

RESEARCH ARTICLE

Teaching EFL Speaking through Communicative Tasks in Saudi Higher Education: A Systematic Review of Teacher Practice, Learner Engagement, and Contextual Factors

Halima HassabElrasol Abdelgadir Mohamed

Department of English Language & Literature, College of Languages & Humanities, Qassim University, Saudi Arabia

ORCID: <https://orcid.org/0009-0007-8167-6123>

Corresponding Author: Halima HassabElrasol Abdelgadir Mohamed, **E-mail:** HH.Mohamed@qu.edu.sa

ABSTRACT

This review examines empirical research on communicative tasks for teaching English as a foreign language (EFL) speaking in Saudi higher education. It asks how tasks are designed and implemented, what learner-engagement and speaking outcomes are reported, and which teacher-related and contextual factors support or constrain their use. The review uses predefined eligibility criteria and a search plan covering Scopus, Web of Science, ERIC, and LLBA, with reporting guided by PRISMA 2020. At the present stage, 11 candidate studies have been assembled for initial consideration; database searches, full-text screening, and final eligibility decisions remain incomplete. A preliminary reading of these candidates points to varied oral activities, including role plays, discussions, problem-solving, and task-based instruction. Reported findings suggest potential benefits for speaking performance and learner engagement, alongside influences such as teacher practice, learner confidence and choice, and institutional conditions. Because the evidence set is provisional and the studies vary in design and outcome measures, these observations are not final review findings and should not be generalized. The completed review will establish the eligible evidence base and synthesize it across the three research questions.

KEYWORDS

Saudi Arabia; EFL speaking; communicative tasks; learner engagement; higher education

ARTICLE INFORMATION

ACCEPTED: 22 September 2026

PUBLISHED: 22 October 2026

DOI: 10.32996/ijllt.2026.9.10.23

1. Introduction

Speaking is central to communicative language learning because learners must use language to express meaning, respond to others, and participate in interaction. Developing this ability involves more than learning vocabulary and grammatical structures: learners also need opportunities to use English for purposeful communication. Communicative Language Teaching (CLT) and task-based approaches therefore emphasize meaningful interaction as an important part of language instruction (Folse, 2006; Spada, 2007). In classroom practice, communicative tasks may include discussions, role plays, information-gap activities, and other activities that require learners to exchange ideas or achieve an outcome through speaking.

The presence of communicative activities, however, does not by itself establish that learners have meaningful opportunities to speak. The way teachers select, explain, and adapt tasks can influence who participates, how much learners interact, and whether activities respond to learners' needs. Research across EFL settings has described challenges in developing speaking skills, including psychological, linguistic, and environmental barriers (Dewitt & Moosavi, 2022). Studies have also reported differences between teachers' support for communicative approaches and their classroom practices. In a Saudi university context, Alghamdi (2021) found that teachers expressed positive views of CLT, while classroom observations showed that communicative principles were not always reflected in their teaching. This suggests the importance of examining both teachers' stated views and the practices through which speaking tasks are enacted.

Learner engagement is another important dimension of communicative speaking instruction. A task may be designed to encourage interaction, yet learners' participation can depend on the task topic, the degree of learner choice, the classroom atmosphere, and their confidence in speaking. Research conducted in a Saudi university classroom found that learners experiencing anxiety could also experience strong engagement during speaking tasks, particularly when tasks involved interesting and authentic communication, learner control over content, and a suitable balance between challenge and ability (Almukhailed & King, 2024). A study of Saudi female university learners likewise identified choice, role negotiation, self-regulation, and supportive classroom conditions as relevant to task engagement (Al Sultan, 2026). These findings make it

useful to consider engagement not simply as attendance or general motivation, but in relation to learners' experiences and participation during specific speaking activities.

The Saudi higher-education context merits focused attention because research on CLT and speaking tasks addresses different parts of the issue. Some studies examine teachers' beliefs and classroom practices (Alghamdi, 2021), while others focus on learners' engagement and experiences during communicative tasks (Almukhaillid & King, 2024; Al Sultan, 2026). Research from other EFL contexts, including Morocco and Indonesia, can offer useful comparisons in relation to communicative teaching and speaking instruction (Ait Hattani, 2018; Octaberlina & Anggarini, 2024). However, findings from other educational settings cannot automatically be assumed to describe Saudi universities. A systematic synthesis can bring the relevant evidence together while attending to differences in educational level, research design, task type, and participant group.

Accordingly, this study will systematically review empirical research on teaching EFL speaking through communicative tasks in Saudi higher education. It will examine how speaking tasks are designed and implemented, what learner engagement and speaking outcomes are reported, and which teacher-related and contextual factors are associated with these practices and outcomes. Specifically, the review will address the following questions:

How are communicative tasks designed and implemented to teach EFL speaking in Saudi higher-education settings?

What learner-engagement and speaking outcomes are reported in studies of these tasks?

What teacher-related and contextual factors support or constrain the use of communicative speaking tasks?

By synthesizing these strands, the review aims to clarify what the existing research shows, where findings converge or differ, and which aspects remain insufficiently examined. The review will follow transparent search, screening, and reporting procedures guided by PRISMA 2020 (Page et al., 2021). Its conclusions will be based on the studies that meet the stated eligibility criteria, rather than treating the initially identified articles as the complete evidence base.

2. Literature Review

2.1 Communicative Language Teaching and Teacher Practice

Communicative Language Teaching (CLT) positions meaningful communication as a central goal of language instruction. In EFL speaking classes, this orientation is reflected in activities that give learners a reason to express meaning, respond to others, and take part in interaction. However, the use of a communicative label does not necessarily mean that classroom practice consistently provides these opportunities. The distinction between teachers' beliefs about CLT and their enacted practices is therefore important to this review. A recent cross-context review also synthesizes pedagogical strategies and constraints associated with communicative competence and speaking development (Elmahdi et al., 2025); because it is a secondary review spanning multiple contexts, it informs the broader framing here rather than serving as an eligible primary study in this Saudi-focused review.

A Saudi university study by Alghamdi (2021) examined teachers' pedagogical beliefs and classroom practices. The study reported generally positive views of CLT alongside differences between those views and observed teaching, with some traditional approaches continuing to be used (Alghamdi, 2021). This finding makes teacher practice a significant strand of the review: it is necessary to examine not only whether teachers endorse communicative teaching, but also how they select, organize, and facilitate oral tasks in the classroom. The study also raises questions about contextual conditions that may shape this relationship, which the full-text review should investigate rather than presume. A mixed-methods study of Saudi tertiary faculty likewise examined preferred EFL teaching approaches and reported institutional and instructional constraints on communicative teaching (AbdAlgane & Elmahdi, 2024). Its full text should be screened to determine whether its evidence specifically meets this review's speaking-related eligibility criteria.

2.2 Task-Based Instruction and Speaking Outcomes

Task-based instruction provides one way of organizing communicative speaking practice around purposeful language use. Tasks may involve learners exchanging information, expressing opinions, solving a problem, or completing a role-play. For this review, a task will count as communicative when learners use English to convey or negotiate meaning for a purpose, as specified in the eligibility criteria. Elmahdi (2016) discusses task-based instruction and speaking pedagogy as a broad conceptual contribution; it may inform the review's framing but is not treated as an empirical Saudi study.

Hamouda (2016) examined task-based instruction in relation to Saudi university EFL students' speaking skills (Hamouda, 2016). This study is relevant because it connects an instructional approach with speaking outcomes in a tertiary Saudi setting. Its methods, task characteristics, outcome measures, and findings need to be examined in the full text before its results can be compared with those of other studies. In particular, the review should distinguish between studies that assess changes in speaking performance and those that report learners' or teachers' perceptions of speaking instruction.

2.3 Learner Engagement in Communicative Speaking Tasks

The value of a speaking task also depends on how learners experience and participate in it. Engagement may be reflected in learners' willingness to contribute, their involvement in interaction, their control over aspects of the task, or their emotional responses while speaking. These dimensions matter because a task may be communicative in design but may not lead to sustained or equitable participation by all learners. Teacher perspectives on language anxiety in EFL classrooms further underscore the importance of supportive environments and strategies that enable participation (Bajri & Elmahdi, 2024); this

broader source is used here for context, not as evidence specific to Saudi higher education unless its setting is confirmed during screening.

Almukhaild and King (2024) investigated anxious learners' experiences during communicative speaking tasks in a Saudi university classroom. Their study reported that authentic and interesting communication, learner control over task content, and a balance between challenge and ability were associated with positive flow experiences (Almukhaild & King, 2024). This work brings together task design and learners' affective experience, suggesting that engagement should be examined in relation to specific features of classroom tasks.

Al Sultan (2026) focused on agency and self-regulation among Saudi female university students in a listening–speaking course. The study's abstract highlights learner choice, role negotiation, self-regulation, and supportive classroom conditions as relevant to task engagement (Al Sultan, 2026). Together, these studies make learner engagement a distinct theme in the review, while also indicating the need to consider differences in participants, course settings, and research methods.

2.4 Learner Views of Communicative Instruction

Learner perspectives can complement studies of teacher beliefs and observed practice. Alluhydan (2024) examined Saudi college and graduate students' perceptions and attitudes toward CLT in oral communication classes (Alluhydan, 2024). This study may help establish how learners view communicative instruction in tertiary settings. During full-text screening, it will be important to determine whether the study reports evidence specifically connected to oral activities or classroom participation, as required by the review criteria.

Learner-perception research should be interpreted alongside, rather than as a substitute for, evidence about classroom activity and speaking outcomes. Positive views of CLT, for example, do not by themselves establish that learners participate more or improve their speaking performance. The review will therefore separate perception findings from observed practice and measured outcomes during data extraction and synthesis. For example, Elmahdi and Shareef (2016) examined classroom activities and university EFL speaking in Sudan; this study is relevant comparative background but falls outside the review's Saudi setting criterion and should not be counted among its eligible studies.

2.5 Contextual Factors and the Saudi Higher-Education Setting

The candidate studies address different settings and participant groups within Saudi higher education: teacher beliefs and practice, task-related engagement, learner agency, and speaking outcomes. Their findings should not be treated as interchangeable. Differences in course type, participant characteristics, task design, mode of instruction, and research design may influence what each study can show. The full review should record these details so that similarities and differences are interpreted in context.

The evidence identified so far also suggests a potential gap in how these strands are brought together. Alghamdi (2021) addresses teacher beliefs and practice, while Almukhaild and King (2024) and Al Sultan (2026) focus on learner experiences and engagement in speaking-related tasks. Hamouda (2016) examines task-based instruction and speaking skills, and Alluhydan (2024) reports learner views of CLT in oral communication classes. A systematic synthesis can examine how these strands relate across the eligible research, while avoiding the assumption that the small preliminary set represents all available Saudi higher-education evidence. The review will report the study selection process and included studies transparently, following the PRISMA 2020 reporting guideline (Page et al., 2021).

3. Methodology

3.1 Review design and reporting

This study is designed as a systematic review of empirical research on teaching English as a foreign language (EFL) speaking through communicative tasks in Saudi higher education. The review addresses three questions: (1) how communicative tasks are designed and implemented; (2) what learner-engagement and speaking outcomes are reported; and (3) what teacher-related and contextual factors support or constrain task use. The search, screening, and reporting process is structured in accordance with PRISMA 2020 (Page et al., 2021). The 11 records identified in preliminary scoping are candidate records only. They do not constitute the final included-study sample, and the full database search, deduplication, screening, and eligibility assessment remain to be completed. Accordingly, no final PRISMA flow counts or definitive review conclusions are claimed at this stage.

3.2 Eligibility criteria

Studies will be eligible when they report original empirical research involving EFL speaking, oral communication, or listening–speaking instruction in a Saudi university, college, or other tertiary-education setting. The study must examine communicative or task-based oral activities, implementation of Communicative Language Teaching (CLT), or learners' engagement with such instruction, and report evidence relevant to teaching practice, learner engagement, speaking outcomes, or contextual influences. Eligible reports must be full research articles published in English or Arabic within the period covered by the final database searches.

A communicative task is operationally defined as an oral activity in which learners use English to convey or negotiate meaning for a communicative purpose or outcome. Examples include information-gap activities, role plays, discussions, interviews, problem-solving tasks, and other task-based speaking activities. Studies will be excluded if they focus exclusively on school-

level learners, settings outside Saudi Arabia, or language skills unrelated to speaking; discuss CLT or speaking tasks only theoretically without empirical data; examine general anxiety or attitudes without a clear link to speaking instruction or classroom participation; or are editorials, abstracts, or records lacking sufficient information for eligibility assessment. Mixed-skill studies will be retained only when speaking-related findings can be identified separately or are clearly relevant to the review questions.

3.3 Information sources and search strategy

The planned electronic databases are Scopus, Web of Science, ERIC, and Linguistics and Language Behavior Abstracts (LLBA). Searches will be adapted to each database's controlled vocabulary, field codes, and syntax. The search period will extend from database inception to the date on which each final search is run. The exact search date, platform, complete search string, and any limits used will be recorded for every database and reported in the final review. No date restriction is imposed in advance; language will be limited to English and Arabic, and publication type will be limited to full research articles.

The following core query will be adapted for each database: ("Saudi Arabia" OR Saudi) AND (EFL OR "English as a foreign language" OR "English language") AND (speaking OR "oral communication" OR "oral skills") AND (communicative OR "communicative language teaching" OR task-based OR "speaking task*") AND (university OR college OR "higher education" OR tertiary). Where supported, searches will cover title, abstract, and keyword fields. The reference lists of eligible studies will be checked, and forward citation searching will be used to identify additional records. Search updates will be performed before the review is finalized if a substantial interval passes after the initial database searches.

3.4 Study selection

All retrieved records will be exported to a reference-management or screening file. Duplicate records will be identified and removed before screening, with the number removed documented. Titles and abstracts will then be assessed against the eligibility criteria, followed by retrieval and assessment of potentially relevant full texts. The reason for each full-text exclusion will be recorded. To support consistent decisions, the criteria will be applied to all records in the same way; uncertain cases will be rechecked against the definitions and resolved before the final set is established. The final report will distinguish records identified, duplicates removed, records screened, full texts assessed, and studies included, and will present these counts in a PRISMA 2020 flow diagram. Counts will be entered only after the searches and screening have actually been completed.

3.5 Data extraction

A structured extraction form will be used and piloted on a small subset of eligible studies before full extraction. For each study, the review will record the author(s), publication year, study location and institutional setting, participant characteristics and sample size, course or proficiency context, research purpose, study design, data sources, type and duration of communicative task, teacher role and implementation features, measures of engagement and speaking, principal findings relevant to each research question, contextual facilitators and barriers, and limitations reported by the authors. Quantitative results will be extracted as reported, including relevant statistics and outcome measures; qualitative results will include the themes or findings supported by the study data. Missing or unclear information will be marked as unreported rather than inferred.

3.6 Methodological quality appraisal

Each included study will be appraised using criteria appropriate to its design. The appraisal will consider the clarity and suitability of the research design, participant selection and setting, adequacy of data collection, transparency of analysis, and whether the interpretations are supported by the reported evidence. For mixed-methods studies, the appraisal will also consider how the quantitative and qualitative components are integrated. Appraisal judgments and their supporting reasons will be recorded for each study and used to qualify the strength and limitations of the synthesis; studies will not be excluded solely because of a lower appraisal unless a critical flaw makes their findings unusable.

3.7 Synthesis

Because the eligible evidence is expected to include varied designs, tasks, settings, and outcome measures, findings will first be summarized in descriptive evidence tables and then synthesized using a structured narrative and thematic approach. The synthesis will be organized around the three research questions and the corresponding strands of task design and implementation, learner engagement and speaking outcomes, and teacher-related and contextual influences. Quantitative findings will be compared descriptively, taking account of the measures and study designs; qualitative findings will be coded for recurring and divergent themes. Results will be interpreted in light of study context and methodological quality. A statistical meta-analysis will be considered only if a sufficient number of studies report genuinely comparable interventions, populations, and outcome measures; otherwise, results will not be pooled.

3.8 Transparency and protocol status

The final review will provide the database-specific search strategies, search dates, selection counts, full-text exclusion reasons, characteristics of included studies, and quality-appraisal results so that the process can be examined and reproduced. At the present writing stage, these procedures describe the review methodology to be carried out; the final search dates, record counts, included-study total, and completed appraisal findings must be added after the corresponding work is completed.

The preliminary candidate set is therefore used only to guide the next review stage and is not treated as a verified evidence base.

4. Results and Discussion

4.1 Results

This section synthesizes the 11 candidate studies identified in the preliminary search. The synthesis is provisional because the planned database searches and final full-text eligibility screening have not been completed. The studies therefore provide an initial account of the evidence, not the final included-study set or PRISMA flow results.

4.2 Overview of the Candidate Evidence

The candidate studies use varied designs and examine different parts of communicative speaking instruction: teacher beliefs and classroom practice, task-based interventions, oral presentations, learner perceptions, and task engagement. The intervention studies include pre- and post-speaking assessments, while other studies rely on surveys, interviews, classroom observations, or learner reflections. Because their settings, tasks, and outcome measures differ, their findings are summarized thematically rather than statistically combined.

Table 1. Preliminary candidate records for full-text eligibility assessment

No.	Candidate record	Topic indicated by the record
1	Ahmed and Eltom (2020)	Oral communicative classroom difficulties and their relationship to Saudi university learners' oral performance.
2	Al-Garni and Almuhammadi (2019)	Communicative Language Teaching activities and EFL speaking skills at the University of Jeddah.
3	Alahmadi (2025)	Oracy-based instruction and speaking competence among advanced Saudi EFL learners.
4	Alghamdi, A. (2021)	Saudi university EFL teachers' pedagogical beliefs and classroom practices related to CLT.
5	Alghamdi, N. A. (2021)	Preparatory-year female undergraduates' experiences learning to present in English.
6	Alluhaydan (2024)	Saudi EFL students' perceptions of CLT in oral communication classes.
7	Almukhaild and King (2024)	Anxious language learners' engagement and flow experiences during speaking tasks.
8	Al Sultan (2026)	Saudi female EFL learners' task engagement, agency, and self-regulation.
9	Daif-Allah and Khan (2016)	Open discussion sessions and oral communicative abilities of Saudi English majors.
10	Eissa (2019)	Digital storytelling and speaking skills among Saudi EFL learners.
11	Hamouda (2016)	Task-based instruction and English speaking skills among Saudi university EFL students.

4.3 Research Question 1: How are communicative tasks designed and implemented?

The candidate literature describes a broad range of oral activities. These include interviews, problem-solving, role-play, task-based lessons, open discussion sessions, digital storytelling, presentations, and oracy-focused activities (Al-Garni & Almuhammadi, 2019; Alahmadi, 2025; Daif-Allah & Khan, 2016; Eissa, 2019; Hamouda, 2016). The activities differ in how much they require spontaneous interaction, learner choice, preparation, and sustained speaking. The evidence therefore supports treating communicative tasks as a family of instructional practices rather than a single uniform method.

Teacher implementation is also relevant. Alghamdi (A. Alghamdi, 2021) reported generally positive teacher views of CLT alongside differences between beliefs and observed practice. This indicates that the presence of communicative activities in a course does not, by itself, show that classroom interaction is learner-centered or that speaking opportunities are distributed evenly. The available studies provide some detail on task types, but more consistent observation of how teachers introduce, scaffold, monitor, and adapt tasks would strengthen the evidence base.

4.4 Research Question 2: What learner-engagement and speaking outcomes are reported?

Several intervention studies report improvement in speaking performance following communicative or task-based instruction. Hamouda (2016) examined task-based instruction at Qassim University; Daif-Allah and Khan (2016) reported development after open discussion sessions; and Al-Garni and Almuhammadi (2019) found higher post-test speaking scores in the group taught with CLT activities than in the comparison group. Eissa (2019) reported improvement associated with digital storytelling, and Alahmadi (2025) reported gains in fluency, coherence, and accuracy following an oracy-based intervention.

These findings are encouraging, but the measures and study designs vary, and they do not support a single pooled estimate of effect.

Learner engagement is addressed more directly in studies of task experience and perception. Almukhaild and King (2024) found that authentic topics, learner control over content, and a suitable balance between challenge and ability were associated with positive flow experiences during speaking tasks. Al Sultan (2026) identified learner choice, role negotiation, self-regulation, and emotionally supportive conditions as relevant to engagement. Learners' experiences with presentations and CLT activities are also examined by Alghamdi (N. A. Alghamdi, 2021) and Alluhydan (2024). These findings suggest that speaking outcomes should be considered alongside participation, confidence, and learners' experience of the task.

4.5 Research Question 3: What teacher-related and contextual factors support or constrain task use?

The candidate studies point to interacting instructional and learner-related factors. Teacher beliefs and their translation into classroom practice are one concern (A. Alghamdi, 2021). Learner-related challenges include anxiety, hesitation, confidence, fluency, and access to the language resources needed to sustain oral communication (Ahmed & Eltom, 2020; N. A. Alghamdi, 2021). Features of task design may also matter: meaningful topics, opportunities to make choices, appropriate challenge, and supportive conditions are associated with participation and engagement in the studies by Almukhaild and King (2024) and Al Sultan (2026). These patterns indicate that task effectiveness is likely to depend on both activity design and the conditions in which teachers and learners enact it.

4.6 Discussion

Taken together, the preliminary evidence suggests that communicative and task-based activities can create opportunities for speaking development in Saudi higher education. The clearest convergence is between intervention studies reporting speaking gains and learner-focused studies emphasizing meaningful topics, learner agency, and supportive classroom conditions. At the same time, positive outcomes in a particular class or intervention should not be generalized to all Saudi universities. The studies vary in participant groups, task duration, instructional format, and assessment, and several focus on a single institution or a specific learner group.

Teacher practice and learner engagement should be interpreted together. Teachers determine whether tasks provide meaning-focused interaction, while learners' confidence, choice, and willingness to participate influence how those opportunities are taken up. However, most candidate studies examine only part of this relationship. The review's potential contribution is to map where teacher enactment, learner engagement, speaking outcomes, and contextual factors are considered together, while distinguishing measured performance from self-reported attitudes and experiences.

Since database searches, full-text screening, and methodological appraisal are incomplete, this discussion does not establish the final number or quality of included studies. No meta-analytic conclusion is warranted at this stage. After completing the systematic search and screening, the synthesis should be revised to reflect the final eligible evidence and report the selection process in accordance with PRISMA 2020 (Page et al., 2021).

5. Conclusion and Recommendations

5.1 Conclusion

The preliminary evidence indicates that Saudi higher-education EFL speaking instruction has been examined through task-based lessons, CLT activities, discussions, role-plays, presentations, digital storytelling, and oracy-focused activities. Candidate studies report positive speaking outcomes in several interventions and identify learner choice, meaningful content, teacher implementation, confidence, and supportive classroom conditions as relevant to participation. In response to the research questions, the literature describes diverse ways of designing and implementing oral tasks; reports speaking, engagement, and perception outcomes that are generally encouraging but methodologically varied; and identifies teacher practice and learner- and classroom-level conditions as factors that may support or constrain task use. These conclusions remain provisional until the systematic searches, screening, and appraisal are complete.

5.2 Recommendations

The following recommendations are provisional and should be checked against the final screened evidence:

1. Design speaking tasks around meaningful purposes, relevant topics, and opportunities for learners to exchange ideas, solve problems, or express opinions.
2. Offer structured learner choice and scaffold tasks so that challenge is appropriate to learners' proficiency and confidence.
3. Support teachers in translating communicative-language beliefs into classroom practice through task-design guidance, observation, reflection, and collegial discussion.
4. Create supportive speaking environments that reduce avoidable fear of embarrassment and provide participation routes for learners with different confidence and proficiency levels.
5. In future research, report task procedures, classroom implementation, participant characteristics, and validated speaking outcomes in sufficient detail to support comparison across studies. Where feasible, use larger and more diverse samples, multiple sites, and follow-up measures.

6. Complete the planned database searches and full-text screening before finalizing the review's conclusions, recommendations, included-study total, or PRISMA flow diagram.

Funding: Not stated in the submitted manuscript.

Conflicts of Interest: Not stated in the submitted manuscript.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

References

- AbdAlgane, M., & Elmahdi, O. E. H. (2024). Preferred EFL teaching approaches to university professors: A case study of Saudi tertiary level. *International Journal of Language and Literary Studies*, 6(4), 274–291. <https://doi.org/10.36892/ijlls.v6i4.1940>
- Ahmed, F. E. Y., & Eltom, S. O. (2020). Difficulties encountered by Saudi EFL university learners in oral communicative classroom activities and their impact on English oral performance (A case study of the College of Science and Arts–Tanumah, King Khalid University). *British Journal of English Linguistics*, 8(2), 58–89. <https://ejournals.org/bjel/vol-8-issue-2-april-2020/difficulties-encountered-by-saudi-efl-university-learners-in-oral-communicative-classroom-activities-and-their-impact-on-english-oral-performance-a-case-study-of-the-college-of-science-and-arts-tanu/>
- Ait Hattani, H. (2018). Communicative language teaching in the Moroccan EFL classroom. *Journal of English Language Teaching and Linguistics*, 3(2), 87–98. <https://doi.org/10.21462/jeltl.v3i2.108>
- Al Sultan, H. K. (2026). Saudi female EFL learners' task engagement: The role of agency and self-regulation. *International Journal of Evaluation and Research in Education*, 15(1), 848–859. <https://doi.org/10.11591/ijere.v15i1.36140>
- Al-Garni, S. A., & Almuhammadi, A. H. (2019). The effect of using communicative language teaching activities on EFL students' speaking skills at the University of Jeddah. *English Language Teaching*, 12(6), 72–86. <https://doi.org/10.5539/elt.v12n6p72>
- Alahmadi, N. S. (2025). Oracy and its role in developing the speaking competence of Saudi advanced EFL learners: An approach to effective communication. *Journal of the Faculty of Education in the Humanities and Literary Sciences*, 31(1), 15–46. <https://doi.org/10.21608/jfehls.2025.433123>
- Alghamdi, A. (2021). The impact of EFL teachers' pedagogical beliefs and practices: Communicative language teaching in a Saudi university context. *English Language Teaching*, 14(12), 171–182. <https://doi.org/10.5539/elt.v14n12p171>
- Alghamdi, N. A. (2021). Learning to present in English: Exploring the voices of preparatory-year female undergraduates in Saudi Arabia. *Arab World English Journal*, 12(1), 165–180. <https://doi.org/10.24093/awej/vol12no1.12>
- Alluhaydan, H. M. (2024). The perceptions and attitudes of Saudi EFL students toward the use of communicative language teaching in oral communication classes. *International Journal of English Language and Linguistics Research*, 12(1), 1–23. <https://doi.org/10.37745/ijellr.13/vol12n1123>
- Almukhaild, H., & King, J. (2024). Scaling the apex of engagement: Anxious language learners' positive flow experiences during speaking tasks. *System*, 124, Article 103373. <https://doi.org/10.1016/j.system.2024.103373>
- Bajri, I. A. A., & Elmahdi, O. E. H. (2024). Addressing language anxiety in the EFL classroom: EFL teachers' perspective. *Theory and Practice in Language Studies*, 14(7), 2222–2232. <https://doi.org/10.17507/tpls.1407.30>
- Daif-Allah, A., & Khan, M. (2016). The impact of open discussion sessions on enhancing the oral communicative abilities of Saudi English language majors at Buraydah Community College. *English Language Teaching*, 9(6), 108–122. <https://doi.org/10.5539/elt.v9n6p108>
- Dewitt, D., & Moosavi, Z. (2022). A systematic review of the issues and challenges in developing EFL learners' speaking skills. *Journal of Issues in Education*, 45, 63–76.
- Eissa, H. M. S. (2019). Pedagogic effectiveness of digital storytelling in improving speaking skills of Saudi EFL learners. *Arab World English Journal*, 10(1), 127–138. <https://doi.org/10.24093/awej/vol10no1.12>
- Elmahdi, O. E. H. (2016). The impact of task-based approach on EFL learner's performance. *World Journal of Educational Research*, 3(2), 301. <https://doi.org/10.22158/wjer.v3n2p301>
- Elmahdi, O. E. H., & Shareef, I. H. I. (2016). The role of classroom activities in developing EFL university learners' speaking skills. *The Journal of Social Sciences Research*, 2(10), 173–188.
- Elmahdi, O. E. H., AbdAlgane, M., Othman, K., Alhaj, M. K. M., Ibrahim, I. Z. A., Abdelrady, A. H., & Ahmed, O. A. M. (2025). Improving communicative competence and speaking skills in EFL/ESL classrooms: Strategies, techniques, and pedagogical approaches. *Forum for Linguistic Studies*, 7(12), 484–497. <https://doi.org/10.30564/fls.v7i12.12116>
- Folse, K. S. (2006). *The art of teaching speaking: Research and pedagogy for the ESL/EFL classroom*. University of Michigan Press. <https://doi.org/10.3998/mpub.144550>
- Hamouda, A. (2016). The impact of task-based instruction on developing Saudi university EFL students' English speaking skills. *Journal of Faculty of Education*, 32(2), 1–80. <https://doi.org/10.21608/MFES.2016.106831>
- Octaberlina, L. R., & Anggarini, I. F. (2024). Fostering speaking skills and EFL students' achievements: Teachers' voices. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 8(1), 13–32. <https://doi.org/10.29240/ef.v8i1%20May.9530>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, Article n71. <https://doi.org/10.1136/bmj.n71>
- Spada, N. (2007). Communicative language teaching: Current status and future prospects. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 271–288). Springer. https://doi.org/10.1007/978-0-387-46301-8_20