
IMPROVING STUDENTS SPEAKING ABILITY BY USING THE TBLT (TASK-BASED LANGUAGE TEACHING): A CASE STUDY OF THE EFL (ENGLISH AS A FOREIGN LANGUAGE) CLASSROOM IN A PRIMARY SCHOOL IN CHINA*

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Abstract

This study investigates the effectiveness of Task-Based Language Teaching (TBLT) in developing the English-speaking ability of Grade 4 students within a Chinese primary school context. While TBLT is globally acknowledged in language education, its impact on young English as a Foreign Language (EFL) learners remains underexplored in Chinese primary contexts. The study aims to (1) examine the effect of TBLT on students' oral English proficiency and (2) explore students' satisfaction with the TBLT learning experience. A one-group pretest-posttest design was employed over a two-month instructional period. Ninety students engaged in task-based lessons designed to promote meaningful, real-world communication. Data were collected through speaking tests administered before and after the intervention, along with a post-intervention questionnaire measuring satisfaction with teaching content, learning activities, the instructor, and assessment. The findings showed a statistically significant improvement in students' speaking performance following the TBLT intervention. Students also reported high levels of

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engagement and satisfaction, frequently noting the interactive and supportive nature of the classroom environment. These results indicate that TBLT constitutes a pedagogically robust and engaging instructional approach, capable of fostering an interactive classroom climate and promoting sustained learner involvement. Students exhibited heightened motivation and notable gains in oral proficiency as a result of task-based instruction, underscoring TBLT's potential as an effective vehicle for developing communicative competence in primary EFL contexts. The study offers pedagogical implications for the integration of learner-centered, task-oriented methodologies in early English education and contributes to the empirical foundation supporting TBLT in Asian language learning environments.

Keywords: TBLT, speaking ability, EFL learners, Primary education in China

Introduction

In recent years, China and other Asian countries, including Japan, Vietnam, and Thailand, have made significant strides in strengthening English education at the primary level to meet the growing need for international communication. Since English became a mandatory subject for Grade 3 students in 2003, primary education in China has seen a series of curriculum reforms. The latest revision in 2024 promotes authentic language use and meaningful classroom tasks, aiming to develop students' core competencies in real-world communication. However, despite these policy efforts, many young EFL learners in China continue to encounter persistent challenges in improving their speaking ability. IELTS data from 2023 to 2024 indicates that speaking remains the weakest section for Chinese candidates. While students often excel

in test-based reading and writing, they struggle to express themselves fluently and spontaneously in spoken English. Wu and Jiang (2018) further highlight that limited oral proficiency can hinder learners' academic success and restrict future career opportunities in increasingly globalized sectors.

Despite growing awareness of these challenges, classroom practices in many Chinese primary schools remain largely exam-oriented, offering students limited chances to practice spoken English meaningfully. Teaching is often delivered through mechanical drills, scripted conversations, and the Presentation-Practice-Production (PPP) model, which emphasizes accuracy and repetition over genuine communication (Li & Xu, 2019). In addition, English lessons are frequently conducted in the first language, resulting in an environment with minimal exposure to authentic English use. Although some teachers make efforts to incorporate interactive elements, constraints such as short lesson time and reliance on translation continue to hinder students' oral development. In contrast, neighboring countries have increasingly adopted communicative and task-based strategies to foster learners' oral confidence and interactional competence (Lai, 2015).

TBLT has gained recognition for its ability to enhance speaking ability by engaging learners in purposeful language use. It emphasizes communication over isolated form and encourages collaboration, motivation, and fluency (Nunan, 1993). While it has shown success in various EFL settings, existing studies primarily focus on older learners or extracurricular interventions. There remains a lack of research on how TBLT functions when fully integrated into the structured English curriculum of primary education in China. Given this ongoing challenge and the limited empirical work on young learners in formal classroom settings, it is important and timely to investigate how TBLT can be applied systematically to support students' spoken English development. This study seeks to address that gap by implementing a TBLT-based program within

regular classroom instruction for Grade 4 students, assessing its impact on their speaking performance and classroom engagement.

Questions

1. After using the TBLT, is the students' English speaking ability higher than before?
2. Do students report positive satisfaction levels with the TBLT approach?

Objectives

1. To investigate the effectiveness of TBLT on students' English-speaking ability.
2. To investigate the students' satisfaction toward using the TBLT.

Literature Review

1. Definition of TBLT

TBLT has gained considerable recognition over the past thirty years as an effective approach to second language learning, emphasizing communication and collaboration. Unlike traditional methods that focus on isolated language elements, TBLT centers on meaningful tasks to promote authentic language use. Tasks are widely defined as activities that involve genuine communication with a clear purpose. Skehan (1998) describes a task as an activity focused on meaning exchange, while Long (1985) highlights that tasks should mirror real-life situations, such as shopping or completing forms, which naturally require communication.

TBLT views tasks not as simple language exercises but as purposeful,

communicative activities. Prabhu (1987) stresses the cognitive processes involved in achieving outcomes, with teachers facilitating rather than directly instructing. Nunan (2004) adds that tasks should encourage interaction and meaning negotiation, actively engaging learners in using the target language. Overall, tasks in TBLT aim to stimulate meaningful communication and cognitive engagement, involving both receptive and productive skills in authentic contexts.

However, it is worth noting that some scholars have debated the scope and design of tasks in classroom practice. For instance, Shehadeh and Coombe (2012) caution that overly structured designs may suppress learner agency, while Samuda and Samuda and Bygate (2021) argue that appropriately open-ended tasks foster creativity and negotiation of meaning. This divergence reflects ongoing discussions in the field around balancing structure with communicative authenticity.

2. TBLT teaching steps

The structuring of task-based lessons is often guided by well-established principles that emphasize clear sequencing. Several scholars propose a staged process typically involving pre-task preparation, task execution, and post-task reflection. During the pre-task stage, learners are introduced to the topic and given input support. The main task phase involves interaction in pairs or groups using the target language. The final post-task phase includes feedback and analysis, often with some attention to language form.

While such models are widely accepted, recent research encourages flexibility in design to better serve young learners. For example, Shin (2020) suggests that primary students benefit from multisensory input and tasks that integrate visual storytelling or movement, as this matches their cognitive development stage. Moreover, García Mayo and Azkarai (2019) highlight that scaffolded planning and limited cognitive load are essential to maintaining

focus and engagement among younger learners.

A crucial element of TBLT is equitable focus on both meaning and form. Many researchers now support form-focused instruction that is reactive or delayed—offered after learners attempt meaningful communication (Ellis, 2003). This approach has been shown to enhance retention without disrupting fluency development. The present study aligns with this principle, adopting a staged model that integrates form attention subtly throughout instruction.

3. Teacher's roles in TBLT

In TBLT, the teacher's role markedly contrasts with that in conventional language classrooms. Rather than being the sole knowledge transmitter, the teacher serves as a facilitator, guide, and interactional partner. Prabhu (1987) emphasized that the teacher's responsibility is to support students' completion of tasks without overcorrecting or dominating, allowing learners to prioritize meaning over linguistic form. Nunan (2004) similarly highlighted the need for strategic scaffolding, timely feedback, and learner autonomy.

In primary-level classrooms, the teacher's adaptability becomes even more critical. Younger learners often rely on non-verbal cues, repetition, and tangible materials to process language. Studies by Kim and Gilman (2021) and Huang (2022) suggest that effective TBLT for children includes the teacher acting as a co-participant in playful, contextualized interactions, rather than merely a monitor. Thus, the teacher's role must be fluid, responsive, and sensitive to both linguistic and emotional needs.

4. An evaluation method for English speaking

Speaking proficiency is a core element of language education and a key focus of assessment. Skehan (1998) points out that assessing speech production should consider both meaning (fluency) and form (accuracy and complexity).

To evaluate speaking ability, the speaking test rubrics were adapted from Heaton (1990) and further refined by Ruenyoot (2010). It includes five key areas, each scored out of three points:

Fluency: Measures the ease and flow of speech.

Grammar: Assesses the accuracy of grammatical structures used.

Vocabulary: Evaluates the range and appropriateness of word choices.

Pronunciation: Focuses on the clarity and correctness of spoken language.

Manner: Considers speaker's delivery style, including body language and engagement.

This comprehensive evaluation not only supports the development of students' speaking skills but also provides meaningful feedback to enhance their language learning experience. In this study, the scores from the pre-test and post-test were converted into mean scores, allowing for a clear assessment of the students' progress in using the target language over time.

Related Studies

Previous research has extensively evidenced the effectiveness of TBLT in foreign language classrooms, notably in enhancing learner engagement and improving language proficiency. Bao and Du (2015) reported that beginner adult learners of Chinese in Denmark experienced increased classroom participation, reduced anxiety, and greater enjoyment when engaged in TBLT activities, despite challenges related to pronunciation support and individual learning preferences. Similarly, González-Lloret and Nielson (2015) found that students in a task-based Spanish course in the United States achieved notable gains in oral proficiency compared to their counterparts in traditional grammar-focused classes, with many students valuing the practical relevance of the tasks to their professional contexts.

In Asian contexts, studies have similarly affirmed the potential of TBLT in

EFL classrooms. McDonough and Chaikimongkol (2007) investigated a task-based curriculum introduced at a Thai university, replacing a conventional grammar-oriented syllabus. Both teachers and students responded positively to the transition, observing that the revised approach met practical academic needs and fostered learner autonomy. In Japan, Hood, Elwood, and Falout (2009) also found positive student perceptions of TBLT, indicating its relevance in the area. Jeon and Hahn (2006) conducted a large-scale survey in South Korea, revealing that while most secondary school teachers were theoretically supportive of TBLT and acknowledged its motivational benefits, many were reluctant to adopt it due to insufficient knowledge of task-based strategies and a lack of confidence in their language competencies.

The effectiveness of TBLT has also been explored among young learners. In Hungary, Pinter (2005) demonstrated that primary school students, despite limited proficiency, could engage participate well in task-based interactions, offering peer corrections and responding attentively to their partners during collaborative tasks. These findings suggest that fluency-oriented tasks can foster authentic communication among young learners. Shintani (2016) conducted a comparison between TBLT and the conventional PPP approach in Japan, revealing that six-year-old novices in the TBLT cohort not only effectively engaged with tasks but also exhibited greater improvements in vocabulary and grammar acquisition compared to their PPP counterparts.

Nonetheless, these studies often take place in highly controlled or supplementary contexts, limiting generalizability to regular classroom environments. Many interventions, for example, involved brief treatment periods or researcher-led tasks rather than being fully embedded within school curricula. These limitations highlight the need for studies that integrate TBLT

more holistically into daily primary education.

Furthermore, these recent findings support the rationale for selecting Grade 4 learners in China for the present study. Given their developmental stage, these learners are cognitively ready to engage in scaffolded tasks that combine structured support with communicative freedom. This alignment between learner capacity and pedagogical design offers a compelling context for evaluating TBLT efficacy.

In the Chinese setting, studies have indicated a varied comprehension and tentative implementation of TBLT. Chan (2012) observed that the implementation of TBLT in Hong Kong primary schools often diverged from policy expectations, mostly due to challenges in task management and the necessity for prompt scaffolding. Zheng and Borg (2014) reported that experienced secondary school teachers in mainland China remained focused on grammar instruction, citing exam pressures and large class sizes as barriers to adopting TBLT, while novice teachers were exhibited greater openness to the approach.

Although these findings highlight cultural and systemic constraints, they also suggest that task-based strategies can be successfully adopted when sufficient professional training and curricular support are in place. Taken together, the reviewed studies offer both encouraging results and practical limitations that inform the design of the present study. By targeting fourth-grade learners within an actual school curriculum in Hangzhou, this research attempts to extend prior findings into more routine instructional settings and to assess whether TBLT can be effectively implemented within China's primary education system.

Methodology

This study employed a one-group pre-test and posttest design to investigate the effectiveness of TBLT in improving English speaking ability among Grade 4 primary school students in Hangzhou, China and to examine students' satisfaction with TBLT approach.

1. Participants

The population consists of 1000 fourth-grade students in Hangzhou, China. The sample group consists of grade four students in Xihu District in Hangzhou. The sample size was determined based on criteria or estimation from the population size as outlined by Srisa-ard (1992), as follows:

- For populations in the hundreds, the sample size is 15–30%.
- For populations in the thousands, the sample size is 10–15%.
- For populations in the tens of thousands, the sample size is 5–10%.

In this case, with a population of 1000, a sample size of 10–15% was used, resulting in a sample size of 90 students. The sample was selected using simple random sampling, who volunteered to participate in a TBLT English course.

Although the one-group pretest-posttest design was effective for observing short-term instructional effects, the absence of a control group and lack of longitudinal follow-up are recognized as limitations of the current study. These factors restrict causal inference and the generalizability of long-term outcomes. Future research should consider including a control group and employing a longitudinal design to examine sustained language gains.

2. Research instruments

1. TBLT lesson plans: Based on the five topics ("My classroom", "My schoolbag", "My friends", "My home" and "My family"), five lesson plans were designed, each of which consists of three stages: pre-task stage, during-task stage and post-task stage. The lesson plans were conducted over two months.

2. English speaking pre-test and post-test: Each test consisted of 10 interview questions. The teacher called students individually for a question-and-answer period lasting ten minutes. The scores from the pre-test and post-test were then converted into mean scores, allowing for a clear assessment of the students' progress in using the target language over time.

3. Student satisfaction questionnaire: It was developed to evaluate learners' satisfaction following instructional sessions. The assessment utilized a 5-point Likert scale and comprised 20 items, categorized into four dimensions: content, learning activities, instructors, and assessment and evaluation. To ensure internal consistency, Cronbach's alpha was calculated and yielded a reliability coefficient of $\alpha = 0.91$, indicating a high level of reliability.

3. Data collection

The researcher collected data through pre- and post-tests to evaluate participants' English-speaking ability and administered a questionnaire to assess their satisfaction with TBLT and their attitudes towards speaking English. The pre-test involved one-on-one interviews, during which three assessors evaluated the participants based on predefined criteria. Each test lasted about 10 minutes and consisted of 10 questions. After a semester of TBLT instruction from March to April 2025, the same test was administered as a post-test to enable direct comparison. Approximately one to two weeks after the intervention, the researcher distributed a questionnaire designed with clear and simple language appropriate for primary school students. To ensure the reliability of the responses, the researcher provided detailed instructions,

offered assistance during completion, and emphasized the confidentiality of the data. To address ethical concerns, the study strictly followed institutional protocols regarding research with minors. Prior to participation, parental consent forms were distributed and signed. Students' identities and responses were anonymized, and all data were stored securely on a password-protected device, accessible only to the researcher. Given the researcher's dual role as both homeroom teacher and questionnaire administrator, efforts were made to minimize potential bias. Students were assured that their responses would not affect their grades or their relationship with the teacher. The questionnaire was completed in a neutral environment, and all participants voluntarily consented to take part in the study.

4. Data analysis

The data analysis in this study involved both the pre- and post-speaking tests and the questionnaire responses. The researcher first calculated the mean scores and standard deviations of the speaking test results to compare participants' performances before and after the intervention. A dependent t-test was employed to determine whether there was a statistically significant difference between the pre- and post-test scores. In addition, the questionnaire data were analyzed quantitatively using descriptive statistics, including mean scores and standard deviations for each item. This analysis focused on four domains: teaching content, learning activities, the instructor, and assessment and evaluation. Responses were categorized according to a five-point Likert scale, ranging from strongly disagree to strongly agree, to identify patterns of student satisfaction and areas for improvement. The results were presented in tables and figures to facilitate clear interpretation and provided meaningful insights into the impact of the TBLT approach on both students' speaking

performance and their satisfaction levels.

The rationale for this methodological approach was grounded in a preliminary literature review that highlighted a lack of studies applying TBLT in lower-primary contexts in China. In particular, while many studies support TBLT for older learners or in ESL environments, the literature indicates a gap in empirical work involving young EFL learners in authentic classroom settings. This study aimed to address that need by applying task-based instruction in a real-world primary school classroom, with both outcome-based and perception-based evaluations.

Results

Pre-test and post-test data were used to answer the first research question "After using the TBLT, is the students' English speaking ability higher than before?". To assess the differences between the pre-test and post-test results, descriptive statistical analyses were conducted.

Test Type	Full Score	Pretest		Posttest		N	t-test	p
		M	S.D.	M	S.D.			
English Speaking Test	15	7.76	5.11	13.07	1.77	90	19.21	0.00
** $p < .01$								

Table 1 Dependent t-test of the pre-test and post-test scores

As illustrated in Table 1, the mean score on the post-test ($M=13.07$, $S.D.=1.77$) was notably higher than the mean score on the pre-test ($M=7.76$, $S.D.=5.11$). indicating a substantial improvement in students' oral English ability following the intervention. In addition to the t-test, Cohen's d was computed to assess the magnitude of the improvement, yielding a value of 2.03. According to Cohen's (1988) guidelines, this represents a very large effect size,

reinforcing the large effect of the TBLT intervention on students' speaking performance.

To address Research question 2—“Do students report positive satisfaction levels with the TBLT approach?”, a satisfaction questionnaire comprising 20 items was administered, covering four key dimensions: teaching content, learning activities, instructor, and assessment and evaluation. Each item was rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Descriptive statistics were calculated to determine the mean scores and standard deviation for each dimension, and interpretation followed the established criteria: 4.21–5.00 indicating “very satisfied”, 3.41–4.20 indicating “satisfied”, 2.61–3.40 indicating “neutral”, 1.81–2.60 indicating “dissatisfied”, and 1.00–1.80 indicating “very dissatisfied”. These questionnaire results provided a multidimensional understanding of students' perceptions of the TBLT intervention, thereby directly addressing the second research objective regarding learner satisfaction.

Statements	<i>N</i>	<i>M</i>	<i>S.D.</i>
1.The lessons include interesting topics that make me want to participate in speaking activities.	90	4.93	0.25
2.The vocabulary and phrases taught in class are useful for speaking tasks.	90	4.90	0.30
3.The teaching content helps me express myself better in English.	90	4.93	0.25
4.The examples and models provided during	90	4.97	0.18

the lessons are helpful for learning how to speak English.

5.The lessons focus on real-life situations where I can use spoken English.	90	4.91	0.28
6. The content helps me gain confidence in using English for speaking.	90	4.92	0.27

Table 2 The descriptive statistics of students' satisfaction toward teaching content

Statements	N	M	S.D.
7. The speaking activities in class are fun and enjoyable.	90	4.96	0.21
8. Group discussions and pair activities help me improve my speaking skills.	90	4.91	0.32
9. The speaking tasks encourage me to think and share my ideas in English.	90	4.96	0.21
10. The activities give me enough opportunities to practice speaking English.	90	4.92	0.31
11. The tasks make me feel comfortable speaking English in front of others.	90	4.92	0.27
12. The learning activities motivate me to improve my oral English skills.	90	4.91	0.28

Table 3 The descriptive statistics of students' satisfaction toward learning activities

Statements	N	M	S.D.
13. The teacher explains the speaking tasks clearly and makes them easy to understand.	90	4.92	0.34
14. The teacher listens to me carefully and gives useful feedback on my speaking.	90	4.94	0.31

15. The teacher helps me feel more confident when speaking English.	90	4.96	0.25
16. The teacher creates a positive and supportive atmosphere during the lessons.	90	4.93	0.29
17. The teacher encourages everyone to participate actively in the speaking tasks.	90	4.97	0.23
18. The teacher uses creative methods to make oral English classes interesting.	90	4.90	0.37

Table 4 The descriptive statistics of students' satisfaction toward the instructor

Statements	N	M	S.D.
19. The teacher's feedback helps me understand how to improve my speaking skills.	90	4.89	0.38
20. The speaking tests or evaluations reflect what I learned and practiced in class.	90	4.83	0.50

Table 5 The descriptive statistics of students' satisfaction toward assessment and evaluation

The results revealed high levels of student satisfaction, indicating that TBLT not only improved speaking skills but also created a supportive and engaging learning environment. Teaching content received strong ratings, with students reporting that clear examples and lesson materials helped build confidence in speaking. Learning activities were perceived as enjoyable and intellectually stimulating, encouraging students to share ideas and practice meaningful communication. The instructor's role was highly valued, particularly in creating a supportive atmosphere and promoting active participation.

Although slightly lower, satisfaction with assessment remained strong, as students felt feedback and tests aligned with class activities and supported their development. Overall, the mean scores for most items ranged between 4.83 and 4.97 on a 5-point scale, reflecting very high agreement. These findings suggest that students not only made measurable improvements in their English speaking ability but also responded positively to the TBLT method, reinforcing its effectiveness in fostering oral communication skills in a learner-centered and communicative environment.

Although overall satisfaction levels were consistently high, one response stood out with an unusually low average score of 0.29 across all items, composed of irregular decimal values (e.g., 0.25, 0.18). This suggests that the student may have misunderstood the purpose or format of the questionnaire. Given the age of the participants—Grade 4 primary students—it is likely that the respondent had difficulty interpreting the Likert scale or grasping how to translate subjective feelings into numerical ratings. This highlights the importance of ensuring that research instruments are developmentally appropriate and clearly explained when used with young learners.

Discussion

In this study, the findings indicated a notable enhancement in students' speaking ability, accompanied by a high level of satisfaction with the TBLT approach, suggesting its appropriateness for primary EFL contexts. The observed improvement can be attributed to the meaningful, communicative nature of TBLT tasks, which contrast with traditional, discrete language drills. The tasks, following the pre-task, task cycle, and language focus framework, were carefully structured to align with young learners' cognitive and linguistic levels. During the task cycle, students engaged in authentic communication via pair and group work, prompting ownership of learning and increasing their willingness to speak.

Compared to the more inflexible PPP model, TBLT offered students greater opportunities for interaction and creativity. This corresponds with the traits of Chinese young learners, who respond well to structured, collaborative environments (Gao & Xu, 2020). Despite initial hesitation, learners adapted quickly and participated actively, particularly when tasks were familiar and personally meaningful.

The enhancement in students' speaking proficiency reflects the value of real-world, context-rich task design. For example, topics such as "My Friends" and "My Classroom" provided accessible input that supported spontaneous language use. This finding is supported by Liu and Song (2021), who emphasized that such task relevance improves speaking fluency and encourages sustained participation. Learners reported greater confidence during the task phase, which also facilitated extended speech. Peer collaboration contributed to this process. Students reported feeling more supported and less anxious when working with peers, noting that group tasks encouraged idea exchange. Wu and Lin (2022) found similar patterns in upper-primary EFL classrooms, where structured peer scaffolding contributed to both language development and increased willingness to speak. This interaction fostered a more cooperative learning atmosphere in the classroom. Learners' motivation was reinforced by the lesson structure and perceived relevance of tasks. As Chou (2022) noted, meaningful outcomes such as sharing personal stories or solving communicative problems enhance motivation. In the current study, this was reflected in learners' consistency and enthusiasm during group activities. An additional contributing factor was the teacher's feedback strategy. Rather than correcting errors mid-task, feedback was postponed until the end of the activity. Students reported that this made them feel less self-conscious and

more focused on meaning-making. This observation echoes findings from Kim and Sercu (2021), who concluded that delayed error correction helps lower anxiety and promotes fluency among young EFL learners. It also aligns with the role of the teacher as a facilitator rather than a corrector, fostering autonomy and risk-taking.

The post-implementation satisfaction data further confirmed the perceived effectiveness of the approach. Students appreciated the focus on practical language use over memorization. The collaborative nature of tasks, combined with varied formats, maintained engagement. The use of English for instruction also contributed to exposure, though some students with lower proficiency required occasional clarification. Despite this, most learners considered the teacher's strategies effective and aligned with their learning goals. In terms of assessment, feedback was generally perceived as constructive and consistent with classroom activities. Although a few students expressed difficulty in understanding assessment rubrics or instructions, particularly when delivered in English, the majority viewed the evaluation process as fair and beneficial for skill development.

Limitations must be acknowledged. This study employed a one-group pre-test/post-test design without a control group, which limits internal validity. The short duration of the intervention and the use of a convenience sample further reduce generalizability. These limitations are consistent with broader critiques of small-scale TBLT studies in EFL contexts (Fu & Lu, 2025). Future research should incorporate control conditions, extend implementation cycles, and explore diverse learner populations.

Conclusion

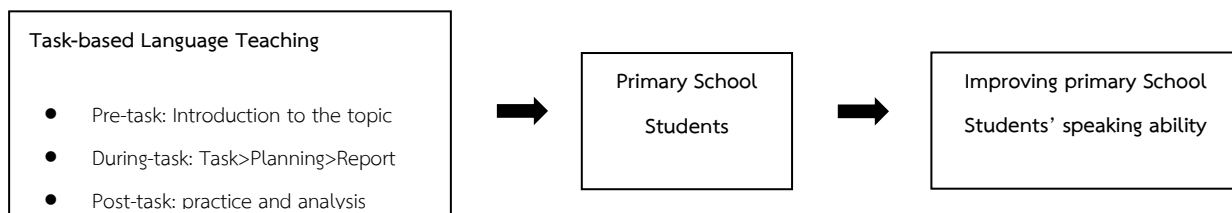


Figure 1 Improving primary school students' speaking ability

In conclusion, This study demonstrated that the TBLT approach, structured into pre-task, during-task, and post-task phases, effectively improved primary EFL learners' speaking ability. Communicative, real-life tasks enhanced fluency, accuracy, and confidence, while collaborative activities fostered peer learning and a supportive classroom environment. The teacher's facilitative role, combined with constructive feedback and delayed correction, reduced anxiety and encouraged participation. Student satisfaction data confirmed positive attitudes and motivation toward TBLT. Overall, TBLT is an effective method for developing young learners' oral proficiency. However, while the findings are encouraging, they may not be fully generalizable to all educational contexts or learner age groups and require further investigation.

Recommendations

1.To expand the research scope. Further studies should incorporate individuals from diverse age groups, including adolescents and adults, and take into account learner variability in terms of language proficiency, educational background, and learning styles. This would allow for more robust and generalizable findings. Moreover, comparative investigations across different cultural and educational contexts are strongly recommended, as such studies

may offer valuable insights into how institutional structures and sociocultural norms influence the implementation and outcomes of the approach. In addition, future researchers are encouraged to adopt mixed-method or longitudinal research designs to capture both immediate and sustained effects in varied settings.

2. To broaden the research content. Future inquiries should explore the impact beyond speaking skills by examining its effectiveness in enhancing listening, reading, and writing abilities. A comprehensive assessment across language domains will contribute to a more holistic understanding of its pedagogical value. Additionally, the integration of task-based instruction into other subject areas, such as science or social studies, may reveal the interdisciplinary potential of this approach. This would not only enrich the theoretical framework of task-based pedagogy but also increase its practical relevance across educational disciplines. To support this expansion, it is advisable to provide professional development opportunities for teachers, including targeted training workshops and practical guidelines for designing effective task-based lessons that align with curriculum standards and learners' needs.

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