



Long Paper

Task-Based Language Teaching Approach and Students' English Writing Performance Towards a Proposed Enriched Program Development

Fang Liang

College of Arts Sciences and Education-Graduate School of Education, Trinity

University of Asia, Philippines

fangnliang@tua.edu.ph

(corresponding author)

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Abstract

This study examines the application of Task-Based Language Teaching (TBLT) in English writing instruction and its impact on students' writing performance in Chinese universities. By constructing a teaching framework based on constructivist theory, the study examines the effectiveness of TBLT in three key periods: task preparation, task execution, and language learning and evaluation. The study employs quantitative analysis methods, conducting questionnaire surveys among 40 teachers and 400 students from three private undergraduate universities to collect and analyze data. Results show that both teachers and students generally hold a positive attitude towards TBLT, with mean scores at the "strongly agree" level. However, the Mann-Whitney U test indicates significant cognitive differences between teachers and students in terms of task goal clarity, language accuracy, and classroom participation ($p < 0.05$). The Spearman correlation analysis further reveals that there is only a weak correlation between each stage of TBLT and students' writing scores ($\rho = 0.023 - 0.043$), suggesting that TBLT has limited direct improvement on writing ability. The conclusion states that TBLT can effectively enhance students' classroom participation and language application skills, but there is still a lack of systematic training in writing skills. Suggestions include optimizing task design, strengthening writing process guidance, establishing a diversified evaluation



mechanism, and integrating technological tools to enhance interaction and feedback. The sample of this study is only from three private universities, which have limited geographical and institutional representativeness. The extrapolation of the conclusion needs further verification. This study provides a theoretical basis and practical suggestions for the localization application of TBLT in English writing teaching in China, and has important theoretical and practical significance for promoting English teaching reform.

Keywords – Task-Based Language Teaching(TBLT); English writing teaching; constructivist theory; English writing performance

INTRODUCTION

The growing importance of English as a global lingua franca has elevated the significance of English writing skills, particularly in academic and professional contexts (Wang et al., 2024). Effective written communication is not only a cornerstone of academic success but also a critical competency for participation in international discourse (Ramos, 2024). As such, the ability to produce coherent, accurate, and contextually appropriate texts in English is increasingly regarded as an essential skill for learners worldwide.

In the Chinese higher education context, English writing teaching holds a pivotal role in developing students' comprehensive language proficiency, particularly within the framework of national standardized assessments such as the College English Test (CET-4 and CET-6). These examinations place substantial emphasis on writing ability, reflecting broader educational objectives to enhance students' communicative competence (Zhang, 2023). Nevertheless, despite these institutional priorities, many Chinese learners continue to struggle with writing, often due to difficulties with grammatical accuracy, lexical richness, rhetorical structure, and coherence (Bulqiyah et al., 2021). The predominance of traditional, product-oriented teaching methods further exacerbates these challenges, often focusing on model texts and examination formats rather than fostering genuine communicative ability or writing process development (Shi, 2022).

In response to these challenges, Task-Based Language Teaching (TBLT) has emerged as a promising pedagogical approach. Rooted in principles of communicative language teaching and constructivist learning theory, TBLT emphasizes meaning-focused tasks that simulate real-world language use (Mao, 2021). By engaging learners in purposeful activities such as problem-solving, opinion-gap, or decision-making tasks, TBLT seeks to promote authentic language interaction and contextualized practice (Bryfonski & McKay, 2024). Within writing teaching, this approach encourages learners to use language

purposefully through tasks that require planning, drafting, revising, and editing—key components of the writing process often neglected in more traditional methodologies (Bui & Tai, 2022). The integration of TBLT into writing classrooms is thus seen as a means to enhance both linguistic accuracy and functional adequacy, enabling students to produce more fluent and contextually appropriate texts (Kuiken & Vedder, 2022).

Although TBLT has shown potential in the development of oral language and overall language proficiency, the mechanism of its impact on Chinese learners' writing skills remains unclear, and there is a lack of empirical verification for writing teaching (Bygate, 2020). Therefore, this study aims to investigate the application effect of TBLT in Chinese university English writing classes through empirical methods, and analyze its specific impact on students' writing performance. The research results will provide evidence for the development of TBLT theory in specific skill teaching (Kim et al., 2023) and offer practical insights for English writing teaching reform in the Chinese context.

LITERATURE REVIEW

The Task-Based Language Teaching Approach

Task-Based Language Teaching (TBLT) represents a significant shift in pedagogical strategy, moving from traditional teacher-centered methods to learner-centered, experiential learning. Bryfonski and McKay (2019), in their meta-analysis, affirmed that TBLT enhanced language acquisition by engaging learners in meaningful tasks that reflected real-world communication needs. Similarly, Bygate (2020) emphasized the importance of task design and sequencing for sustaining learners' motivation and linguistic development. Kim et al. (2023) compared traditional and task-based methods, concluding that TBLT led to more robust pragmatic competence. From a theoretical perspective, Loewen and Sato (2021) explored the relationship between TBLT and Instructed Second Language Acquisition (ISLA), underscoring the role of conscious attention to form during task performance. Furthermore, Mao (2021) and Bui and Tai (2022) highlighted the application of TBLT in writing instruction, suggesting it facilitates active language use and improves communicative adequacy. Harris and Leeming (2021) provided empirical support through a longitudinal study, showing that TBLT contributes significantly to the growth of L2 proficiency and self-efficacy compared to present-practice-produce (PPP) approaches.

In summary, TBLT is widely supported as an effective pedagogical framework that promotes authentic language use, learner engagement, and pragmatic competence. Its implementation, however, requires careful task design and contextual adaptation, particularly in specific skill areas such as writing.

Students' English Writing Performance

Research on students' English writing performance highlights several core aspects

essential for evaluating writing quality, including logical coherence, structural integrity, and linguistic accuracy. Bulqiyah et al. (2021) identified persistent challenges faced by learners in achieving grammatical accuracy and lexical richness. Wang et al. (2024) examined linguistic complexity development across proficiency levels, noting that higher proficiency allows for more complex syntactic and lexical choices, contributing to structural integrity. Zhang (2023) introduced a “teaching-learning-assessment integration” model that emphasized the need for explicit training in discourse organization to enhance logical coherence. Additionally, Kuiken and Vedder (2022) discussed functional adequacy as a key criterion, which subsumes linguistic accuracy along with the effectiveness of communication. Shi (2022) and Ramos (2024) also associated writing performance with pedagogical interventions, particularly peer assessment and task-based training tailored to exam contexts like CET-4 and CET-6.

Overall, writing performance is multifaceted, encompassing not only grammatical correctness but also the organization of ideas and communicative effectiveness. These dimensions are interrelated and should be addressed through targeted instructional designs and assessment practices.

The synthesis of literature underscores the relevance of TBLT as a dynamic and interactive approach to language teaching, particularly in fostering communicative skills and engagement. Simultaneously, evaluating writing performance requires a balanced focus on linguistic accuracy, structural coherence, and pragmatic functionality. Integrating TBLT with writing pedagogy holds promise, though its effectiveness depends on tailored task design and contextualized implementation, especially in diverse educational settings like China.

METHODOLOGY

This paper mainly introduced a study on the effect of TBLT in college English writing teaching. This study used the method of quantitative analysis and questionnaire survey to explore the effectiveness of TBLT. The research objects were teachers and students of three private undergraduate universities. Samples were selected by random sampling, and the samples were described and analyzed in detail. The study, which lasted for one year from September 2023 to September 2024, aimed to collect and analyze relevant data to reveal the impact of TBLT on students' writing achievement and writing ability.

In order to determine the sample size more scientifically, this study adopted the calculation method of the Yamane formula in statistics, aiming to obtain representative sample data through a small sample size. The Yamane formula is often used to calculate the minimum sample size for a given confidence level and margin of error. Suppose we want to achieve a 95% confidence level for this study and want the margin of error to be within plus or minus 5%. At the same time, the population consisted of 38,531 people (total number of non-English majors), and a sample from the population was planned for

study. In this study, we selected a total sample size of 440 participants, comprising 40 teachers and 400 students. This sample size not only satisfied the research design requirements but also ensured practical feasibility in implementation.

Research Design

In this study, a questionnaire survey was used to collect data, and descriptive comparison and correlation research were conducted on the collected data. This study mainly analyzed students' evaluation of TBLT and the changes in learning attitude, learning interest, and writing skills before and after TBLT. At the same time, the researcher also conducted a questionnaire survey on some teachers to deeply understand the teachers' perception and evaluation of the Task-Based Language Teaching approach, and how to use the four-level writing standards in teaching to guide and evaluate their own writing level. This study designed different questionnaires for teachers and students to fill out according to their specific conditions. Then, Descriptive and inferential statistics were employed on the data collected by the questionnaire to understand teachers' and students' evaluation of writing level in TBLT, evaluation of TBLT, and changes in students' writing interest and writing ability.

Participants

This study focused on non-English major teachers and students at three undergraduate institutions, namely University A, University B, and University C. The selection of these institutions provided a diverse and representative sample of Chinese non-English majors, allowing for a comprehensive analysis of their language learning experiences and outcomes. Student participants were mainly sophomores between the ages of 18 and 20, a critical stage in their academic journey where basic language skills would be further developed and refined. The total number of non-English majors in these three universities was 38,531, and the sample size selected for this study was 400 students.

The 40 teachers selected in this study were from the foreign language schools of three universities: University A, University B, and University C. These teachers played a key role in shaping the language learning experiences of non-English majors, and their participation provides valuable insights into the effectiveness of task-based language teaching (TBLT) approaches. The 40 teachers who participated in the study all had at least three years of teaching experience, which ensured that they had a solid foundation in teaching practice and classroom management. In addition, all participating teachers were familiar with and recognized the task-based approach, which was a core focus of the study. This common methodological background ensured that teachers had a

common framework to discuss their teaching practices, making it easier to compare and contrast their experiences and approaches.

In addition, *New Horizons College English*, published by Foreign Language Teaching and Research Press, would be used as the experimental textbook. At the same time, the requirements and grading rules of the CET-4 writing syllabus would be adopted as the evaluation criteria for writing tasks. The experimental teacher of this study would be the author herself.

Instrumentation

Before the formal test, the researcher conducted a pre-test on the questionnaire and randomly selected 30 students and 15 teachers as the test subjects (these test subjects did not participate in the subsequent formal research). The pre-test results showed that the overall Cronbach's α value of the questionnaire was relatively high (0.963 for the student group and 0.846 for the teacher group), and the consistency indicators of each variable group were also good (such as α for task preparation period in the student group was 0.953, and α for language learning and assessment period in the teacher group was 0.763, etc.), indicating that the questionnaire had good reliability and could effectively measure the target construct.

This study adopted the questionnaire survey method. The researcher used students' questionnaires and teachers' questionnaires as the main tools for researching the data. Among them, the students' questionnaire was divided into two parts, namely, Questionnaire on Students' Evaluation of the Task-Based Language Teaching Approach and Questionnaire on College English Writing Attitudes for Students. The teachers' questionnaire was a Questionnaire on Teachers' Evaluation of the Task-Based Language Teaching Approach. The above questionnaires referred to Mao Lijuan's "On the Application of Task-based Language Teaching in Junior High School English Writing Teaching" in 2021 and Zhang Zhaowei's "Application Research of the 'Teaching-Learning-Assessment Integration' Model in High School English Writing Teaching" on the attitudes towards English writing in 2023. The researcher sent 440 questionnaires to the sample through the questionnaire star, and recovered 440 valid questionnaires, with a recovery rate of 100%.

Data Gathering Procedure

The study received ethical approval from the relevant institutional review committees, as well as administrative consent from University A, University B, and University C. Throughout the research process, participant privacy and anonymity were rigorously protected. A mixed-methods approach combining quantitative analysis and survey research was employed to comprehensively evaluate the effectiveness of Task-Based Language Teaching (TBLT) in English writing instruction.

Sample selection and extraction played an important role in the whole research process. Considering that the representativeness of the sample was directly related to the accuracy and reliability of the research results, the researcher adopted the Yamane formula in statistics to calculate the accurate sample size. In order to further ensure the feasibility and validity of the study, the actual sample size was 440 as research samples by random sampling, including 400 second-year non-English major students and 40 teachers from the foreign language schools of the three participating universities. Strict random sampling procedures were applied to maximize randomness and sample representativeness.

Data were collected via online questionnaires for students and teachers. These questionnaires were designed with full reference to the cutting-edge research results in related fields to ensure that the questions were highly effective and relevant. With the help of the Questionnaire Star platform, the researcher distributed the questionnaires to the selected sample groups. Through systematic statistics and in-depth quantitative analyses of these questionnaire data, the researcher was able to gain a comprehensive and in-depth understanding of students' evaluation of task-based writing, their learning attitudes, their interest in learning, as well as the changes in their evaluation of teaching methods before and after writing. Meanwhile, the information obtained from the teachers' questionnaires also provided the study with teachers' professional views and evaluations of task-based teaching, which provided rich and reliable data support for an in-depth exploration of the effectiveness of task-based teaching in English writing teaching.

To sum up, the different steps in the data collection procedure played their respective roles in the research, complement each other, and together constitute the complete research process. The careful design and implementation of these steps ensured that the research was scientific and effective, and provided powerful data support for revealing the application effect of TBLT in college English writing teaching.

Data Analysis

In this study, descriptive statistics and inferential statistics are used to comprehensively analyze the effects of TBLT in college English writing teaching by combining Microsoft Excel and Jamovi software. Descriptive statistical results showed that teachers and students had a positive attitude towards TBLT: students' scores in the task preparation stage, task execution stage, and language learning and assessment stage all reached the level of "strong agreement"; The average values of the three stages indicated that teachers especially recognized the value of TBLT in task structure design and language ability training. However, the Mann-Whitney U test revealed significant differences in teacher-student evaluations ($p < 0.05$): teachers focused on clarity of task objectives and language accuracy, while students paid more attention to class participation, which reflected differences in cognitive emphasis in teaching practice. It is

worth noting that Spearman's correlation analysis showed a weak correlation between TBLT stages and students' writing achievement (rho value 0.023-0.043), indicating that although TBLT can improve the learning experience, its direct impact on writing ability is limited. These findings indicate that the implementation of TBLT in the future needs to bridge cognitive differences by optimizing task design on the basis of maintaining a positive attitude of teachers and students, and strengthening the direct connection between teaching and writing ability development, so as to improve the effect of English writing teaching more effectively.

RESULTS

The study revealed significant insights into the effectiveness of the Task-Based Language Teaching (TBLT) approach in college English writing teaching. Both students and teachers generally rated TBLT positively, but notable differences emerged in their evaluations across different stages of the approach.

1. The assessment of students on the Task-Based Language Teaching approach

Table 1a Self-Assessment of the Student Respondents on Task-Based Language Teaching Approach in terms of Task Preparation Period

Indicator	Mean	Vocal Interpretation
1. I prepare materials that I will need for the task that will be given to me ahead of time. I have a clear understanding of the task-based teaching language approach and understand that it is a teaching method with task-centered and practical application.	4.23	Strongly Agree
2. The preparation before class helps to carry out the main task of class.	4.30	Strongly Agree
3. Before class, I made myself understand the objectives and requirements of the task that I will do.	4.24	Strongly Agree
4. My teacher gives clear instructions on the task that will be carried out during the class.	4.31	Strongly Agree
5. Pre-class task preparation helps to improve my desire and interest in learning.	4.25	Strongly Agree
OVERALL MEAN	4.27	Strongly Agree

Note: 4.21-5.00 (Strongly Agree) | 3.41-4.20 (Agree) | 2.61-3.40 (Neutral) | 1.81-2.60 (Disagree) | 1.00-1.80 (Strongly Disagree)

According to the data in Table 1a, the overall mean of students' self-assessment of task-based language teaching (TBLT) in terms of task preparation period was 4.27, which

was verbally interpreted as "strongly agree." This result indicated that students had a very positive attitude towards all dimensions of task preparation. Of the five variables, item 4 received the highest value with a mean of 4.31, reflecting students' high level of satisfaction with the teacher's task teaching. Zhang (2021) pointed out that clear task teaching reduced students' cognitive load and made it easier for them to focus on the task itself rather than being preoccupied with the task. However, the average value of item1, with a mean of 4.23, is the lowest. This suggests that in practice, students appreciated clear task teachings but struggled with material preparation or in theoretical understanding of task-based pedagogy(Bui & Tai,2022).

Table 1b Self-Assessment of the Student Respondents on Task-Based Language Teaching Approach in terms of Task Execution Period

Indicator	Mean	Vocal Interpretation
1. I actively participate in the discussion during class sessions.	4.14	Strongly Agree
2. I listen intently to the discussion of the topic during class.	4.25	Strongly Agree
3. I engaged myself in completing the tasks assigned by my teacher.	4.33	Strongly Agree
4. I am encouraged to take risks in language production.	4.21	Strongly Agree
5. I actively participate in task-based language teaching activities, such as group cooperation and division of labor.	4.24	Strongly Agree
6. In class, the teacher's timely and specific guidance and support helped me a lot.	4.28	Strongly Agree
OVERALL MEAN	4.28	Strongly Agree

Note: 4.21-5.00 (Strongly Agree) | 3.41-4.20 (Agree) | 2.61-3.40 (Neutral) | 1.81-2.60 (Disagree) | 1.00-1.80 (Strongly Disagree)

According to Table 1b, the self-assessment of the surveyed students on Task-Based Language Teaching (TBLT) during the Task Execution Period yielded an overall mean of 4.28, which corresponded to the verbal interpretation of Strongly Agree. These data indicated that students generally had a positive attitude towards the various aspects of task-based language teaching in classroom practice. The highest mean of all variables was item 3 (mean 4.33), which suggested that students generally recognized the tasks set in class and were willing to perform them conscientiously. However, despite the overall high ratings, item 1 (mean 4.14) was rated relatively low in this dataset. Students actively engaged in tasks but showed lower participation in discussions. Shi (2022) showed that participation in classroom discussions was influenced by multiple factors. Rohi and Muslim (2023) also emphasized that active classroom discussions could boost one's self-confidence.

Table 1c Self-Assessment of the Student Respondents on Task-Based Language Teaching Approach in terms of Language Learning and Evaluation Period

Indicator	Mean	Vocal Interpretation
1. The task-based language teaching approach helps improve my language and communication skills.	4.39	Strongly Agree
2. The task-based language teaching approach helps improve my language application ability.	4.36	Strongly Agree
3. The task-based language teaching approach helps me to learn independently.	4.34	Strongly Agree
4. The task-based teaching method helps to improve my interest in English learning.	4.31	Strongly Agree
5. Compared with traditional teaching methods, I prefer the task-based language teaching approach.	4.41	Strongly Agree
OVERALL MEAN	4.36	Strongly Agree

Note: 4.21-5.00 (strongly agree) | 3.41-4.20 (agree) | 2.61-3.40 (neutral) | 1.81-2.60 (disagree) | 1.00-1.80 (strongly disagree)

Table 1c showed that the overall mean of student participants' self-assessment of task-based language teaching (TBLT) in the language learning and evaluation phase was 4.36, which corresponded to the linguistic description of "strongly agree." The results indicated that participants generally recognized the effectiveness of the task-based language teaching approach in the language learning and assessment process and believed that it had significant benefits in improving language skills, increasing interest in learning, and promoting independent learning. This finding highlighted the marked preference for TBLT over traditional methods, as evidenced by the high score (4.41) for Item 5. This preference suggested a shift in how students engaged with language learning, prioritizing meaningful communication and contextualized practice over passive learning (Loewen, 2022). Despite the general popularity of the task-based language teaching approach, the lowest-scoring indicator, "Task-based language teaching approach helps to improve my interest in English learning," had a mean of 4.31, reflecting a slight decline compared to other indicators. This minor variation suggested potential limitations. Therefore, future pedagogical efforts could have addressed this concern by refining task design to better align with students' interests, making learning experiences more relatable and engaging (Leeming & Harris, 2022).

2. The assessment of teachers on the Task-Based Language Teaching approach

According to Table 2a, the overall evaluation of the task-based language teaching (TBLT) approach by the surveyed teachers regarding task preparation time had a mean of 4.47 with a rating of "strongly agree." This result showed that teachers generally acknowledged the positive effects of the task-based approach in all aspects of the task

preparation period. Among the five specific items, the third item, "Before class, my students made themselves understand the objectives and requirements of the task that they will do," had received the highest mean score of 4.58, indicating that teachers had rated students' understanding of task objectives as very high during the task preparation phase. Bygate (2020) emphasized that the clarity of task objectives had a direct impact on students' engagement in class and the quality of task completion.

Table 2a. Assessment of the Teacher Respondents on Task-Based Language Teaching Approach in terms of Task Preparation Period

Indicator	Mean	Vocal Interpretation
1. My students have a clear understanding of the task-based teaching language approach and understand that it is a teaching method with task-centered and practical application.	4.45	Strongly Agree
2. The preparation before class helps my students to carry out the main task of class.	4.35	Strongly Agree
3. Before class, my students made themselves understand the objectives and requirements of the task that I will do.	4.58	Strongly Agree
4. I give clear teachings on the task that will be carried out during the class.	4.42	Strongly Agree
5. Pre-class task preparation helps my students to improve their desire and interest in learning.	4.58	Strongly Agree
OVERALL MEAN	4.47	Strongly Agree

Note: 4.21-5.00 (strongly agree) | 3.41-4.20 (agree) | 2.61-3.40 (neutral) | 1.81-2.60 (disagree) | 1.00-1.80 (strongly disagree)

The fifth item received the same high score, which reflected the beneficial effect of the task-based language teaching method on students' learning motivation during task preparation, but also showed that teachers had paid great attention to promoting students' interest and enthusiasm for learning in the teaching process. Despite the overall high ratings, the second item, "The preparation before class helps my students to carry out the main task of class," had received the relatively lowest mean score of 4.35, which might have reflected teachers' perception that the preparation time for the tasks had been relatively ineffective in helping students complete the main tasks in the classroom. The effectiveness of TBLT tasks largely depended on the complexity of the tasks and whether they were tailored to the students' language level (Llena et al.,2021).

Table 2b. Assessment of the Teacher Respondents on Task-Based Language Teaching Approach in terms of Task Execution Period

Indicator	Mean	Vocal Interpretation
1. My students actively participate in the discussion during class sessions.	4.58	Agree
2. My students listen intently to the discussion of the topic during class..	4.45	Strongly Agree
3. My students engaged themselves in completing the tasks assigned by me.	4.53	Strongly Agree
4. My students are encouraged to take risks in language production.	4.53	Strongly Agree
5. My students actively participate in task-based language teaching activities, such as group cooperation and division of labor.	4.38	Strongly Agree
6. In class, my timely and specific guidance and support helped my students a lot.	4.38	Strongly Agree
OVERALL MEAN	4.47	Strongly Agree

Note: 4.21-5.00 (strongly agree) | 3.41-4.20 (agree) | 2.61-3.40 (neutral) | 1.81-2.60 (disagree) | 1.00-1.80 (strongly disagree)

According to the data in Table 2b, the overall mean of teachers' evaluation of task-based foreign language teaching (TBLT) in the "task execution period" was 4.47, with the linguistic interpretation of "strongly agree." These data indicated that teachers generally believed that task-based foreign language teaching (TBLT) had been very effective in classroom implementation and that students' performance in this phase had been positive. The highest score among all the evaluation indicators was in the first item, with a mean of 4.58, indicating that the task-based language teaching approach had played an important role in improving student participation in the classroom and facilitating language communication. On the other hand, another relatively low mean of 4.38 had been found in the fifth and sixth items. This might reflect the fact that despite students' overall positive attitudes toward task-based teaching, there had still been some challenges in group work and division of labor, and they also thought teachers could give more guidance and help. Adegbenro (2022) had pointed out that the teacher's role in the classroom may have been to guide rather than dominate.

According to Table 2c, the overall mean score of teachers' perceptions toward task-based language teaching (TBLT) was 4.36, corresponding to "strongly agree." This indicated that teachers widely acknowledged the effectiveness of TBLT in enhancing students' language proficiency, communication skills, autonomous learning, and interest in English. Among the indicators, Item 5 received the highest mean score of 4.41, suggesting that teachers perceived students to prefer TBLT over traditional methods. This aligns with Loewen's (2022) finding that TBLT improved learners' real-world communication skills. Although all means were high, the lowest score was observed in Item 4 (mean = 4.31), which pertained to improving students' interest in English learning.

This slightly lower rating may imply that stimulating interest requires more time or additional factors beyond TBLT itself. Li (2024) pointed out that the enhancement of students' learning interest was a more complex and long-term process, which was easily influenced by various factors.

Table 2c. Assessment of the Teacher Respondents on Task-Based Language Teaching Approach in terms of Language Learning and Evaluation Period

Indicator	Mean	Vocal Interpretation
1. The task-based language teaching approach helps my students improve their language and communication skills.	4.39	Strongly Agree
2. The task-based language teaching approach helps my students improve their language application ability.	4.36	Strongly Agree
3. The task-based language teaching approach helps me to learn independently.	4.34	Strongly Agree
4. The task-based teaching method helps my students improve their interest in English learning.	4.31	Strongly Agree
5. Compared with traditional teaching methods, my students prefer the task-based language teaching approach.	4.41	Strongly Agree
OVERALL MEAN	4.36	Strongly Agree

Note: 4.21-5.00 (strongly agree) | 3.41-4.20 (agree) | 2.61-3.40 (neutral) | 1.81-2.60 (disagree) | 1.00-1.80 (strongly disagree)

3. The difference between the assessment of students and teachers on the Task-Based Language Teaching approach

The Mann-Whitney U test for independent samples was used to determine potential differences in respondents' evaluation of task-based language teaching. Significant differences were found in priorities: teachers focused on task structure and linguistic accuracy, while students valued engagement and practicality. Bridging this gap requires aligning task designs with student interests and providing clearer teaching. During the task preparation period, the statistical result was 6398, with a p-value of 0.034, which was below the significance level of 0.05. This significant p-value indicated that there was a significant difference between the means of student and teacher ratings during this phase. During the task execution period, the statistical result was 6078, with a p-value of 0.011, which was below the significance level of 0.05. This significant p-value indicated that there was a significant difference between the means of student and teacher evaluations during this period.

Table 3a. Results of the Mann-Whitney U-test Comparing the Assessments of the Student Respondents and the Teacher Respondents on Task-Based Language Teaching Approach

		Statistic	P
Task Preparation Period	Mann-Whitney U	6398	0.034
Task Execution Period	Mann-Whitney U	6078	0.011
Language Learning and Evaluation Period	Mann-Whitney U	5575	0.001

Note. $H_a: \mu_{Teacher} \neq \mu_{Student}$

During the language learning and evaluation period, the statistical value was recorded at 5575, with a p-value of 0.001, which was far below the significance level of 0.05. This result indicated a significant difference between the evaluations of students and teachers during this period, highlighting a clear divergence in their focus on language learning and assessment. This phenomenon systematically reveals the essential differences between teachers and students in the cognitive dimension of teaching. It is particularly noteworthy that with the advancement of the teaching process, the P-value shows a decreasing trend, which indicates that the differences in teacher-student evaluation are most prominent in the language ability training, which highlights the importance of coordinating language accuracy and paying attention to practical communication needs in writing teaching. This point is consistent with Liu's (2021) emphasis on the accuracy of students' language expression in teaching.

4. The relationship between the use of TBLT and students' writing performance

Table 4a provided information on the correlation between the task preparation period and students' writing performance in the Task-Based Language Teaching (TBLT) approach. For the relationship between these variables, Spearman's rho was 0.023, suggesting a very low positive correlation between the two variables. Furthermore, the associated p-value was 0.640, which was above the significance threshold (0.05). This suggests that the positive relationship was not significant. In practical terms, this implied that the TBLT did not have an impact on the students' writing ability. In the context of TBLT, the task preparation period was typically utilized to activate students' background knowledge, offer relevant language input, or conduct task-related planning (Boers & Faez, 2023).

Table 4a. Spearman's Rho Correlation Analysis between Students' Assessment of Task-Based Language Approach (Task Preparation Period) and Their Writing Performance

		TBLT	Writing Performance
Task Preparation Period	Spearman's rho p-value	—	0.034
		—	0.011
Writing Performance	Spearman's rho p-value	0.023	—
		0.640	—

Table 4b. Spearman's Rho Correlation Analysis between Students' Assessment of Task-Based Language Approach (Task Execution Period) and Their Writing Performance

		TBLT	Writing Performance
Task Execution Period	Spearman's rho p-value	—	0.034
		—	0.011
Writing Performance	Spearman's rho p-value	0.043	—
		0.390	—

Table 4b provided information about the correlation between the task execution period and students' writing performance in the Task-Based Language Teaching (TBLT) approach. The results of the study showed that the Spearman's rho value was 0.043, suggesting a very low positive correlation between the two variables. Furthermore, the associated p-value was 0.390, which was above the significance threshold (0.05). This suggests that the positive relationship is not significant. In practical terms, this implied that the TBLT did not have an impact on the students' writing ability. In theory, the task execution period was a crucial period for students (Leeming & Harris, 2022).

Table 4c. Spearman's Rho Correlation Analysis between Students' Assessment of Task-Based Language Approach (Language Learning and Evaluation Period) and Their Writing Performance

		TBLT	Writing Performance
Language Learning and Evaluation Period	Spearman's rho p-value	—	0.034
		—	0.011
Writing Performance	Spearman's rho p-value	0.039	—
		0.436	—

Table 4c provided information on the correlation between the language learning and evaluation period and students' writing performance in the Task-Based Language

Teaching (TBLT) approach. The results of the study showed that the Spearman's rho value was 0.039, suggesting a very low positive correlation between the two variables. Furthermore, the associated p-value was 0.436, which was above the significance threshold (0.05). This suggests that the positive relationship was not significant. In practical terms, this implied that the TBLT did not have an impact on the students' writing ability. Xiao and Xu(2021) stressed that during the process of language learning, students could reflect and test their language skills.

The results showed that teachers and students had a positive attitude towards TBLT, but there were significant differences in the emphasis on task preparation, execution, and language learning assessment. At the same time, the influence of TBLT stages on students' writing performance was limited.

DISCUSSION

This study provides an in-depth examination of the impact of Task-Based Language Teaching (TBLT) on students' English writing performance. While TBLT demonstrates considerable potential in enhancing student engagement and language application skills, several critical issues merit attention to optimize its effectiveness.

First, divergent priorities between teachers and students. Teachers tend to emphasize task structure and linguistic accuracy, whereas students place greater value on participatory experience and practical relevance (Bygate, 2020). This difference requires us to seek a balanced strategy when implementing TBLT, ensuring the structured design of the tasks while incorporating student-centered interactive elements to fully leverage the benefits of TBLT. Secondly, this study finds that TBLT has a limited effect on improving students' writing performance. Correlation analyses indicate very weak and non-significant relationships between various TBLT stages and writing outcomes (see Tables 4a – 4c). This suggests that while TBLT enhances communicative competence and engagement, it may not sufficiently address discrete writing skills such as organization, coherence, and accuracy (Bulqiyah et al., 2021). To bridge this gap, future implementation can incorporate explicit writing instruction within task cycles—including drafting, revision, and peer feedback—to better translate language use into writing proficiency. In addition, cultural factors appear to influence students' participation in TBLT activities. The low participation of Chinese students in class discussions may stem from cultural shyness or misgivings. This is consistent with Mao(2021)'s viewpoint. Therefore, in order to encourage students to participate more actively, it is necessary to design and gradually implement a series of activities to enhance self-confidence.

These findings are consistent with the constructivist theory, which emphasizes the idea of active participation in learning. However, they also highlight the need to provide more scaffolding support in practice, especially in writing teaching, which should be

targeted to develop students' specific writing skills in order to maximize learning effectiveness.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Task-based Language teaching (TBLT) has achieved remarkable results in improving students' English writing participation and language application ability, and teachers and students generally hold a positive attitude towards it. Through systematic task design and implementation, TBLT effectively improves the passive acceptance of traditional writing teaching and enables students to actively use language in the real context (Bryfonski et al., 2024). Specifically, students' class participation is significantly improved, the quality of task completion is significantly improved, and the fluency and complexity of language output are enhanced.

However, the direct effect of TBLT on students' writing performance is limited, and Spearman's correlation coefficient is also very low. This phenomenon shows that although the teaching method can effectively stimulate learning interest and promote classroom interaction, it still needs to be optimized in the training of specific writing skills. In-depth analysis shows that the current task design may have structural deficiencies in three aspects: first, the setting of writing goals is not clear enough, and the correlation between task requirements and the cultivation of writing ability is not strong; Second, the lack of systematic writing process guidance makes it difficult for students to convert language application ability into writing ability; Third, the evaluation feedback mechanism is not perfect enough to provide effective guidance for the characteristics of writing. Therefore, in order to improve the effect of TBLT in writing teaching, it is necessary to reconstruct the task design system, establish a teaching framework with writing ability development as the core, and organically combine language application training with writing skill training (Kim et al., 2023).

Moreover, it is found that there are significant differences between teachers and students in their evaluation of TBLT, which are mainly reflected in three aspects: First, in terms of task objectives, teachers pay more attention to teaching dimensions such as rigor of task structure, goal achievement and language accuracy, while students pay more attention to the fun, practicality and participation experience of tasks (Li, 2024); Secondly, in the implementation process, teachers emphasize systematic planning, while students prefer flexible arrangement. Finally, in terms of evaluation criteria, teachers pay attention to language standardization, and students pay attention to task completion. This cognitive difference reflects the need to establish a more balanced design mechanism in the implementation of TBLT: to ensure the achievement of teaching objectives, but also to fully consider the interests of learners. The deep-rooted reasons for this difference include the differences in perspective caused by the different role positioning of teachers

and students, the differences in cognition of language learning, and the inconsistency in evaluation standards. In order to bridge this gap, it is necessary to build a teacher-student collaborative teaching design mechanism, enhance the openness and selectivity of tasks on the premise of ensuring the teaching objectives, and establish a multiple evaluation system that takes into account language accuracy and task completion. In addition, regular teaching reflection and feedback should be used to help teachers and students reach a consensus on teaching objectives, so as to achieve teaching and learning.

Recommendations

Teachers can enhance the implementation of TBLT in writing instruction through three key dimensions. First, optimizing the task design system involves establishing a hierarchical framework of writing tasks tailored to students' proficiency levels, clarifying core writing objectives for each task, and breaking macro-level writing competencies into concrete sub-skills. Additionally, providing comprehensive writing guides—from brainstorming and drafting to revising and polishing—offers targeted support throughout the process (Comeo, 2025). Second, building an interactive teaching environment is essential. This can be achieved by utilizing online collaborative platforms (e.g., Google Docs or DingTalk) to facilitate real-time interaction and feedback, designing authentic tasks such as simulated meetings and debates to boost engagement, and establishing multi-form evaluation mechanisms, including teacher-student, group, and cross-class peer assessment. Finally, implementing a personalized guidance system is recommended. This includes conducting diagnostic writing assessments to identify individual weaknesses, developing modular tutoring resources for self-paced learning, introducing a writing tutor program for ongoing one-on-one support, and maintaining dynamic portfolios to track and visualize student progress.

IMPLICATIONS

Theoretical significance

This study verifies the applicability of constructivism in Task-based language teaching (TBLT), emphasizing that students can improve their language application ability and self-learning awareness in task-driven learning environments. However, the study finds that the actual effect of TBLT in Chinese English writing teaching is influenced by cultural background and learning habits, so it needs to be adjusted in combination with localization. For example, task design should be more suitable for Chinese students' cognitive characteristics, such as increasing structured guidance and progressive task difficulty to balance linguistic accuracy and freedom of expression.

Practical significance

This study provides the following operational strategies for English writing teaching: First, it is suggested to adopt mixed task design, combine TBLT with process writing, and improve students' writing ability through phased training (such as draft writing, peer evaluation, revision and improvement); Secondly, technical tools (such as online collaboration platform and AI intelligent review system) can be used to enhance task interaction and feedback efficiency, to solve the problem of insufficient personalized guidance in traditional teaching. In addition, in view of the low level of classroom participation of Chinese students, teachers can gradually improve their expression confidence through structured discussion frameworks (such as clear role division and progressive task difficulty) and incentive mechanisms (such as group points system). These strategies not only retain the task-centered advantage of TBLT but also make up for its limitations in writing skills training through localization adjustment and provide concrete improvement paths for teaching practice.

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DECLARATIONS

Conflict of Interest

No conflicts of interest exist between the authors that might be deemed significant to the article's content.

Informed Consent

Informed consent was obtained from all participants involved in the study.

Ethics Approval

Approval to conduct the study was obtained.

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Author's Biography

Ms. Fang Liang is currently pursuing her Doctor of Education (Ed.D.) degree at Trinity University of Asia in the Philippines, while concurrently serving as a faculty member at Zhengzhou Business University in Zhengzhou City, Henan Province, China. With nearly five years of dedicated experience in high school English pedagogy, she has developed specialized expertise in reading and writing teaching within the English language curriculum.