

Meta-synthesis of Task-based Learning Implementation in China: Impact and Challenge

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ABSTRACT

Task-based Learning (TBL) is a dynamic, student-centered approach where learners actively engage in guided learning tasks that mimic real-world scenarios. This hands-on experience encourages the practical application of language skills, fostering deeper understanding and retention. Meta-synthesis, in this context, involves the systematic integration and coordination of various educational components to maximize the benefits of TBL. Numerous studies have demonstrated the positive impacts of TBL on students' language proficiency, critical thinking abilities, and overall engagement. Additionally, it enhances teachers' competencies, allowing them to adapt their methodologies to better meet student needs and improves classroom organization by promoting active participation. However, challenges remain, particularly due to limited knowledge and skills surrounding TBL among educators. These insights are significant not only for enhancing the theoretical foundations of TBL but also for providing foresight into potential obstacles educators may face. By understanding these challenges, educators can develop effective strategies for resolution, ensuring a smoother implementation of TBL. Teachers are, therefore, encouraged to embrace this innovative approach within their teaching practices, as it holds the potential to vastly improve students' language acquisition. Ultimately, integrating TBL can create a more interactive and engaging learning environment, equipping students with the essential skills needed for effective communication in English.

Keywords: *challenge, implementation, learning and teaching, meta-synthesis, task-based learning.*

1. INTRODUCTION

The Task-Based Learning (TBL) approach is a pedagogical method that facilitates language acquisition through the implementation of tasks, which underpins unit

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preparation (Sholeh, 2022). As an evolution of communicative teaching methodologies, TBL emphasizes experiential learning and prioritizes student engagement, thereby representing an advancement in communicative teaching practices. Grounded in extensive research on second language acquisition, TBL integrates theoretical foundations from second language acquisition theory, psycholinguistic theory, and sociocultural theory (Cao, 2023). The integration of tasks into language curricula was initially recognized as crucial during the Communicative Language Teaching (CLT) movement of the 1970s and 1980s. Subsequently, TBL emerged as an extension of this movement with additional insights from earlier studies on Second Language Acquisition (SLA). However, proponents argue that mere exposure to language in a natural and unstructured manner is insufficient. They assert that deliberate attention to the learning process is necessary for effective language acquisition. Ellis et al. (2019) posited that learning occurs through interaction and is influenced by social and cultural theories.

TBL emerged in the United States during the 1980s (Ellis, 2003) and gained prominence through Prabhu's work in Bangalore, India. Prabhu (1987) demonstrated that students could achieve effective language acquisition through engagement in non-linguistic tasks, as well as linguistic ones. He concluded that questioning serves as a means to activate learners' innate mechanisms for second language acquisition, leading to the introduction of TBL as a pedagogical approach.

In 1989, a series of comprehensive investigations into TBL were initiated (Breen, 1989; Levelt, 1989; Nunan, 1989). Nunan (1989) introduced a design framework centered around classroom communication tasks, emphasizing key elements such as goals, input activities, teacher and learner roles, and contextual factors essential for implementing communication tasks. This framework particularly focused on task-based objectives within social and cultural contexts of language communication.

Skehan (1998) explores the cognitive aspects of language learning, including how non-linguistic tasks can facilitate language acquisition and the role of questioning in tapping into learners' innate mechanisms for second language acquisition. Long and Robinson (1998) provided frameworks for implementing TBL in classroom settings, highlighting the significance of communicative tasks in language teaching.

This paradigm shift embodies foreign language teaching evolution from mere linguistics form to meaningful expression and knowledge acquisition to proficiency development skills garnering significant attention within the foreign language pedagogy field. Sholeh's (2022) reconceptualization of teachers' and students' roles asserts teachers should act as selectors/sequencers while students embrace risk-taking attitude/innovative approaches. Early TBL research merged two meanings of task-work plan and process (Breen, 1989). Xiang (2000) was the pioneer in applying TBL to English courses in China. She discovered that implementing TBL in classroom instruction transformed the teacher's role from a sole performer to an information provider. In comparison with traditional teaching methods, TBL offers students opportunities to independently solve problems and develop their skills (Xiang, 2000). Chen (2004) proposed an operational approach for integrating TBL into English teaching. According to his methodology, the initial step involves task preparation, where teachers assign tasks to students and subsequently divide them into groups for task completion. Finally, teachers analyze the outcomes of these tasks (Chen, 2004).

Huang (2005) noted that the principle of authenticity was often overlooked in TBL implementation. She argued that TBL should diverge from traditional methods that focus on incremental learning and accumulation, instead emphasizing genuine task completion

as the instructional driving force. Huang also contended that tasks should continuously guide students' independent learning to foster active knowledge acquisition. While observing a contradiction between large classes and learners, Yang (2006) also noted a lack of supervision in executing tasks. However, no solutions were proposed by Yang regarding these issues. Hu (2007) highlighted the high demands TBL places on teachers' language proficiency and energy, exacerbated by the large class sizes typical in Chinese universities, which complicates effective TBL implementation.

Following nearly a decade of development, Chinese scholars initiated the localization of TBL to fit the specific context of China (Meng, 2019; Shen, 2014; Tian, 2017). Shen (2014) exemplified the implementation of TBL in teaching industry-specific English by utilizing Material A from Unit 7 of IT English. She emphasized that teachers play multiple roles as designers, supervisors, and evaluators within task-based pedagogy. Tian (2017) argued for enhancing both task design and operational skills to facilitate students' effective engagement with tasks. Meng (2019) proposed a three-stage model for college English reading courses: pre-class reading tasks, in-class reading tasks, and post-class reading tasks. Li and Mak (2022) examined TBL's impact on college English listening teaching, illustrating its effectiveness in fostering changes in students' cognitive processes and psychological cognition, promoting comprehensive proficiency development through realistic scenarios.

Based on a meta-synthesis study, this research investigates the challenges inherent in implementing TBL in the Chinese educational context and examines their impact. Additionally, it proposes a novel approach to analyzing the inherent problems of TBL implementation. This study aims to address the existing gap in the literature by providing an objective and comprehensive analysis of TBL. It analyzes past applications and influences of TBL in English teaching while evaluating its merits and drawbacks during implementation. These analyses offer valuable references for future TBL research and assist educators in utilizing TBL more scientifically and effectively. The thorough examination of TBL also enhances scholars' understanding of this approach, guiding future research endeavors.

Drawing upon meta-synthesis methodology, this study employs a comprehensive research method to discuss challenges encountered during the implementation process of TBL along with potential solutions. Researchers focusing on TBL will find these findings beneficial as they provide guidance for successful integration into teaching practices. The purpose of this study is to elucidate the impact of TBL on students, educational institutions, and teachers within China's educational landscape while identifying possible challenges associated with its application. Through critical analysis and discussion, this study aids practitioners within the education system in recognizing the advantages offered by incorporating TBL into language teaching classes thereby enhancing their foundational curriculum for effective use of TBL. The research questions formulated for this study are:

1. What are the positive effects of TBL on English teaching in China?
2. What are the challenges in the application of TBL in English classrooms in China?

2. RESEARCH METHODS

Meta-synthesis is a qualitative research methodology that involves synthesizing data from multiple studies to explore the nature and context of a particular research object,

thereby enabling researchers to form well-informed, nuanced perspectives. This approach facilitates a comprehensive understanding of the subject matter, allowing for a dynamic grasp of its historical evolution and context. Moreover, it enables the investigation of subjects that might otherwise be inaccessible, such as historical figures who are no longer alive. The principal components of meta-synthesis include: (1) analyzing and reviewing relevant archival materials; (2) examining personal diaries, notes, and biographies; and (3) scrutinizing publicly published books and academic articles (Xiao, 1995). This study specifically examines TBL and its applications, addressing the challenges encountered in implementing TBL within the Chinese educational context. Through a meta-synthetic approach, the research critically reviews relevant literature, including books and peer-reviewed journal articles. The literature search was conducted across several databases, including SAGA, Google Scholar, ERIC, and CNKI, utilizing keyword combinations such as “task-based learning,” “TBL,” and “task-based language learning” to ensure a comprehensive review of the available research.

3. FINDINGS

Relevant to the study, ten articles were selected for analysis through a comprehensive screening of the article search as shown in Table 1.

Table 1. Meta-analysis findings.

<i>Title</i>	<i>Author</i>	<i>Year</i>	<i>Journal/Book Publisher</i>
Innovations in Task-Based Learning: Comprehensive Process Design and New Teaching Methods	Y. Sang	2023	<i>Journal of Educational Innovation</i> , 29(1), 50-65.
The Role of Task-Based Learning in Enhancing Cooperative Abilities and Formalized Learning	L. Cao	2023	<i>English Language Teaching and Learning</i> , 31(4), 115-128.
Creating Social Environments through Task-Based Learning: Opportunities for Language Communication and Cultural Understanding	Y. Li	2023	<i>Journal of Language and Culture Studies</i> , 19(1), 77-92.
Stimulating Intrinsic Motivation Through Task-Based Learning: Task Completion and Sense of Responsibility	Y. Zhu	2023	<i>Journal of Language Teaching and Learning</i> , 16(3), 45-58.
Implementing Task-Based Learning for English Reading in Chinese Middle Schools: Challenges and Strategies	X. Chang	2022	<i>Journal of Middle School English Education</i> , 14(2), 87-101.
Providing Authentic Contexts for Learning: The Impact of Task-Based Learning on English Reading Comprehension	X. Lang	2022	<i>International Journal of English Education Research</i> , 28(2), 123-139.
Task-based language teaching in a local EFL context: Chinese university teachers' beliefs and practice	Y. Liu & W. Ren	2021	SAGE Publications.
The Effectiveness of Task-Based Learning in Reducing Passive Learning and Enhancing Mastery of Knowledge	W. Shi	2020	<i>Language Teaching Research</i> , 22(3), 295-311.
Implementation of Task-Based Learning in Teaching English in Indonesia: Benefits and Problems.	M. B. Sholeh	2022	<i>Indonesian Journal of English Teaching</i> , 11(1), 88-99.
Task-Based Learning Implementation in English Classrooms: Practices and Challenges	Y. Zhao	2019	<i>Journal of Language Education and Research</i> , 21(3), 112-126.

3.1 Positive Impacts of TBL Implementation in China

The implementation of Task-Based Learning (TBL) can yield a variety of positive impacts, categorized into three principal dimensions: its effects on student learning, educators' instructional capabilities, and teaching organization. Figure 1 illustrates these beneficial outcomes associated with the adoption of TBL.

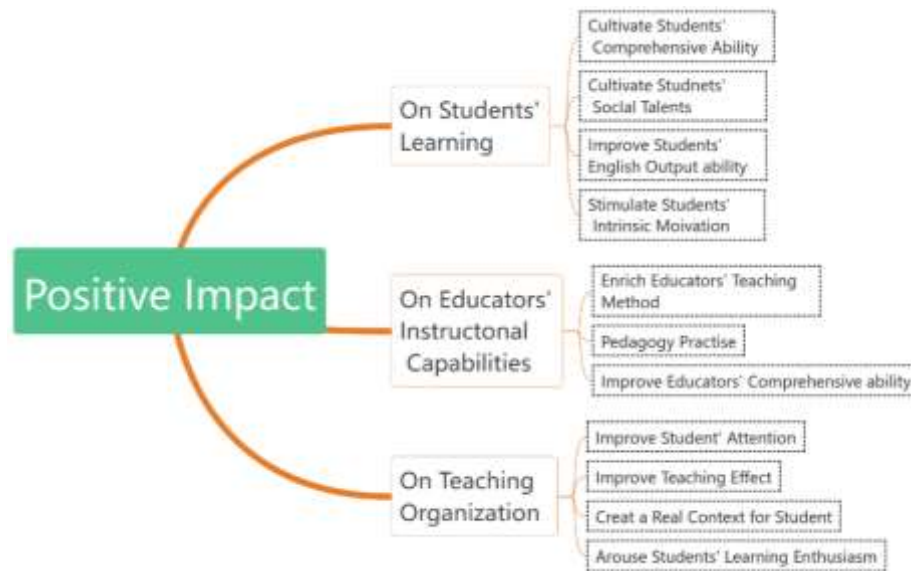


Figure 1. Positive impact of implementing TBL.

The implementation of TBL yields various positive impacts, benefiting both students and teachers alike. As evidenced by the articles, TBL demonstrates three aspects of positive impact, with the most significant being its ability to enhance students' abilities. In a TBL class, the teacher should solely introduce new vocabulary during the pre-task phase according to the teaching procedure, allowing students to apply what they have learned in subsequent stages. Therefore, Sholeh (2022) proposed that TBL is student-centered. According to Shi (2020), TBL alleviates the burden of passive learning and encourages students to focus on task completion, thereby facilitating their understanding and mastery of knowledge content. Sang (2023) emphasized that TBL's comprehensive process design and optimization aims at continuously innovating learning tasks to yield effective new teaching methods.

Engaging in English knowledge acquisition through group cooperation not only fosters students' cooperative consciousness but also enhances their collaborative skills while stimulating their enthusiasm for learning; thus fostering a rich exchange and cooperative learning mindset. Consequently, she insisted that TBL can cultivate students' comprehensive ability. Advocates of TBL argue that mere exposure to a language naturally and informally is insufficient for language acquisition; instead, attention must be given to formalized learning processes (Cao, 2023). Ellis et al. (2019) posited that learning occurs through interaction based on sociocultural theory principles. Cao (2023) indicates that TBL can enhance students' cooperative abilities. Sholeh (2022) suggests that learners develop cognitive abilities and communication skills during task-based activities. Students' attention is focused on problem-solving rather than individual language systems.

The implementation of TBL can effectively engage proactive students. Sang (2023) asserted that TBL also fosters the development of students' social skills, emphasizing the integration of theoretical knowledge and practical application through simulating real-life problems or situations in class. This approach not only enhances language proficiency but also enriches students' experiences, communication abilities, adaptability, independent thinking, decision-making skills, and critical thinking capabilities. Li (2023) further elucidated that TBL creates numerous opportunities for language communication among students by transforming English teaching classrooms into social environments where authentic interactions take place. College English teachers design interaction activities based on real-life scenarios to facilitate students' engagement and application of English language skills within these tasks. Consequently, students gradually acquire language competence necessary for collaboration and learning while gaining insights into English culture and cross-cultural communication skills. By completing assigned learning tasks under teacher guidance, comprehensive competencies such as work-related skills, linguistic expression abilities, and cross-cultural communication and proficiency are significantly enhanced. Therefore, it is believed that TBL encourages the acquisition of a wide range of comprehensive skills by students while simultaneously improving their English output ability.

TBL places great emphasis on students' information communication and the authenticity of their interactive activities. When designing instructional tasks, teachers should integrate students' genuine learning experiences and real-life encounters to foster active English language usage. Engaging in authentic communicative tasks enables students to enhance their English output proficiency and practical skills through increased language expression and information exchange (Li, 2023).

The implementation of TBL can foster students' social adaptability, enhance their intrinsic motivation for learning, improve their language production skills, and cultivate their ability to integrate knowledge. Through completing language tasks, students not only acquire linguistic knowledge but also strengthen their capacity to apply that knowledge.

TBL also has a positive impact on Educators' teaching. Cao (2023) proposed that TBL can contribute to the enhancement of teachers' comprehensive abilities. Sholeh (2022) emphasized the importance of task preparation for students, which includes introducing topics, explaining task directions, helping students learn or memorize valuable words and phrases to facilitate easy completion of tasks, and demonstrating the task process in stages. Through preparing these materials, teachers can improve their self-awareness, ability to integrate knowledge, and focus on strategies such as pre-task attention exercises, review of provided texts, control of parallel tasks, and use of featured materials. The role identity of teachers changes from being masters who impart knowledge to leaders responsible for supervision and evaluation (Sang 2023). According to Sholeh (2022), TBL will change the role of teachers in classrooms where they become selectors and sequencers because they have a vital function in choosing and changing tasks based on student language level interests and needs.

In conclusion, the implementation of TBL not only enhances educators' pedagogical approaches but also facilitates their professional growth and refinement through practical application. Moreover, the rigorous task design inherent in TBL instruction significantly augments teachers' overall competencies to a considerable extent.

Furthermore, TBL has a positive impact on instructional organization. Shi (2020)

discovered that TBL facilitates the transformation of passive learning into active engagement, enabling students to spontaneously acquire language skills while effectively grasping relevant English knowledge content. Consequently, this enhances the overall effectiveness of English teaching. Thus, TBL is believed to have a positive impact on improving instructional outcomes.

Rider et al. (2007) asserted that automaticity in language learning aims to enhance efficiency, accuracy, and stability. Ellis et al. (2019) further proposed that real-life learning situations can facilitate an automatic acquisition of language knowledge by students. Coincidentally, Zhu (2023) suggested that TBL can stimulate intrinsic motivation among students. According to Zhu's findings, the influence of TBL on students' intrinsic motivation primarily manifests through task completion stimulation and fostering a sense of responsibility as task participants.

Simultaneously, Lang (2022) asserted that TBL can provide an authentic context for students, thereby reflecting various approaches to English reading learning and enhancing students' comprehension of English knowledge. Practical tasks relevant to individual students are meticulously designed and organized, facilitating in-depth discussions on the application of English knowledge and effectively shifting the focus from language teaching's form and structure to its meaning and function. This approach continuously strengthens students' learning experiences while also fostering their interest in learning.

Cao (2023) posited that by incorporating unit-related content into the curriculum design, learners' interest in language acquisition can be stimulated, leading to heightened engagement with language learning. The author contends that as each student assumes responsibility for completing assigned tasks which directly impacts task quality, this fosters a sense of initiative among learners. However, it is important to note that TBL transcends mere entertainment value as a teaching method; it serves the purpose of making instructional objectives more explicit as well. By presenting similar tasks to students and enabling them to grasp central sentence patterns and grammar rules through demonstration, TBL facilitates faster entry into the state of learning for individuals at different proficiency levels (Cao, 2023). Moreover, by clarifying teaching objectives, TBL has a positive influence on altering students' enthusiasm toward learning. Teachers assign tasks, pose questions, and guide information collection and exploration processes among students while stimulating curiosity and cultivating an intrinsic interest in independent learning habits (Sang, 2023).

After analyzing the aforementioned literature, it becomes evident that TBL has the potential to create simulated scenarios, thereby enhancing students' attention and improving teaching efficiency, while also fostering students' enthusiasm and interest in learning. Despite the positive impacts, TBL faces challenges in practice. Butler (2011) and Carless (2012) argue that task-based support transplantation reflects teachers' efforts to adapt TBL within local constraints, such as educational pressures. East (2019) highlights that eclecticism in practice is influenced by contextual factors like school expectations and high-stakes assessments. Thus, localized adaptations of TBL might represent a diluted form of the approach. Carless (2012) advocates for situational adaptation of TBL, emphasizing the need to consider local educational traditions to enhance language learning. This study aims to further explore the challenges faced by English teachers in China when adopting TBL.

3.2 Challenge of TBL Implementation

Through a comprehensive literature review and meta-synthesis analysis, three primary challenges in the implementation of Task-Based Learning (TBL) have been identified: knowledge, skills, and practical application, as illustrated in Figure 2.

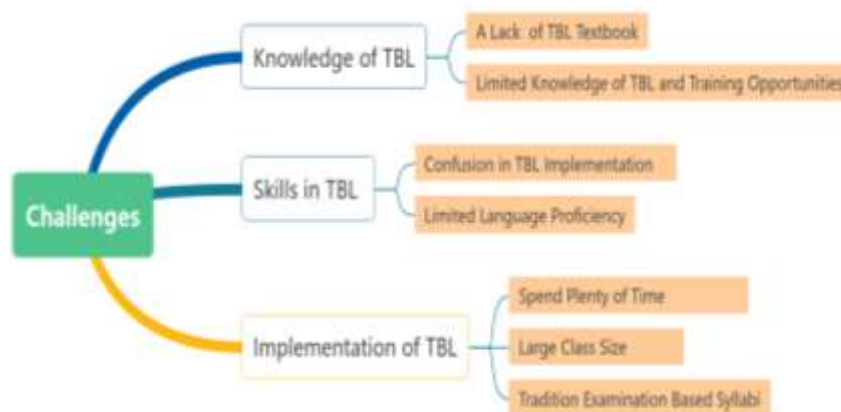


Figure 2. Challenges of TBL implementation.

The primary concern lies in individuals' level of knowledge regarding TBL, which has been reported by Tang (2020) to be low among most teachers. This limited understanding poses significant challenges for teachers when it comes to implementing TBL. Notably, during teacher orientation programs, TBL is not given separate training. To effectively integrate TBL in English classrooms, Sholeh (2022) suggested that teachers should possess sufficient language skills to guide and demonstrate student learning or receive adequate language instruction to facilitate student language acquisition. Engaging in professional workshops or language activities may catalyze teachers to enhance their language proficiency. Furthermore, Sholeh (2022) highlighted the difficulty faced by teachers in being understood within the task due to their lack of comprehension of its purpose. Additionally, Liu and Ren (2021) asserted that existing textbooks are unsuitable for both teachers and students based on interviews with 20 English teachers who identified inappropriate textbooks as one of the main reasons for avoiding the implementation of TBL.

The literature review reveals that the primary difficulty in implementing TBL in China is the insufficient knowledge about TBL. Currently, authoritative pedagogical resources and relevant training materials on TBL are scarce within the Chinese educational context.

The second issue pertains to the scarcity of skills required for implementing TBL. According to Wang (2020), TBL has been employed in Chinese English teaching for two decades, with its essence lying in the exploration of enhancing Chinese students' second language acquisition habits. However, current English instruction still faces numerous practical challenges, such as students' motivation and low-interest levels. Therefore, it is crucial for teachers to adopt a scientific and practical task-based teaching approach as the foundation for conducting English reading instruction. This will enable students to recognize anew the significance of English learning through authentic reading experiences and training (Lang, 2022). Simultaneously, teachers should also design group cooperative tasks based on specific instructional contexts. The practical application

format of the task-based teaching method needs to reflect students' learning objectives accurately to effectively cater to their individualized needs and ultimately enhance their overall abilities. Implementing a student-centered teaching method necessitates certain changes in terms of applying the task-based teaching method practically while redefining teachers' roles and formulating learning tasks accordingly. During independent English knowledge acquisition processes, students need timely supplementation regarding any deficiencies in their learning abilities; comprehensive thinking skills are essential for problem-solving (Lang, 2022). Consistent with previous research findings by Liu and Ren (2021), limited knowledge about and opportunities for training in TBL pose significant challenges to mastering this approach.

Last but not least, a significant challenge lies in the practical application of TBL. Hu (2007) argues that as a pedagogy originating from abroad, TBL is inevitably influenced by foreign teaching environments and conditions, making it difficult to fully align with vocational college education in China. Sang (2023) observes that China generally adopts large class teaching methods, which poses difficulties in implementing task-based teaching approaches and creates a mismatch between the teaching mode, curriculum, and actual requirements. According to Liu and Ren's (2021) interviews with 20 Chinese English teachers, the primary obstacle faced by most teachers when using TBL is the issue of large class sizes. Sholeh (2022) suggests that due to these large class sizes, teachers may lack sufficient opportunities to communicate individually with each student or design tasks tailored to their specific needs while monitoring their learning progress effectively.

Another major challenge in implementing TBL arises from examination-oriented syllabi. As highlighted by Sholeh's findings (2022), many teachers express concerns that adopting TBL might deprive students of opportunities to excel in traditional exams—particularly if these exams prioritize grammar accuracy over effective communication skills. School examinations or external public assessments often serve as crucial motivators for language learning among students; anything perceived as unrelated to these assessments is often considered time wasted. When oral communication skills are not assessed within exams, students frequently question the importance of engaging in oral activities. Furthermore, Liu and Ren (2021) argued that the centralized education system poses another hurdle to implementing TBL since uniform textbooks and evaluation forms are mandatory for all teachers and students.

In conclusion, the limited understanding of TBL among educators and students, coupled with systemic constraints within the Chinese education system, presents substantial challenges to the effective implementation of TBL.

4. DISCUSSION

According to the findings of the meta-synthesis study, Task-Based Learning (TBL) has demonstrated a positive impact on student development, teacher pedagogy, and classroom organization. However, it is undeniable that TBL still encounters numerous challenges during implementation. In the subsequent discussion section, an analysis will be provided regarding the challenges encountered in applying TBL within China.

In the process of implementing TBL, the initial challenge lies in acquiring a comprehensive understanding of TBL principles. Despite China's College English teaching guidance advocating for the adoption of task-based teaching approaches in

Chinese universities as early as 2015, there remains a dearth of official guidelines and professional training for both teachers and students. Consequently, many educators may employ inaccurate or inappropriate practices that not only fail to harness the advantages offered by TBL but also impede the achievement of desired educational objectives. Teachers often prioritize tasks over pedagogical goals, resulting in wasted time and ineffective knowledge acquisition among learners. These circumstances can be attributed to insufficient training opportunities for TBL instructors. Similarly, students' limited comprehension of TBL prevents them from grasping the true purpose behind assigned tasks during their learning journey; instead, they continue to rely on traditional instructional methods where teachers impart knowledge directly. As a result, even with well-designed tasks by teachers, students are unable to attain their intended learning outcomes.

The second challenge we may face is the lack of skills. According to Ellis et al. (2019), task-based teaching can be categorized into strong and weak forms, and many teachers often struggle to differentiate between these two forms during instruction. Consequently, in the process of designing lessons, these two types of teaching are frequently blended or misapplied, resulting in pedagogical issues. Furthermore, students' language proficiency also poses a significant hurdle in implementing TBL. As TBL necessitates independent or cooperative completion of various tasks, it requires students to possess a certain level of linguistic foundation; otherwise, the successful execution of tasks becomes unattainable.

The reasonable and accurate implementation of TBL in the classroom poses a significant challenge, necessitating a comprehensive review of relevant literature. In China, with its large population and varying language proficiency levels among students, applying TBL faces considerable obstacles. Furthermore, the predominant reliance on written examinations in the Chinese education system creates a disparity between task-based teaching methods and the prescribed syllabus. Consequently, striking a balance between TBL and syllabus requirements as well as academic assessments has emerged as a major challenge for promoting TBL in China.

Despite these challenges, the pedagogical advantages of TBL are evident. For students, TBL provides ample opportunities to engage actively with the target language, facilitating the collaborative application of linguistic knowledge and enhancing overall proficiency. For educators, TBL necessitates a shift from traditional roles as mere lecturers to that of classroom architects and supervisors who holistically evaluate student performance. Effective implementation of TBL fosters an environment conducive to enthusiastic and engaged learning, thereby optimizing educational outcomes.

5. CONCLUSION

The primary objective of Task-Based Learning (TBL) is to achieve language mastery through the integration of knowledge acquisition and practical application within the context of task completion. According to Shi (2020), TBL aligns closely with the standards set by China's Ministry of Education for developing proficient English professionals, particularly among higher vocational college students. This approach significantly enhances students' English proficiency and comprehensive skills, thereby laying a robust foundation for their future employability. TBL requires educators to adopt a task-oriented approach in the classroom, allowing students to acquire language

knowledge and skills while independently addressing problems during class activities. This methodology positively impacts various aspects of student development, including enhancing comprehensive abilities, fostering enthusiasm for learning, improving social adaptability, increasing language output proficiency, and strengthening internal motivation. Additionally, TBL contributes to a more organized teaching environment by creating a simulated context that clarifies the purpose and meaning of learning activities, and supports teachers in refining their pedagogical methods and professional development.

In general, successful implementation of TBL necessitates that both educators and students establish clear teaching objectives. Educators should meticulously design tasks that align with these objectives, while students are expected to complete these tasks independently or collaboratively under the educators' guidance. During the instructional process, teachers must adapt task designs to students' specific needs, ensuring that tasks present both challenges and opportunities for engagement. Scaffolding may be required to support students' progress as needed. It is essential for educators to focus not only on achieving teaching goals but also on promoting autonomous learning and knowledge acquisition among students.

To address the challenges associated with implementing TBL, educators must proactively develop strategies to overcome these obstacles. For example, in the case of large class sizes, teachers can organize students into groups based on their language proficiency levels and tailor questions to suit each group's abilities. To reconcile teaching methods with examination formats, teachers can balance theoretical assessments with practical tasks by optimizing assignments and diversifying classroom techniques. To address gaps in language proficiency and TBL knowledge, both teachers and students should participate in relevant training programs to fully capitalize on the advantages of TBL. Research on the benefits and challenges of TBL will provide valuable insights for future applications and contribute to a deeper theoretical understanding of this instructional approach.

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