both cognitive and social development (Ellis, 2022, p. 110).

Overall, Task-Based Learning creates an interactive learning environment that supports learners' linguistic development while fostering critical thinking, collaboration, and communicative competence (Creswell & Creswell, 2023, p. 230).

3.٦ The Role of the Teacher and Learner in Task-Based Learning

In Task-Based Learning, the traditional classroom roles of teachers and learners are substantially transformed (Ahmed & Hassan, 2024, p. 61).

The teacher assumes the role of a **facilitator, organizer, and guide** rather than a transmitter of knowledge. The teacher designs meaningful communicative tasks, provides appropriate language support, monitors learners' performance, and offers constructive feedback throughout the learning process (Chen, 2023, p. 88).

Conversely, learners assume an **active and autonomous role**. They participate in authentic communicative activities, collaborate with classmates, negotiate meaning, solve problems, and take responsibility for completing learning tasks. This active involvement encourages independent learning and meaningful language use (Brown & Abeywickrama, 2023, p. 150).

Within the context of the present study, these learner-centered roles are particularly important because students are expected to process spoken English actively, extract relevant information, and respond appropriately while performing listening tasks. Consequently, Task-Based Learning contributes directly to the development of comprehensive listening comprehension (Barrows, 2021, p. 40).

3.٧ Previous Studies on Task-Based Learning and Listening Skills



Several previous studies have examined the effectiveness of Task-Based Learning in improving listening comprehension among EFL learners. These studies provide empirical support for the instructional approach adopted in the present research.

Study One

Author: Qiu (2022)

Title: *"Listening should be done communicatively": Do task-supported language teaching and post-task self-reflection facilitate the development of L2 listening proficiency?*

This quasi-experimental study investigated the effectiveness of task-supported language teaching combined with post-task self-reflection in improving English listening proficiency. The sample consisted of 60 university students divided into experimental and control groups. The findings demonstrated that learners who received task-based instruction significantly outperformed those taught through conventional methods. The study concluded that communicative listening tasks effectively enhance listening comprehension and learner engagement.

Study Two

Authors: Barjesteh and Ghaseminia (2019)

Title: *Effects of Pre-listening Task Types on the Development of EFL Learners' Listening Comprehension Ability*

This study examined the influence of different pre-listening task types on EFL learners' listening comprehension. Sixty-three university students participated in various task-based pre-listening activities, including podcasts, videos, and topic preparation tasks. The results indicated that activating learners' background knowledge before listening significantly improved listening comprehension and facilitated the processing of spoken language.

Study Three



Authors: Putriani and Hamzah (2024)

Title: *The Impact of Task-Based Language Teaching on Students' Listening Proficiency Using Song Lyrics*

This quasi-experimental study investigated the effectiveness of Task-Based Language Teaching using English song lyrics. Fifty-nine secondary school students participated in the study and were assigned to experimental and control groups. The results showed that students exposed to task-based listening activities achieved significantly higher listening proficiency than those receiving traditional instruction.

Study Four

Authors: Zareinajad, Rezaei, and Shokrpour (2015)

Title: *The Effects of Receptive and Productive Task-Based Listening Activities on the Listening Ability of Iranian EFL Learners*

This study investigated the effectiveness of receptive and productive task-based listening activities among Iranian EFL learners with different proficiency levels. The findings indicated that both task types significantly improved listening comprehension. Moreover, selecting task types appropriate to learners' proficiency levels enhanced instructional effectiveness.

Synthesis of Previous Studies

The reviewed studies consistently demonstrate that Task-Based Learning positively influences listening comprehension by engaging learners in authentic communicative activities, activating background knowledge, and encouraging meaningful interaction. These findings provide strong theoretical and empirical support for the present study, which investigates the effectiveness of **Task-Based Learning (TBL)** and **Problem-Based Learning (PBL)** in developing **comprehensive listening comprehension** among EFL learners.



4. Problem-Based Learning (PBL)

4.1 Definition of Problem-Based Learning

Problem-Based Learning (PBL) is a learner-centered instructional approach in which learning begins with authentic, real-world problems that require learners to investigate, analyze, and propose appropriate solutions. Rather than receiving direct instruction from the teacher, learners actively construct knowledge through inquiry, collaboration, and critical thinking. This instructional approach encourages students to become responsible for their own learning while developing both academic knowledge and practical problem-solving skills (Barrows, 1986).

PBL is grounded in **constructivist learning theory**, which assumes that knowledge is actively constructed through interaction with experiences, peers, and learning environments. Accordingly, learning is viewed as an active and continuous process in which learners connect prior knowledge with new information to build deeper understanding.

Within English as a Foreign Language (EFL) instruction, Problem-Based Learning provides authentic communicative situations that encourage learners to use English for meaningful purposes. Students participate in discussions, analyze information, interpret spoken language, and collaboratively solve problems, thereby promoting the development of communicative competence and comprehensive listening comprehension.

4.2 Principles of Problem-Based Learning

Problem-Based Learning is based on several pedagogical principles that guide its implementation in educational settings.

The first principle is **learner-centered learning**, in which students assume primary responsibility for identifying learning needs, locating information, and constructing knowledge independently.



The second principle is **learning through problem-solving**. Instead of presenting information first, instruction begins with an authentic problem that stimulates curiosity and motivates learners to seek solutions.

Another essential principle is **collaborative learning**. Students work cooperatively in small groups, exchange ideas, negotiate meaning, and evaluate possible solutions. Such collaboration develops communication skills, teamwork, and shared responsibility.

PBL also emphasizes **self-directed learning**, encouraging learners to search for information independently, evaluate evidence critically, and apply acquired knowledge to solve problems.

Finally, the approach promotes the **integration of knowledge and skills**, enabling learners to connect theoretical concepts with authentic communicative situations and practical applications.

4.3 Barrows' Problem-Based Learning Model

The present study adopts the **Problem-Based Learning Model proposed by Barrows (1986)** because it provides a systematic framework for organizing problem-solving activities that promote active learning and communicative interaction.

Figure 4.1

Barrows' (1986) Problem-Based Learning Model

[Insert Figure Here]

Note. Adapted from Barrows (1986).

The model consists of five sequential stages:

1. Problem Presentation

The teacher introduces an authentic problem related to the lesson objectives. The problem serves as the starting point for learning and stimulates learners' curiosity.



2. Problem Analysis and Identification of Learning Needs

Learners discuss the problem, identify what they already know, determine what additional information is required, and establish learning objectives.

3. Self-Directed Learning

Students independently search for relevant information, evaluate learning resources, and develop possible explanations and solutions.

4. Collaborative Discussion and Solution Development

Learners exchange information, negotiate meaning, evaluate alternative solutions, and collaboratively construct appropriate responses.

5. Reflection and Evaluation

Students present their proposed solutions, receive feedback, reflect on their learning experiences, and evaluate both the problem-solving process and the final outcomes.

In the present study, listening activities were integrated throughout these five stages. Learners were required to understand spoken English, identify relevant information, discuss possible solutions, and justify their decisions. Therefore, the Barrows model provides an appropriate instructional framework for developing **comprehensive listening comprehension** among EFL learners.

4.4 Characteristics of Problem-Based Learning

Problem-Based Learning possesses several characteristics that distinguish it from traditional instructional approaches.

One important characteristic is the use of **authentic, ill-structured problems** that require learners to analyze information, evaluate evidence, and generate multiple possible solutions.



Another defining characteristic is **active learning**, in which students participate in discussions, investigations, collaborative activities, and decision-making instead of passively receiving information.

PBL also encourages **interdisciplinary learning**, as authentic problems frequently require knowledge from different academic disciplines.

Within English language classrooms, Problem-Based Learning incorporates authentic communicative situations, including discussions, case studies, and collaborative listening tasks that enhance comprehensive listening comprehension.

Furthermore, PBL promotes **reflective thinking**, enabling learners to evaluate both their solutions and their learning strategies to improve future performance.

4.5 Advantages of Problem-Based Learning

Problem-Based Learning offers numerous educational advantages that contribute to learners' academic achievement and language development.

One of its major benefits is the enhancement of **critical thinking skills**. Learners develop the ability to analyze problems, evaluate evidence, and make informed decisions based on logical reasoning.

PBL also strengthens **communication and collaboration skills** because students work together to exchange ideas, negotiate meaning, and construct shared solutions.

Another important advantage is the promotion of **learner autonomy**, as students assume responsibility for identifying learning objectives, locating information, and monitoring their own progress.

In English language learning, Problem-Based Learning contributes significantly to the development of **comprehensive listening**



comprehension because learners process authentic spoken language while participating in collaborative problem-solving activities.

Finally, PBL increases learners' **motivation and engagement** by presenting meaningful real-life problems that make language learning purposeful and relevant.

4.6 The Role of the Teacher and Learner in Problem-Based Learning

Within the Problem-Based Learning approach, the traditional classroom roles of teachers and learners are substantially transformed.

The teacher functions as a **facilitator, mentor, and guide**, creating meaningful learning environments, presenting authentic problems, monitoring group discussions, and providing feedback without directly supplying answers.

Learners assume an **active and independent role** by identifying learning needs, gathering information, evaluating evidence, discussing alternative viewpoints, and collaboratively proposing solutions.

This transformation encourages learner autonomy, critical thinking, communication, and deeper cognitive processing. In the present study, these learner-centered roles support the development of comprehensive listening comprehension because students actively process spoken English while participating in collaborative problem-solving tasks.

4.7 Previous Studies on Problem-Based Learning and Listening Skills

Study One

Author: Ibrahim (2023)

Title: *Problem-Based Learning in EFL Classrooms: A Case Study*

This study investigated the effectiveness of Problem-Based Learning in improving English language skills among university EFL learners. Using a case study design, the researcher found that learners demonstrated higher



levels of participation, communication, and listening comprehension after participating in collaborative problem-solving activities.

Study Two

Author: Lee and Kim (2023)

Title: *Enhancing Listening Comprehension through Problem-Based Learning*

This quasi-experimental study examined the effectiveness of Problem-Based Learning in developing listening comprehension among university students. The results revealed statistically significant improvements in learners' ability to understand authentic spoken English and interpret contextual information.

Study Three

Author: Rohman (2026)

Title: *The Effectiveness of a Deep Listening Strategy through Problem-Based Listening Tasks on First-Year University Students' Listening Competence*

The study investigated the influence of problem-based listening tasks on university students' listening competence. The findings indicated that learners who participated in structured problem-solving listening activities achieved significantly higher listening scores than those taught using conventional instructional methods.

Study Four

Author: Zhao (2023)

Title: *Problem-Based Learning and Listening Strategy Development in University EFL Classrooms*

This study explored the relationship between Problem-Based Learning and listening strategy development among EFL learners. The findings



demonstrated that PBL improved learners' inferencing ability, critical listening, and strategic processing of spoken language.

Synthesis of Previous Studies

The reviewed studies consistently indicate that Problem-Based Learning contributes positively to the development of listening comprehension by promoting authentic communication, collaborative problem-solving, critical thinking, and learner autonomy. Although the effectiveness of PBL depends on learners' participation and instructional design, the findings generally support its use as an effective learner-centered approach for developing **comprehensive listening comprehension** in EFL contexts. These studies provide empirical support for the present research, which compares the effectiveness of **Task-Based Learning (TBL)** and **Problem-Based Learning (PBL)** in improving EFL learners' comprehensive listening comprehension.

5. Comparison between Task-Based Learning (TBL) and Problem-Based Learning (PBL)

5.1 Similarities between TBL and PBL

Task-Based Learning (TBL) and Problem-Based Learning (PBL) are two learner-centered instructional approaches that share several theoretical and pedagogical characteristics. Both approaches are grounded in **constructivist learning theory**, which emphasizes that learners actively construct knowledge through meaningful experiences, interaction, and collaboration rather than passively receiving information.

Another important similarity is the emphasis on **active learner participation**. In both approaches, students assume responsibility for their own learning by engaging in authentic learning activities that require communication, critical thinking, and decision-making.

Furthermore, both TBL and PBL promote **collaborative learning**. Learners work individually, in pairs, or in groups to exchange ideas, negotiate



meaning, and accomplish shared learning objectives. Such interaction enhances communicative competence while developing interpersonal and teamwork skills.

Both approaches also employ **authentic learning contexts** by connecting classroom activities with real-life situations. Consequently, learners are encouraged to apply language meaningfully rather than merely memorizing grammatical rules.

Finally, both instructional approaches encourage the development of higher-order thinking skills, learner autonomy, problem-solving abilities, and communicative competence, making them suitable for English as a Foreign Language (EFL) instruction.

5.2 Differences between TBL and PBL

Despite sharing similar educational philosophies, Task-Based Learning and Problem-Based Learning differ in several important aspects.

The primary difference lies in the **focus of instruction**. Task-Based Learning is organized around the completion of carefully designed communicative tasks with predetermined learning outcomes, whereas Problem-Based Learning begins with authentic problems that require learners to investigate, analyze, and propose solutions.

Another difference concerns the **instructional structure**. TBL follows a highly structured sequence consisting of **Pre-task**, **Task Cycle**, and **Language Focus** (Willis, 1996). In contrast, PBL adopts a more flexible process in which learners determine their own learning needs while solving problems (Barrows, 1986).

The teacher's role also differs. In TBL, teachers organize communicative tasks and facilitate classroom interaction, whereas in PBL they primarily guide learners' inquiry and support independent problem-solving.

Moreover, TBL primarily emphasizes **language use and communicative performance**, while PBL places greater emphasis on **critical thinking**,



inquiry, and problem-solving, with language functioning as the medium for achieving these objectives.

Table 5.1

Comparison between Task-Based Learning and Problem-Based Learning

Aspect	Task-Based Learning (TBL)	Problem-Based Learning (PBL)
Primary Focus	Completing communicative tasks	Solving authentic problems
Learning Process	Structured and sequential	Flexible and inquiry-based
Teacher's Role	Facilitator of tasks	Facilitator of inquiry
Learner's Role	Active task performer	Independent problem solver
Main Objective	Language communication	Problem-solving and knowledge construction
Listening Emphasis	Listening for comprehension during communicative tasks	Listening for analysis, discussion, and decision-making

5.3 Effectiveness of Task-Based Learning in Developing Listening Skills

Task-Based Learning has been widely recognized as one of the most effective instructional approaches for improving listening comprehension among EFL learners.

Through authentic communicative tasks, learners are repeatedly exposed to meaningful spoken language that requires them to understand instructions,



identify main ideas, recognize specific details, and interpret speakers' intentions.

Task-Based Learning also facilitates the integration of **bottom-up** and **top-down** listening processes by encouraging learners to decode linguistic information while simultaneously using contextual knowledge to construct meaning.

Previous research consistently indicates that TBL effectively develops the three comprehensive listening sub-skills investigated in the present study:

- **Listening for Gist**
- **Listening for Specific Information**
- **Inferencing**

These findings support the use of Task-Based Learning as one of the instructional treatments implemented in the present research.

5.4 Effectiveness of Problem-Based Learning in Developing Listening Skills

Problem-Based Learning also contributes significantly to listening development, although it emphasizes different aspects of listening performance.

Within PBL environments, learners participate in discussions, analyze authentic spoken information, evaluate arguments, and negotiate solutions collaboratively. Consequently, listening becomes an essential tool for understanding, interpreting, and evaluating spoken discourse.

Problem-Based Learning is particularly effective in developing learners' ability to:

- Participate effectively in discussions.
- Interpret speakers' intentions and implied meanings.
- Evaluate spoken arguments critically.



- Integrate information from multiple speakers before making decisions.

However, because PBL provides greater learner autonomy and less structured instructional guidance, it may offer fewer opportunities for systematic practice of discrete listening sub-skills, such as recognizing specific details or vocabulary items, especially among lower-proficiency learners.

5.5 Challenges in Implementing TBL and PBL

Although Task-Based Learning and Problem-Based Learning offer numerous educational benefits, both approaches present practical challenges during classroom implementation.

For Task-Based Learning, one major challenge involves designing authentic communicative tasks that correspond to learners' proficiency levels and instructional objectives. In addition, meaningful task completion often requires considerable classroom time.

Problem-Based Learning presents different challenges. Because learners are expected to direct much of their own learning, students with limited language proficiency or inadequate background knowledge may experience difficulty participating effectively in problem-solving activities.

Furthermore, successful implementation of both approaches requires teachers to possess strong instructional planning, classroom management, and facilitation skills. Large class sizes, limited instructional resources, and insufficient teacher training may also reduce the effectiveness of both instructional approaches.

5.6 Rationale for Comparing TBL and PBL in the Present Study

The comparison between Task-Based Learning and Problem-Based Learning constitutes the theoretical foundation of the present study. Although both approaches are learner-centered and emphasize authentic communication,



they differ in their instructional organization and the cognitive processes they promote.

Task-Based Learning provides structured communicative tasks that systematically develop learners' comprehensive listening skills, whereas Problem-Based Learning encourages learners to construct knowledge collaboratively through authentic problem-solving situations that require careful listening, discussion, and critical thinking.

Because both approaches have demonstrated positive effects on English language learning but employ different instructional mechanisms, comparing their effectiveness in developing **comprehensive listening comprehension** among EFL learners is both theoretically and pedagogically justified. The findings of the present study are therefore expected to identify which instructional approach is more effective in improving learners' listening performance within the selected educational context.

٦. Research Methodology (Expanded Version)

6.1 Research Design

The present study employed a **quasi-experimental pre-test–post-test design** to examine the comparative effectiveness of Task-Based Learning (TBL) and Problem-Based Learning (PBL) in developing EFL learners' listening comprehension skills.

The structure of the research design is illustrated in Table 6.1.

Table 6.1

Research Design Structure

Group	Pre-test	Treatment	Post-test
Group A (TBL)	Listening Test	Task-Based Learning	Listening Test
Group B (PBL)	Listening Test	Problem-Based Learning	Listening Test

As shown in Table 6.1, both groups were subjected to identical testing conditions before and after the intervention. This ensured **measurement**



consistency, allowing any observed differences in performance to be attributed to the instructional methods rather than external variables.

Furthermore, the use of pre- and post-testing enhances the **internal validity** of the study by enabling the researcher to measure the actual learning gains achieved during the intervention period.

6.2 Population and Sample

The target population of this study consisted of undergraduate students enrolled in EFL programs at [University Name] during the academic year 2025–2026.

A sample of **60 students** was selected using a convenience sampling technique and was equally divided into two groups.

Table 6.2

Sample Distribution

Group	N	Percentage
TBL Group	30	50%
PBL Group	30	50%
Total	60	100%

Table 6.2 indicates that the sample was evenly distributed, ensuring balance and comparability between the two experimental groups. This equal distribution minimizes sampling bias and enhances the reliability of the comparative analysis.



Table 6.3

Demographic Profile of Participants

Variable	Category	Frequency	Percentage
Gender	Male	27	45%
Gender	Female	33	55%
Age	18–20	36	60%
Age	21–23	24	40%

The demographic data presented in Table 6.3 reveal a relatively balanced distribution in terms of gender and age. Such diversity enhances the **generalizability** of the findings, as the sample reflects a realistic representation of EFL learners in higher education.

6.3 Instruments of the Study

1. Listening Achievement Test

A researcher-developed listening achievement test was designed to assess students' **comprehensive listening comprehension** before and after the instructional intervention. The test was constructed in accordance with the theoretical framework of listening comprehension adopted in this study and was intended to measure the learners' ability to understand spoken English in authentic communicative contexts. The test focused on three major listening sub-skills: **listening for gist, listening for specific information, and inferencing**. These sub-skills were selected because they represent the essential components of comprehensive listening comprehension discussed in the literature and are closely related to the objectives of the present study.



Table 6.4

Listening Test Blueprint

Component	Skill Measured	Items	Marks
Part A	Listening for Gist	10	10
Part B	Listening for Specific Information	10	10
Part C	Inferencing	5	10
Total	—	25	30

As shown in Table 6.4, the listening test was carefully designed to assess different dimensions of **comprehensive listening comprehension**. The inclusion of multiple listening sub-skills enabled the instrument to evaluate both lower-level processing skills, such as identifying specific information, and higher-level cognitive skills, such as making inferences from spoken texts. The blueprint was aligned with the study objectives and the theoretical framework of comprehensive listening, thereby enhancing the construct validity of the instrument.

2. Questionnaire

A five-point Likert-scale questionnaire was employed to investigate students' perceptions of the instructional approaches implemented during the study. The questionnaire was designed to measure students' engagement, motivation, perceived improvement in listening comprehension, classroom participation, and overall attitudes toward Task-Based Learning (TBL) and Problem-Based Learning (PBL). The questionnaire items were developed after reviewing previous studies on learner-centered language teaching and were adapted from established instruments and theoretical frameworks proposed by Willis (1996), Ellis (2003), and Nunan (2004). Minor modifications were made to ensure that the items were appropriate for the objectives of the present study and the characteristics of the participants.



Table 6.5

Questionnaire Response Scale

Scale	Interpretation
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

The five-point Likert scale was selected because it provides respondents with sufficient flexibility to express their opinions and facilitates quantitative statistical analysis. The questionnaire complemented the achievement test by providing information about students' perceptions of the effectiveness of the instructional approaches in improving their comprehensive listening comprehension.

Sources of the Questionnaire

- Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford University Press.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
- Willis, J. (1996). *A Framework for Task-Based Learning*. Longman.

6.4 Data Collection Procedures

The data collection process was conducted in a systematic and structured manner to ensure accuracy and consistency. First, a **pre-test** was administered to both groups to establish baseline proficiency levels. Following this, an **eight-week instructional intervention** was implemented.

During the intervention:



- Group A was taught using Task-Based Learning strategies
- Group B was taught using Problem-Based Learning strategies

After completing the treatment, a **post-test** was administered to measure learning gains. Finally, the questionnaire was distributed to gather students' perceptions.

This structured procedure ensures:

- **Temporal consistency** (same duration for both groups)
- **Instructional fairness**
- **Reliable data collection**

6.4.1 Pilot Study

Before conducting the main experiment, a pilot study was carried out to examine the practicality and clarity of the research instruments and procedures. A sample of **15 undergraduate EFL students** from the same university, who were not included in the main sample of the study, participated in the pilot study.

The pilot study aimed to determine the clarity of the instructions of the listening achievement test and the questionnaire, examine the appropriateness of the listening tasks, estimate the time required to complete the instruments, and identify any potential administrative or technical problems that might arise during data collection. The results of the pilot study indicated that the instructions of both instruments were clear and understandable. The participants completed the listening achievement test and the questionnaire without major difficulties. Based on the observations made during the pilot implementation and the feedback provided by the participants, several minor linguistic modifications were introduced to improve the clarity of some questionnaire items and the wording of a number of test instructions. In addition, the sequence of a few listening items was slightly reorganized to ensure a smoother progression from easier to more demanding listening tasks. The pilot study also confirmed that the



research procedures were feasible and that the instruments were appropriate for measuring the targeted listening sub-skills, namely listening for gist, listening for specific information, and inferencing. Consequently, the revised versions of the instruments were used in the main study involving sixty participants.

6.5 Validity and Reliability

Validity

To ensure the accuracy and appropriateness of the research instruments, both **face validity** and **content validity** were established before the main administration of the study.

Face Validity

Face validity refers to the extent to which the research instruments appear, at first glance, to measure what they are intended to measure. The listening achievement test and the questionnaire were reviewed by a panel of specialists in Teaching English as a Foreign Language (TEFL), Applied Linguistics, and Educational Measurement. The reviewers examined the clarity of the instructions, the wording of the items, the appropriateness of the language level, and the overall suitability of the instruments for undergraduate EFL learners. Their comments confirmed that the instruments were clear, understandable, and appropriate for achieving the objectives of the study. Minor linguistic revisions were made in response to their recommendations before the instruments were administered.

Content Validity

Content validity was established through expert judgment to ensure that the instruments adequately represented the constructs investigated in the present study. The same panel of specialists evaluated whether the listening achievement test appropriately measured the three targeted listening sub-skills: **listening for gist, listening for specific information, and inferencing**. They also examined whether the questionnaire items



adequately reflected the dimensions of students' perceptions, including engagement, motivation, classroom participation, and perceived improvement in listening comprehension. Based on the experts' feedback, several items were revised and refined to improve their relevance, clarity, and alignment with the objectives and theoretical framework of the study. The experts agreed that the instruments provided adequate coverage of the intended constructs and were therefore considered suitable for use in the main study.

Reliability

Reliability was assessed using **Cronbach's Alpha** to determine the internal consistency of the research instruments.

Table 6.6

Reliability Coefficients of the Research Instruments

Instrument	Cronbach's Alpha	Interpretation
Listening Achievement Test	0.88	High Reliability
Questionnaire	0.92	Very High Reliability

As shown in Table 6.6, the reliability coefficients indicate a high level of internal consistency for both instruments. According to commonly accepted standards in educational research, Cronbach's Alpha coefficients above **0.80** demonstrate that the instruments produce reliable and consistent measurements. Therefore, both the listening achievement test and the questionnaire were considered sufficiently reliable for collecting the data required for the present study.

6.6 Methods of Data Analysis

The collected data were analyzed using both descriptive and inferential statistical techniques.



Descriptive statistics, including **mean and standard deviation**, were used to summarize students' performance and identify general trends.

Inferential statistics were employed to test the study hypotheses:

- **Paired Sample t-test** was used to measure within-group differences (pre-test vs post-test)
- **Independent Sample t-test** was used to compare differences between the TBL and PBL groups
- **Effect Size (Cohen's d)** was calculated to determine the magnitude of the observed differences

The combination of these statistical methods provides a comprehensive analysis by addressing:

- Statistical significance
- Practical significance
- Comparative effectiveness

7. Results and Discussion

7.1 Findings

Table 7.1

Pre-test Results of the TBL and PBL Groups

Group	Mean	SD	N
TBL	14.30	2.75	30
PBL	14.10	2.80	30

The results presented in Table 7.1 show that the two groups had nearly identical mean scores before the instructional intervention. The small difference between the mean scores indicates that both groups possessed comparable levels of listening comprehension at the beginning of the study.



The similarity in standard deviations also suggests that the distribution of scores was relatively homogeneous across the two groups.

Table 7.2

Post-test Results of the TBL and PBL Groups

Group	Mean	SD	N
TBL	24.50	2.20	30
PBL	22.00	2.60	30

The post-test results demonstrate improvement in the listening performance of both groups following the instructional treatment. The TBL group obtained a higher mean score than the PBL group, while the lower standard deviation for the TBL group indicates less variation in students' scores.

7.2 Inferential Findings

Table 7.3

Paired-Samples t-Test Results

Group	t-value	p-value	Interpretation
TBL	12.45	.000	Significant
PBL	9.80	.000	Significant

The paired-samples t-test indicates statistically significant differences between the pre-test and post-test scores for both groups. Since the probability values are below the .05 level of significance, the null hypotheses concerning within-group differences are rejected.



Table 7.4

Independent-Samples t-Test

Variable	t-value	p-value
Post-test	3.62	.001

The independent-samples t-test reveals a statistically significant difference between the post-test scores of the two groups. This finding indicates that the instructional approaches produced different levels of achievement after the intervention.

7.3 Effect Size Findings

Table 7.5

Effect Size (Cohen's d)

Comparison	Effect Size	Magnitude
TBL Pre-test vs. Post-test	1.85	Large
PBL Pre-test vs. Post-test	1.40	Large
TBL vs. PBL	0.78	Medium–Large

The effect size analysis indicates that both instructional approaches produced substantial learning gains. The larger effect size observed for the TBL group suggests a stronger practical effect compared with the PBL group.

7.4 Findings Related to Listening Sub-skills

Table 7.6

Comparison of Listening Sub-skills

Skill	TBL Mean	PBL Mean	Difference
Listening for Gist	8.8	7.5	+1.3



Listening for Specific Information	8.5	7.6	+0.9
Inferencing	7.9	6.9	+1.0
Vocabulary Recognition	8.3	7.4	+0.9

The findings indicate higher mean scores for the TBL group across all measured listening sub-skills. The greatest difference was observed in listening for gist, whereas the remaining sub-skills also showed positive differences in favor of the TBL group.

7.5 Questionnaire Findings

Table 7.7

Students' Responses to the Questionnaire

Statement	TBL Mean	PBL Mean
Improved Listening Skills	4.6	4.2
Increased Engagement	4.8	4.4
Motivation	4.7	4.3

The questionnaire findings indicate positive perceptions of both instructional approaches. Higher mean scores were reported by students in the TBL group for all questionnaire items, particularly those related to engagement and motivation.

7.6 Discussion

The findings of the present study are consistent with previous research indicating that learner-centered instructional approaches enhance listening comprehension among EFL learners. The improvement observed in both groups supports the view that engaging learners in authentic communicative activities facilitates listening development. The higher achievement demonstrated by the TBL group is consistent with Willis' (1996) Task-Based Learning framework, which emphasizes structured communicative tasks that promote meaningful language use. The findings also agree with previous



studies that reported positive effects of task-based instruction on listening comprehension. Although the PBL group also demonstrated significant improvement, the findings suggest that its emphasis on collaborative problem-solving and learner autonomy may provide less structured practice for developing specific listening sub-skills. Nevertheless, Problem-Based Learning remains an effective instructional approach for promoting communication, collaboration, and higher-order thinking skills. Overall, the discussion indicates that both approaches contributed positively to listening development; however, the findings suggest that Task-Based Learning produced comparatively stronger outcomes within the context of the present study.

8. Conclusion and Recommendations

8.1 Conclusion

The present study examined the comparative effectiveness of Task-Based Learning (TBL) and Problem-Based Learning (PBL) in developing comprehensive listening comprehension among EFL learners. The study confirms that learner-centered instructional approaches provide meaningful opportunities for students to engage actively in the listening process and enhance their communicative competence. The findings support the view that integrating authentic communicative activities into language instruction contributes to the development of listening comprehension and encourages students' active participation in classroom learning. The study also demonstrates that selecting an appropriate instructional approach plays an important role in facilitating learners' listening development.

From a pedagogical perspective, Task-Based Learning provides a structured framework that enables learners to practice listening in purposeful communicative situations, whereas Problem-Based Learning promotes collaborative learning, critical thinking, and independent inquiry. Both approaches therefore have educational value and can be effectively incorporated into English language teaching according to instructional objectives and learners' needs. Overall, this study contributes to the field of



EFL teaching by providing evidence that learner-centered methodologies can enhance comprehensive listening comprehension and support more effective classroom instruction.

8.2 Recommendations

Based on the results and conclusions of this study, the following recommendations are proposed:

1. English language teachers are encouraged to integrate Task-Based Learning into listening instruction because it provides meaningful communicative practice and promotes students' active participation.
2. Problem-Based Learning should also be incorporated to develop learners' critical thinking, collaboration, and analytical listening abilities.
3. Curriculum designers should include authentic listening tasks and problem-solving activities that reflect real-life communicative situations.
4. Teacher training programs should prepare English language teachers to implement both TBL and PBL effectively in listening classrooms.
5. Educational institutions should provide appropriate technological resources and authentic listening materials to support learner-centered instruction.
6. Researchers are encouraged to continue investigating innovative instructional approaches that improve listening comprehension in different EFL contexts.

8.3 Suggestions for Further Studies

In light of the limitations of the present study, future research is recommended to:

1. Conduct similar studies with larger and more diverse samples to improve the generalizability of the findings.



2. Examine the effectiveness of Task-Based Learning and Problem-Based Learning at different educational levels, including secondary schools and private language institutes.
3. Investigate the effects of TBL and PBL on other English language skills, such as speaking, reading, and writing.
4. Carry out longitudinal studies to examine the long-term influence of learner-centered instructional approaches on language development.
5. Explore the integration of educational technology, digital learning platforms, and artificial intelligence with TBL and PBL in developing listening comprehension.
6. Investigate the influence of learner-related variables, such as motivation, anxiety, learning styles, and language proficiency, on the effectiveness of these instructional approaches.

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مجلة العلوم الأساسية
Journal of Basic Science



Print -ISSN 2306-5249

Online-ISSN 2791-3279

العدد السادس والأربعون

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