

Effectiveness of Task Based Language Teaching to Develop Writing Skill at Secondary Level: Teachers' Perspectives

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Abstract

English language teaching learning process is shifted from teacher centered to student-centered through the innovative and participatory teaching learning approaches and techniques. Task Based Language Teaching (TBLT) is one of the widely discussed learner-centered techniques that focuses on the completion of tasks on the part of the students. This approach emphasizes on meaningful communication through real-life tasks for enhancing language proficiency. This paper explores the effectiveness of Task-Based Language Teaching (TBLT) in developing students' writing skills from the perspectives of English language teachers at secondary level in Nepal. Using the qualitative methods, including interviews and classroom observations, this research explores how teachers perceive the implementation of TBLT in EFL instruction, the effectiveness in developing students' writing skill, challenges they face and some ways to mitigate the challenges. The findings reveal that most of the teachers take TBLT as a powerful approach that encourages students' engagement in completion of tasks that helps to develop autonomy in learning, creative and critical thinking and real use of language. However, challenges such as limited resources, large size classes, time management, and lack of training for teacher education were also noted. The study concludes that while TBLT is an effective method for developing writing skill on students, its success largely depends on the trained teachers, teachers' self-motivation, and institutional support.

Keywords: Effectiveness, Task-Based Language Teaching, Teachers' Perspectives, Writing Skills

Introduction

English is considered as an international subject since it is taught and learned all over the world. It is taught as a compulsory subject from grade one to twelve in community and private school in Nepal. The way of teaching English has been significantly changed over time, adapting to new methods, technologies, and educational needs (Abilasha & Ilankumaran, 2014) that focus on the learner centered techniques which create relevant learning environment for the students (Gonzalez & Pinzon, 2019). With the advancement of science and technology and globalization, communication skill have become one of the life skills and developing communicative competence is the main purpose of teaching English (Kadam & Pusawale, 2023a). English language teachers need to shift the pedagogy from traditional grammar translation method to learners centered techniques. Task-Based Language Teaching (TBLT) is one of the learner centered techniques that focuses on learning through interaction enhancing learners own personal experiences as contributing elements to classroom learning (Nunan, 2004), (Sari & Pangaribuan, 2018). Task-Based Language Learning (TBL) is an approach in which students actively engage with materials and tasks to achieve a specific goal or complete the tasks (Sari & Pangaribuan, 2018). This method emphasizes learning through doing, fostering practical application and problem-solving skills during the process.

Learners are supposed to be proficient in English by developing the four language

skills i. e. listening, speaking, reading and writing. Writing is one of the crucial and most required skills in English which is regarded as the productive skill (Sari & Pangaribuan, 2018) however it is seemed to be very difficult and least interested for students (Rivas & Cárdenas, 2024). Students express their feelings and ideas through writing. Writing effectively is a significant cognitive challenge as it tests the memory, language skills, and critical thinking ability simultaneously (Kellogg & Raulerson, 2007). In a broader sense, writing can be taken as a creative tool as it involves the learners' brainstorming and critical thinking to produce the ideas, feelings, and opinions in written form of language (Mohammad & Hazarika, 2016). Like other skills, writing is essential for academic success because it involves a combination of linguistic and text-based knowledge as well as sociocultural awareness (Burns & Siegel, 2017). Pandey (2022) explains that teachers are not interested to take writing class and the students are not also motivated to involve in writing activities because of their low proficiency of English, vocabulary, and grammar.

Task based language teaching can be used to develop the writing skill on learners as it involves learners in completion of task themselves. Students can be involved in different writing activities like writing letters, essays, reports, story, and other guided and free writing (Dinata et al., 2024). Teachers use this approach for developing students' writing skill as well as their creative and critical thinking ability. TBLT is student centered approach (Richards & Schmidt, 2013) and the teachers

play significant role to provide the tasks to the learners, both in and out of the classroom which improve their writing abilities (Sari & Pangaribuan, 2018). There are different types of tasks which foster the writing performance of the learners. In their classroom teaching, teacher can adopt this approach for developing their writing ability through guided writing and free writing activities. TBLT promotes both teacher and learner autonomy, with the result that teachers take responsibility for the consistency of their teaching activities and students in their learning achievements (Yundayani & Ardiasih, 2021). When the students are provided small tasks, they involve in completion of task themselves which enhance their English writing skill. By focusing on meaningful and communicative tasks, TBLT provides learners with authentic writing opportunities that foster real-life language use improving both accuracy and fluency (Ellis, 2003). Collaborative tasks of writing also support peer learning and feedback, that further enhances writing quality and critical thinking. Moreover, this approach fosters learner autonomy and motivation by allowing the students to take responsibility for their writing process.

In the context of Nepal, English teachers use task based approach for developing English language skills with variety of activities. This approach can effectively be used to develop writing skills among secondary level students by engaging them in meaningful and purposeful writing activities (Bhandari, 2020). Secondary level English teachers can provide the task of guided writing

activities like paragraph writing, describing charts and diagrams, writing the set of rules and regulations, writing news story, writing skeleton story, writing message of condolence, message of congratulations, and so on. Students complete their tasks in classroom teaching and the teachers provide feedback. Similarly, some free writings activities can also be conducted like writing views and opinions, job and leave application, writing different letters, dialogue making, news article writing, writing movie and film review and so on. Unlike traditional grammar-focused methods, this approach emphasizes communication through real-life tasks that mirror how language is used outside the classroom.

The process of TBLT typically begins with a pre-task phase, where students are introduced to the writing topic. During this stage, the teacher may help them brainstorm ideas, activate background knowledge, and provide necessary vocabulary and sentence structures (Willis & Willis, 2013). In the next phase, known as the task stage, students engage in the actual writing task, either individually or in groups (Guangwei, 2003). The teacher's role during this stage is that of a facilitator observing, guiding, and offering support without interrupting the flow of writing. After the main task, the post-task phase focuses on reviewing and refining the students' work (Willis, 2021). Students may share their drafts with peers for feedback, and the teacher can highlight common language errors and areas for improvement. This phase allows learners to focus on language form and accuracy, helping them revise their writing based on feedback

(Willis & Willis, 2013). The revised writings can be shared or published in class displays, school magazines, or online platforms, which adds authenticity and motivation. Overall, the task-based approach promotes active learning, creativity, and student engagement (Bhandari, 2020). It helps students develop confidence in their writing by giving them a clear purpose and audience. When tasks are well-designed and relevant to the students' interests and experiences, this approach can significantly enhance both their writing competence and their overall language development.

Although Task-Based Language Teaching (TBLT) is globally recognized as an effective approach for enhancing communicative competence, its application in developing writing skills among Nepali secondary students remains limited. Research indicates that most of the English teachers in Nepal continue to follow traditional grammar-focused methods that emphasize accuracy over fluency and creativity (Bhandari, 2024; Sharma, 2012). Even though teachers are aware of TBLT principles, many lack adequate training, resources, and institutional support to implement them effectively in writing instruction (Bhandari, 2020). Moreover, large class sizes, exam-oriented curricula, and limited time further restrict the adoption of learner-centered and task-based approaches (Neupane, 2024). Despite curriculum reforms emphasizing learner-centered pedagogy, most English teachers continue to rely heavily on traditional, product-oriented methods that prioritize grammatical accuracy and memorization over creativity and authentic

language use (Bhandari, 2024). This situation has created a clear discrepancy between the theoretical endorsement of TBLT and its practical realization in schools. Consequently, there exists a noticeable gap between the theoretical benefits of TBLT and its practical application in real classroom contexts. To bridge this gap, it is crucial to explore teachers' perspectives on the effectiveness, challenges, and applicability of TBLT in developing students' writing skills in Nepali secondary schools.

The primary objective of this study is to explore secondary-level English teachers' perspectives on the effectiveness of Task-Based Language Teaching (TBLT) in developing students' writing skills in the context of Nepali schools. Specifically, it aims to identify how teachers perceive the role of task-based activities in enhancing learners' writing fluency, accuracy, and creativity. Furthermore, the study seeks to investigate the challenges teachers face while implementing TBLT in writing instruction, such as limited classroom resources, large class sizes, and time constraints (Bhandari, 2024; Neupane, 2024). It also attempts to examine whether teachers' attitudes toward TBLT influence their instructional practices and the extent to which these practices align with the communicative goals outlined in Nepal's secondary English curriculum (CDC, 2020). By addressing these objectives, the study intends to generate practical insights that can help bridge the gap between theoretical understanding and classroom application of TBLT, thereby contributing to more effective and learner-

centered writing pedagogy in Nepali schools.

Literature Review

Task Based Language Teaching in ELT

Many researchers conducted researches on Task Based Language Teaching that shows the conceptual foundation of TBLT stems from communicative language teaching (CLT), which prioritizes interaction and real-life language use over grammatical accuracy. The concept was developed by N.S. Prabhu, a teacher and researcher in Bangalore, India, in the 1980s (Bhandari, 2020). He initially explored the idea within the Bangalore Communicative Teaching Project. Prabhu (1987) believed that language learning occurs most effectively when learners are focused on solving problems or completing tasks rather than learning linguistic structures directly. According to Ellis (2003) tasks in TBLT are activities that require learners to use language pragmatically to achieve specific outcomes. These tasks are outcome-based, learner-centered, and often incorporate real-world scenarios. Willis and Willis (2013) further define a task as a goal-oriented activity in which learners use language to achieve a real result, such as writing a report or planning a trip. Thuy (2024) states that TBLT is a teaching approach that allows students to connect with the target language in real-world circumstances through given tasks. Kadam and Pusawale (2023b) state that task-based approach in English language classrooms is an effective way to improve students' communicative competence through active learning strategies. The pedagogical principles of TBLT involve three stages: the pre-task

phase (introduction to topic and preparation), the during-task phase (performance of the main writing activity), and the post-task phase (reflection, feedback, and language focus). Teachers can make the students involved in completion of task following the task phases so that they get the chance to work and complete their tasks in logical and systematic way.

Reflecting on this review, it becomes clear that TBLT is not merely a theoretical concept but a practical framework that can be adapted to the Nepalese secondary classroom context. For my study on developing students' writing skills through TBLT, these insights provide a strong justification for exploring teachers' perspectives, as the literature consistently shows that teacher understanding, task design, and classroom implementation are critical for the success of TBLT. This underscores the relevance of my work: by investigating teachers' experiences, challenges, and perceptions of TBLT in secondary-level writing classrooms, my study can provide practical insights into how this approach can be successfully applied, adapted, and supported in local educational settings.

Task Based Approach and Teaching Writing

Numerous studies have been conducted on the effectiveness of Task Based Language Teaching (TBLT) for developing English writing skills. Nunan (2004) reports that students in task-based classrooms demonstrate greater writing fluency compared to those traditional approaches and setting. This asserts that TBLT is modern and student centered approach that allows learners involve

in completion of task themselves individually, in pair or in groups. Similarly, Robinson (2011) notes that tasks promote deeper cognitive engagement, leading to improved syntactic and lexical performance on learners. In their studies, Kadam and Pusawale (2023b) state that students engaged in individual and group brainstorming to improve their intellectual processes, teamwork, confidence, and communication abilities in task based language teaching. They further state that TBLT enhances language acquisition by improving vocabulary, grammatical accuracy, and writing style. In their study, Husain et al. (2021) state that TBLT fosters students' writing skills, particularly writing descriptive text and they are also encouraged to be active with real learning experiences. They further state that this approach increases students' desire for writing engaging in writing activities which empowers their writing skills. Inayanti (2019) States that TBLT serves as a framework for descriptive writing and it has demonstrated its effectiveness in enhancing students' writing abilities. He further states that writing skill is not only writing the words and sentence but expressing the ideas, arguments and thoughts in a logical way and it is possible from task based approach. In this regard, Dinata et al. (2024) state that through the creation of various creative writing exercises such as writing letters, essays, reports and so on, students can enhance their writing abilities in TBLT. In their study, Srimunta et al. (2020) state that since task-based language learning can help students better understand how they learn and improve the aspects of writing, students are more interested in learning

English focusing on developing their writing skills and creative thinking skill.

In the same way, in his study Kafipour et al. (2018) reveal that comparing the writing abilities of EFL learners who practiced TBLT technique to those who used traditional writing exercises, there was a significant improvement in various aspects of writing competence like content, organization, vocabulary, language use and sentence mechanics. In their study, Yundayani and Ardiasih (2021) state that tasks-based learning offers great advantages for improving students' academic writing performance and it can also inspire students to acquire and develop writing abilities that meet their needs. They further state that in task-based language teaching, the students were so excited to participate in the writing session, and the classroom atmosphere was lively throughout the teaching learning process. In the study, Pingmuang and Koraneekij (2022) state that EFL learners enjoy completing writing assignment in a number of ways while engaging in a range of activities that help them build their language skills and experiences. In the context of Nepal, Bhandari (2020) revealed that teachers use task-based learning according to the needs, abilities and interest of the students as the curriculum aims to increase the students' ability to write descriptive, narrative, and imaginative text with grammatical accuracy. He further revealed that teachers need more exposure to fully apply their theoretical knowledge of TBLT in teaching writing which helps them meet the objectives of secondary level. In this regard, Neupane (2024) writes

when the teachers used task-based language teaching, students were highly motivated and interested in learning activities and there was improvement in language skills, especially in speaking and writing. He further says that all language skills are combined in TBLT through the activities like, role play, discussion and projects. From the above review, I found that most of the researchers and studies agree that task based language teaching is more student-centered and communicative that makes students engage in tasks where each student is supposed to be participated in completion of task assigned either in pair or in groups.

Language education policy in Nepal has traditionally emphasized grammar-based and exam-oriented approaches, especially in the teaching of writing. The national curriculum for secondary level, developed by the Curriculum Development Centre (CDC), recognizes the importance of communicative competence but lacks specific directives for implementing Task-Based Language Teaching (TBLT) strategies in classrooms (CDC, 2020; CDC, 2007). As a result, writing instruction remains largely product-oriented, with a focus on controlled compositions, memorization of essays, and grammatical accuracy, rather than fostering creativity or real-world communication skills. Although TBLT is widely acknowledged to be a successful technique for improving writing fluency, cohesiveness and purpose (Ellis, 2003; Nunan, 2004), Nepal's educational policy has been slow to integrate these approaches. The National Curriculum Framework (2007) encourages student-centered learning and

communicative methodologies, but it provides limited practical guidance or teacher training support for task-based instruction. In recent years, some policy shifts have hinted at a move toward more communicative practices. The School Sector Development Plan (SSDP) 2016–2023, emphasizes improving students' English proficiency and critical thinking. However, the SSDP lacks specific frameworks or incentives for incorporating TBLT in the writing curriculum. Furthermore, there is little consistency between classroom practice and assessment policies which hinders systematic implementation of this approach (Neupane, 2024).

The review of literature on Task-Based Language Teaching (TBLT) in teaching writing highlights that this approach is highly effective in developing students' writing fluency, creativity, and critical thinking. Studies Nunan (2004); Robinson (2011); Kadam and Pusawale (2023b); Husain et al. (2021) consistently show that TBLT promotes active student engagement, deeper cognitive processing, and collaborative learning, which result in better content organization, vocabulary usage, grammatical accuracy, and overall writing competence. In the Nepalese context, research (Bhandari (2020); Neupane (2024) also demonstrates that while TBLT is recognized as beneficial, teachers face challenges such as limited resources, large class sizes, and lack of training, which hinder its full implementation.

Reflecting on this theme, I understand that TBLT provides both a theoretical and practical framework for enhancing writing skills by involving students in meaningful tasks

rather than focusing solely on memorization or grammar drills. This review is particularly relevant to my study as it justifies the need to explore teachers' perspectives on implementing TBLT for writing instruction at the secondary level. It informs my research by emphasizing the importance of task design, classroom facilitation, and student engagement, while also highlighting contextual challenges that may influence effectiveness. Therefore, this literature reinforces the significance of my work in examining how teachers apply TBLT in writing classes, the challenges they face, and strategies they adopt, ultimately contributing to improving writing skills in Nepalese secondary classrooms.

Methodology

The qualitative interpretive design was chosen because it allows an in-depth exploration of teachers' perspectives, beliefs, and experiences in their natural classroom settings (Creswell & Poth, 2016). Unlike quantitative approaches, this design prioritizes understanding the meanings participants assign to their experiences and provides rich descriptive data that help explain how TBLT is implemented and perceived in secondary-level English classrooms. This design was particularly suitable for the study because it aims to understand subjective experiences rather than quantify outcomes.

The population of this study comprised English teachers at the secondary level (grades 9–10) in public schools of Butwal. Four teachers were selected purposively because they had at least five years of teaching experience and had actively used TBLT in their

classrooms. Inclusion criteria were: (1) being a full-time English teacher at secondary level, (2) having prior experience in task-based language teaching, and (3) willingness to participate in the study. Purposive sampling was appropriate because it ensured that participants had the relevant knowledge and experience necessary for providing meaningful insights into the research problem (Patton, 2015).

As suggested by Denzin and Lincoln (2011), the study followed semi-structured interviews with the participants to collect in depth data from four English teachers. The interview guide was developed to explore teachers' understanding of TBLT, their instructional practices in writing, perceived effectiveness, challenges faced, and possible solutions. Classroom observations were conducted to capture real-time teaching practices, student engagement, and task completion, providing a complementary perspective to the interview data. With participants' consent, all interviews were audio-recorded and later transcribed for analysis. Observation notes and transcripts were systematically organized to support thematic analysis and triangulation of findings.

Thematic analysis, as outlined by Braun and Clarke (2006), was used to analyze the data. The process involved familiarizing with transcripts and observation notes, coding meaningful segments, identifying and refining themes, and producing the final report with illustrative quotations. Triangulation of interview and observation data was used to

enhance validity.

Ethical standards were strictly followed throughout the research. Participants were informed about the purpose, procedures, and potential risks of the study. Informed consent was obtained, and participants were assured of their right to withdraw at any time. Anonymity was maintained by replacing real names with pseudonyms and omitting school identifiers in the transcripts. Audio recordings and transcripts were securely stored and used exclusively for research purposes.

Result and Discussion

The findings of the study are categorized into three different themes based on the interpretation and analysis of the data collected from the participants through interviews: Teachers' knowledge and experiences of using TBLT in teaching English; The effectiveness of TBLT to develop writing skill; and the challenges of using TBLT with some solutions.

Teachers' Knowledge and Experiences of using TBLT in Teaching

The participants demonstrated substantial knowledge and practical experience in applying Task-Based Language Teaching (TBLT) in secondary English classrooms. Their responses indicate that formal training, higher education, and exposure to communicative language teaching methods significantly shaped their understanding and use of TBLT. One teacher shared, "Before 10 years, I used to use traditional methods, describing and presenting materials myself, but after training, I started to use task-based language teaching

in my teaching," highlighting a clear shift from teacher-centered instruction to a more student-centered, participatory approach. Teachers consistently emphasized that TBLT allows learners to actively engage in language learning, fosters autonomy, and enhances all four language skills-listening, speaking, reading, and writing through meaningful and goal-oriented tasks. As one participant explained, "When we provide tasks with clear instructions, students are responsible for completing them, which increases their autonomy in learning," demonstrating alignment with the secondary curriculum's objective of promoting learner responsibility and success-oriented activities (CDC, 2020).

The teachers also noted that effective task implementation requires careful planning and consideration of students' proficiency levels. Tasks are often structured for individual, pair, or group completion, ensuring participation from all students and facilitating peer collaboration and feedback. For example, one teacher described using reading materials accompanied by exercises such as "read and match, read and fill in the blanks, read and answer the questions," which mirrors Willis and Willis (2013) idea of tasks as goal-oriented activities that encourage meaningful and purposeful language use. Across all participants, there was consensus that designing tasks suited to learners' abilities, providing clear instructions, and scaffolding activities are crucial for maximizing student engagement and achieving learning outcomes.

Moreover, the teachers emphasized that their practical application of TBLT was

closely connected to curriculum reforms and teacher training programs that promote communicative and learner-centered approaches. They highlighted that the shift from traditional methods to task-based approaches was facilitated by professional development and exposure to modern pedagogical strategies, enabling them to implement tasks effectively in classrooms. Teachers reported that carefully designed tasks, which consider students' proficiency levels and interests encourage participation, collaboration, and critical thinking. For instance, one teacher mentioned using structured reading and comprehension tasks, such as "read and match, read and fill in the blanks, read and answer the questions," which aligns with Willis and Willis (2013) assertion that tasks should be goal-oriented and contextually meaningful. Their experiences show that TBLT is not only understood at a theoretical level but also strategically applied to foster authentic, interactive, and motivating learning environments, allowing students to engage actively with the language rather than passively receiving knowledge. These responses also indicate that professional development and curriculum reform play a significant role in equipping teachers with the skills and confidence needed to implement TBLT effectively.

Overall, the findings suggest that the participating teachers possess both conceptual and practical knowledge of TBLT, which they have developed through a combination of formal education, training, and curriculum-based guidance. This knowledge

enables them to plan, execute, and monitor task-based activities that promote student engagement, autonomy, and holistic language development. Their experiences illustrate that TBLT can be a powerful tool in secondary English classrooms to enhance learners' communicative competence, creativity, and problem-solving skills. Importantly, the teachers' reflections underscore the significance of aligning classroom practices with curriculum objectives (CDC, 2020) and established pedagogical principles (Willis & Willis, 2013), demonstrating how TBLT can translate policy and theory into practical, meaningful learning experiences. These insights provide a strong foundation for this study, highlighting that when teachers are well-prepared and supported, task-based approaches can improve student outcomes and foster a learner-centered classroom culture.

Effectiveness of Task-Based Language Teaching to Develop English Writing Skills

The participants in this study strongly emphasized that task-based language teaching (TBLT) is very effective in developing students' English writing skills. They highlighted that writing cannot improve simply by traditional teacher-centered instruction, where the teacher explains and presents all the material. Students need to actively participate in producing their own writing to develop their skills. Teacher C explained, "Writing skills cannot be developed from teacher's teaching; for this, students themselves need to be involved in producing the piece of writing themselves." This shows that when students engage in the writing

process-thinking, collecting ideas, organizing them, drafting, revising, and finalizing their work-they not only practice writing but also improve their ability to express ideas clearly. Teacher A added that writing is a process that involves several steps, and teachers can guide students through brainstorming, gathering information, organizing ideas, drafting, editing, and proofreading. Teacher B also shared his experience of activity-based teaching: “Nowadays, I completely follow activity-based teaching. In case of writing, I provide tasks to the students either in pairs or groups with clear instructions, then I observe them while they are busy doing the task, and finally I provide them the chance to present their tasks representatively.” This illustrates that TBLT allows students to work independently while still receiving guidance from the teacher. Teacher C further supported this by saying, “I make my students engage in producing the piece of writing in the classroom when I plan to teach writing.” This statement shows that TBLT keeps students actively involved and makes learning more practical and meaningful. As Ellis (2003) mentions, task-based instruction increases learners’ engagement, interest, and motivation, which are important for improving all language skills, including writing. Based on these responses, it is clear that TBLT is highly effective because it encourages active student participation, thinking, and creativity, rather than passive learning.

When asked to compare TBLT with other teaching approaches, all teachers agreed that TBLT is much more effective for teaching

writing. Teacher A said, “This approach is more effective than others because we can make our teaching activity-oriented, participatory, and productive.” Teacher B shared a concrete example to explain why TBLT is better than traditional methods: “I found a vast difference between TBLT and other approaches, especially in story writing. When I give the task of writing a story with instructions and format, they start to read clues, imagine the story, and write it themselves. If I only provide the ideas and tell them the story, they do not get any chance to create the story themselves.” Teacher D also mentioned that TBLT is more engaging, activity-oriented, and useful in writing classes. Teacher C added that students can continue their learning at home through writing tasks, saying, “We can also provide some tasks to the students as home assignments, which they complete by asking senior people or searching information in different resources.” These statements indicate that TBLT not only develops writing skills but also increases students’ independence, creativity, and critical thinking, which are key goals of the secondary-level English curriculum (CDC, 2020).

The participants further explained that TBLT can be applied to all types of writing tasks included in the curriculum. The secondary-level curriculum (grades 9–10) includes guided writing tasks such as paragraph writing, describing tables, charts, diagrams, writing notices, news stories, messages of condolence or congratulation, and skeleton stories, as well as free writing tasks like expressing personal views, experiences, dialogues, letters, short essays, and reviews (CDC, 2020). Teacher B

explained, “I design and grade tasks based on different writing topics given in the curriculum, and our textbook also includes lots of writing tasks. Each unit carries two writing exercises which are enough for students to develop writing skills.” Sometimes, teachers even create additional tasks to make writing activities more engaging. For example, Teacher B said, “If my topic is to teach a message of condolence, I provide separate tasks by dividing students into different groups. All of them write the condolence notice but for different people in different contexts.” This demonstrates that TBLT is flexible and allows teachers to adapt tasks according to students’ abilities and interests, giving each student the opportunity to practice writing independently. Teacher C agreed, highlighting that all types of writing, whether guided or free, can be effectively taught using TBLT. This aligns with Bhandari (2020), who states that teachers in Nepal use task-based learning to meet students’ needs, abilities, and interests, which helps them develop descriptive, narrative, and imaginative writing skills.

Overall, the participants’ perspectives reveal that TBLT is a highly effective approach for teaching writing at the secondary level. Teachers’ experiences show that it helps students actively participate in the writing process, develop creativity, improve critical thinking, and gain confidence in producing written work. Furthermore, TBLT is consistent with the curriculum’s emphasis on student-centered and activity-based learning (CDC, 2020), providing practical strategies for both guided and free writing tasks. Therefore, this

study confirms that incorporating TBLT into writing instruction can enhance students’ writing abilities and make English classes more interactive, meaningful, and engaging.

Challenges of Applying TBLT in the Classroom and Solutions

Teachers’ experiences indicate that applying task-based language teaching (TBLT) in writing classes comes with several practical and motivational challenges. One of the most frequently mentioned issues was time management, especially in large classrooms of public schools. Teachers noted that conducting all phases of TBLT including task explanation, student completion, and feedback within a 45-minute period is very challenging. Teacher B explained, “Time management in a large-size classroom of public school is the main challenge. We want to make our class communicative and activity-oriented, but achieving this in only 45 minutes is difficult.” Similarly, Teacher C noted, “In task-based teaching, the teacher needs to provide tasks with instructions, allow students to complete them, and then give feedback. Doing all these activities in one period is very challenging in large classrooms.” These statements demonstrate that while teachers understand the benefits of TBLT, structural constraints such as short periods and overcrowded classrooms hinder its full implementation. This aligns with the literature highlighting that practical classroom conditions often limit task-based approaches in public school contexts (Willis & Willis, 2013).

Another major challenge identified was teachers’ motivation and readiness to use

TBLT. The participants observed that many teachers still rely on traditional, teacher-centered methods, such as giving students pre-written texts or asking them to memorize compositions. Teacher A stated, “I found that many English teachers are less motivated and continue following traditional techniques of teaching writing.” Teacher D added, “Teachers seem very reluctant to design tasks or conduct activity-based lessons, even though it benefits students’ writing skills.” These responses suggest that even when teachers have knowledge of TBLT, applying it requires motivation, confidence, and initiative. Previous studies also emphasize that teacher motivation and self-efficacy are essential for the effective implementation of communicative and task-based approaches (Bhandari, 2020; Richards & Farrell, 2011).

The participants also highlighted the importance of teacher training and institutional support in overcoming these challenges. Teacher B explained, “Most teachers are not well-trained and lack motivation. Because of this, they do not apply the skills learned in training to classroom practice.” He further noted that limited resources and a non-supportive school environment can make it difficult to maintain a learner-centered classroom. Teacher A suggested that policy-level interventions, such as providing ongoing professional development and monitoring, are necessary to support teachers in using TBLT effectively. These perspectives indicate that challenges are not only in the classroom but also at the institutional and policy levels.

To address these challenges, the

participants proposed several solutions. They emphasized that teachers’ self-motivation, guided professional training, and supportive school environments are crucial. Teacher B stated, “Teachers’ self-motivation to apply this approach, along with institutional support to create a conducive environment, is very important.” Teacher A added, “Training programs should equip teachers with both skills and motivation to use TBLT effectively.” Another teacher reinforced, “Teachers themselves are the key agents for implementing new approaches and need encouragement to apply their training in classrooms.” These solutions highlight that with proper training, motivation, and institutional support, teachers can implement TBLT successfully, fostering students’ writing skills in alignment with the secondary-level curriculum’s goal of promoting communicative and student-centered learning (CDC, 2020). Overall, these findings demonstrate that while challenges exist, they can be mitigated through motivation, training, and supportive practices, ensuring the effective use of TBLT in secondary school writing classrooms.

Overall, the findings of this study reveal that teachers possess both conceptual and practical knowledge of Task-Based Language Teaching (TBLT) and recognize its significant role in enhancing students’ English language skills, particularly writing. The participants emphasized that TBLT encourages student engagement, autonomy, and creativity, allowing learners to actively participate in brainstorming, drafting, revising, and producing meaningful written

texts. Teachers also highlighted challenges such as large class sizes, limited time, lack of resources, and insufficient teacher training, which can hinder the effective implementation of TBLT. Nevertheless, they suggested practical solutions, including enhanced teacher motivation, targeted professional development, institutional support, and the careful design of tasks aligned with students' proficiency levels and curriculum goals (C. D. C. CDC, 2020). These findings align with the literature that underscores TBLT as a learner-centered and communicative approach ((Ellis, 2003; Richards & Farrell, 2011; Willis & Willis, 2013) highlighting its effectiveness in real classroom contexts. In conclusion, the study indicates that with proper support, training, and motivation, teachers can successfully implement TBLT to foster students' language development, creativity, and critical thinking, making it a highly valuable approach in secondary-level English education.

Conclusion

The findings of this study indicate that Task-Based Language Teaching (TBLT) is an effective approach for developing secondary students' English writing skills in Nepal. Teachers' perspectives showed that TBLT enhances students' engagement, creativity, and communicative competence while encouraging them to take responsibility for their own learning, which aligns with the secondary level curriculum (9–10) that promotes learner autonomy and success-oriented tasks. Through meaningful writing tasks, students participate in activities such as brainstorming, organizing ideas, drafting,

revising, and presenting their work, supporting both cognitive and language development, as suggested by Ellis (2003) and Willis and Willis (2013).

Despite these benefits, teachers reported several challenges in implementing TBLT. Large class sizes, limited time, lack of training, insufficient resources, and low institutional support make it difficult to apply task-based methods consistently. While teachers are familiar with TBLT in theory, applying it practically in classrooms requires additional support. These findings highlight the importance of providing ongoing professional development, policy guidance, and adequate resources to ensure successful implementation (Willis & Willis, 2013).

Overall, the study shows that TBLT can be a valuable approach for improving students' writing skills in Nepal. By promoting active, student-centered, and meaningful writing activities, it can enhance learners' autonomy, motivation, and language proficiency. Collaboration among policymakers, teacher educators, and schools is necessary to provide the support and training required to make TBLT fully effective in secondary classrooms.

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