

The Application Effect of Task-Based Language Teaching in Japanese Oral Teaching — A Case Study of College Japanese Majors

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ABSTRACT This study systematically explores the application effect of Task-Based Language Teaching in Japanese oral teaching, aiming to solve the problem of disconnection between language learning and practical communication. Using literature research to summarize core theories, and combining questionnaire surveys and classroom observations to analyze current teaching conditions, the study designs a TBLT-based teaching plan suitable for college Japanese oral instruction. A 16-week empirical study is conducted among Japanese majors at a university. The results show that TBLT significantly improves students' oral accuracy, fluency, and communicative effectiveness, with increases of 15.8 points, 18.6 points, and 19.2 points, respectively. It also effectively stimulates students' learning interest and willingness to speak. The research indicates that TBLT is highly consistent with the objectives of Japanese oral teaching, and that its effective implementation depends on scientific task design, standardized teaching procedures, and a diversified evaluation system. This study provides an operable reform plan for college Japanese oral teaching and offers theoretical and practical reference for localized TBLT application in small-language education.

INDEX TERMS task-based language teaching, japanese oral teaching, communicative competence, empirical study, language education

I. INTRODUCTION

A. RESEARCH BACKGROUND

WITH the gradual deepening of Sino-Japanese trade exchanges, the demand for interdisciplinary professionals possessing both solid Japanese oral communication skills and specialized industry knowledge has been continuously growing. This evolution necessitates a focus on cultivating talents capable of navigating the complex technical and commercial landscape of the sector through fluent linguistic interaction. In recent years, as an important part of college education, Japanese oral teaching has become a key foundation for expanding and improving students' Japanese information competence [1].

However, the current oral teaching of college Japanese majors is still facing practical challenges: the traditional "teacher-centered lecture + sentence pattern drilling" model dominates the classroom, students lack real communicative practice, teaching content is disconnected from daily life and workplace needs, and many students have limited oral communication practice [2].

Meanwhile, Task-Based Language Teaching (TBLT),

characterized by communicativeness and interactivity, has been widely applied in oral teaching of foreign languages such as English, French, and Japanese, especially suitable for cultivating language practical abilities in non-native language environments [3-5]. Through forms such as individual interviews, role-plays, and group discussions, TBLT can effectively solve the problems of "more input and less output" and "disconnection between learning and application" in Japanese oral teaching [6]. Therefore, it is necessary to introduce TBLT, which takes students as the main body and aims to cultivate their comprehensive language application abilities, into the reform of oral teaching in college Japanese major classrooms.

B. RESEARCH SIGNIFICANCE

Theoretically, focusing on college Japanese majors, this study fills the gap in existing research where "there are more general foreign language studies and fewer Japanese-specific studies" and provides theoretical references for the localized application of TBLT in small languages.

Practically, this study clarifies the application value of

TBLT within the professional context, providing Japanese oral teachers with operable plans to improve students' specific communicative competence and cross-cultural abilities while serving as a decision-making basis for the reform of industry-oriented college Japanese teaching.

Research Status at Home and Abroad

C. RESEARCH STATUS AT HOME AND ABROAD

1) Foreign Research on TBLT

Foreign research on TBLT started early. The American scholar Long was the first to propose this method, arguing that all things in life can be called "tasks" [7]. Nunan further refined task types into "communicative tasks" and "learning tasks", and put forward six core teaching elements including goals and input, marking the formal formation of TBLT [8]. Willis proposed the famous three-stage teaching model, namely "pre-task

- task cycle - language focus", which has become the authoritative framework of TBLT [9]. Ellis clarified the core differences between tasks and exercises, and systematized TBLT by integrating it with second language acquisition theories [10].

2) Domestic Research on the Application of TBLT in Japanese Teaching

Compared with foreign countries, the research on TBLT in China is still in the exploratory stage. Professor Wu Xudong from Guangdong University of Foreign Studies was the first to introduce the TBLT model [11]. In recent years, research in the field of Japanese teaching has gradually increased: Liu et al. integrated situational teaching into film and television teaching, which enhanced students' interest in learning Japanese [12]; He et al. applied TBLT in Japanese reading courses, improving teaching efficiency [13]; some scholars have verified its positive effect on improving students' oral English through classroom experiments [11,14]. However, existing research still has shortcomings:

First, the sample scope is narrow, mostly focusing on a single class or lower-grade students, lacking comparative studies across grades and multiple universities;

Second, task design lacks systematicness, mostly staying at scattered task case design without forming a complete teaching plan;

Third, the evaluation system is imperfect, with academic performance as the core evaluation index, ignoring the comprehensive assessment of students' learning attitudes and communicative abilities.

3) Shortcomings of Existing Research and the Entry Point of This Study

Combined with the research status at home and abroad, this study takes "systematicness" and "empiricalness" as the core entry points:

In terms of research scope, students of Japanese majors from different grades in colleges and universities are se-

lected as research objects to expand the representativeness of the sample;

In terms of content design, a four-in-one TBLT teaching plan of "principles - tasks - processes - evaluation" is constructed;

In terms of effect evaluation, a diversified evaluation model of "academic performance + questionnaire + interview + observation" is adopted to comprehensively test its impact on students' oral abilities and learning attitudes, making up for the shortcomings of existing research.

D. RESEARCH CONTENT AND METHODS

1) Research Content

(1) Sort out the core theories of TBLT and analyze its adaptability to college Japanese oral teaching;

(2) Investigate the current situation of oral teaching of college Japanese majors and identify existing problems;

(3) Design a TBLT-based teaching plan suitable for Japanese oral teaching;

(4) Empirically test the application effect of this teaching method and summarize conclusions.

2) Research Methods

(1) Literature research method: Sort out relevant theories and research results;

(2) Questionnaire survey method: Investigate the current teaching situation and needs of teachers and students;

(3) Experiment method: Compare the effects of the experimental group (TBLT) and the control group (traditional teaching);

(4) Interview method: Supplement in-depth feedback to improve research conclusions.

II. CORE THEORIES OF TBLT AND ITS ADAPTABILITY TO JAPANESE ORAL TEACHING

A. OVERVIEW OF TASK-BASED LANGUAGE TEACHING

TBLT takes "tasks" as the core, with core characteristics including goal orientation, communicativeness, interactivity, and authenticity [15]. A true TBLT task is defined as an activity that requires learners to use language to achieve a non-linguistic outcome [10].

Its core theoretical foundations include constructivist theory (emphasizing learners' active knowledge construction), Input and Output Hypotheses (Krashen's Comprehensible Input and Swain's Comprehensible Output), and Interaction Hypothesis (Long's emphasis on the promoting role of communicative interaction in language acquisition) [16].

The basic implementation process is divided into three stages: pre-task, during-task, and post-task, which need to follow the principles of pragmatism, hierarchy, interactivity, and interestingness.

B. ORIENTATION OF COLLEGE JAPANESE ORAL TEACHING

According to the College Japanese Teaching Guidelines (2021 Edition), teachers are required to guide students'

independent learning and cooperative learning, and further clarify that teaching activities should realize the transformation from "teaching-centered" to "learning-centered", recommending the adoption of "task-based, cooperative, project-based, inquiry-based and other teaching methods" [17].

The core goal of oral teaching for college Japanese majors is to cultivate students' Japanese communicative abilities in various scenarios, with core components including language accuracy, fluency, and situational adaptability.

The core demand of current teaching is to solve the problem of "valuing knowledge over application". However, due to the influence of traditional models and outdated textbooks, the teaching effect is not ideal, and there is an urgent need for suitable teaching methods.

C. ADAPTABILITY ANALYSIS BETWEEN TBLT AND JAPANESE ORAL TEACHING

The adaptability between the two is reflected in three aspects [18]:

(1) Goal adaptability: Both take cultivating communicative abilities as the core, making up for the defect of disconnection between learning and application;

(2) Process adaptability: The student-centered interactive model enhances the willingness to speak, solving the problem of "mute Japanese";

(3) Situational adaptability: Task content can be connected to real scenarios and designed hierarchically, adapting to teaching needs at different stages.

III. INVESTIGATION AND PROBLEM ANALYSIS OF THE CURRENT SITUATION OF JAPANESE ORAL TEACHING IN COLLEGE JAPANESE MAJORS

A. SURVEY DESIGN AND IMPLEMENTATION

1) Survey Objects

A total of 200 students (60 freshmen, 80 sophomores, and 60 juniors) from Japanese majors in 3 universities of different levels (including comprehensive universities, foreign language universities, and science and engineering universities) and 20 oral teachers (with teaching experience of 3-20 years, including 12 associate professors and above) were selected as survey objects.

A total of 200 student questionnaires were distributed, with 186 valid ones recovered (effective recovery rate of 93%); 20 teacher questionnaires were distributed, with 20 valid ones recovered (effective recovery rate of 100%). This study was approved by the Ethics Committee of Xi'an Fanyi University, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form.

2) Survey Tools

The student questionnaire includes four dimensions: learning status (self-evaluation of oral ability, learning habits), learning attitude (learning interest, willingness to speak),

teaching cognition (evaluation of existing teaching methods), and demand appeal (expectations for teaching content and methods), with a total of 25 questions scored on a 5-point Likert scale (1 = completely inconsistent, 5 = completely consistent). The teacher interview outline focuses on core issues such as teaching methods, teaching dilemmas, and cognition and acceptance of TBLT, with 12 open-ended questions. The classroom observation record form is designed around core indicators such as "teaching methods, interaction frequency, and student participation", and on-site observation records are conducted for 20 Japanese oral classes.

3) Survey Process and Data Processing Methods

(1) Survey process:

The survey was conducted from March to April 2024, adopting a combination of online questionnaires, offline interviews, and classroom observations.

(2) Data processing:

Questionnaire data were analyzed by descriptive statistics and difference analysis using SPSS 26.0 software; Interview data were coded and analyzed using grounded theory to extract core viewpoints;

Classroom observation data were sorted and analyzed using frequency statistics.

B. PRESENTATION OF SURVEY RESULTS

1) Current Situation of Students' Japanese Oral Learning

The overall current situation of students' oral learning is relatively low, with specific data shown in Table 1:

TABLE 1. Current Situation of Oral Learning

Survey Dimension	Specific Indicator	Proportion/Situation
Self-evaluation of Ability	Able to cope with daily conversations fluently	23.1%
Self-evaluation of Ability	Able to be competent in business Japanese communication	11.3%
Learning Habits	Seldom practice Japanese oral English after class	67.2%
Willingness to Speak	Unwilling to take the initiative to speak in class for fear of making mistakes	58.6%

2) Current Situation of Japanese Oral Teaching

In terms of teaching methods, 78.5% of classrooms still mainly adopt the "teacher's explanation of sentence patterns + students' mechanical drilling" model, with a single form of interaction; In terms of teaching content, 62.3% of students believe that "textbook content is too theoretical and disconnected from actual communicative needs", lacking practical themes such as workplace and cross-cultural communication;

In terms of classroom interaction, the average number of students' active speeches per class is less than 5, and the proportion of interaction time is less than 20%;

In terms of evaluation methods, 83.9% of courses take "final oral test" as the core evaluation index, ignoring the tracking and evaluation of the learning process.

3) Teachers' and Students' Cognition and Acceptance of TBLT

In terms of cognition: Only 35.5% of students and 55% of teachers understand the core connotation of TBLT, and most teachers and students simply equate it with "classroom activities";

In terms of acceptance: 82.3% of students express "willingness to try the oral teaching model centered on tasks", and 75% of teachers believe that "TBLT can improve students' participation", but they are worried that "it takes too much time and affects teaching progress".

C. CORE PROBLEMS EXISTING IN CURRENT JAPANESE ORAL TEACHING

1) Rigid Teaching Methods, Teacher-Centered, Lack of Interactivity

The traditional "teacher-led, student-passive acceptance" teaching model still dominates. Teachers mostly focus on the explanation and drilling of vocabulary and grammar, and students lack opportunities for independent expression and interactive communication.

Classroom interaction is mostly one-way interaction of "teacher's question - student's answer", lacking cooperative communication and ideological collision between students, which is difficult to stimulate students' learning initiative.

2) Disconnection Between Teaching Content and Actual Communicative Needs, Lack of Practicality

Most of the existing textbook content focuses on basic sentence patterns and short dialogues with outdated themes, lacking practical content related to the workplace, daily life, and cross-cultural communication. Although students master basic vocabulary and sentence patterns, they are difficult to cope with real scenarios such as shopping, interviews, and business negotiations, leading to "disconnection between learning and application".

3) Low Willingness of Students to Speak, Insufficient Opportunities for Classroom Communicative Practice

Affected by factors such as "fear of making mistakes" and "face-saving psychology", students' willingness to speak is generally low.

At the same time, classroom time is limited, and the proportion of teacher's explanation is too high. Students have insufficient time for actual oral practice, making it difficult to improve their oral expression ability and self-confidence through repeated practice.

4) Single Evaluation Method, Valuing Results Over Processes, Lack of Targeted Feedback

The evaluation method is mainly based on a one-time final test, focusing on the accuracy of language forms, and ignor-

ing the comprehensive assessment of students' expression fluency, communicative effectiveness, and learning attitude.

At the same time, teachers lack targeted feedback on students' learning processes, making it difficult for students to clarify their own problems and improvement directions, and the learning effect is difficult to improve.

IV. APPLICATION DESIGN OF TBLT IN COLLEGE JAPANESE ORAL TEACHING

A. KEY PRINCIPLES OF APPLICATION DESIGN

1) Pragmatism Principle

Task design should be closely connected to real communicative needs, focusing on core scenarios such as daily communication, workplace communication, and cross-cultural communication, and selecting practical themes such as "asking for directions during travel in Japan", "business Japanese negotiations", and "cross-cultural communication etiquette dialogues" to ensure that the language abilities mastered by students can be directly applied to actual scenarios.

2) Hierarchy Principle

Design hierarchical tasks according to the Japanese foundation of students in different grades:

Lower-grade students focus on the application of basic vocabulary and sentence patterns, and simple dialogue and substitution tasks are designed; Middle and upper-grade students focus on cultivating communicative abilities in complex scenarios, and comprehensive tasks such as role-plays, thematic discussions, and speeches are designed to ensure that the task difficulty matches students' abilities, avoiding "being too difficult to discourage confidence or too easy to lack challenges".

3) Interactivity Principle

Task design mainly adopts the form of group cooperation, stimulating interactive communication between students through information gap tasks and negotiation tasks.

Teachers participate in the task process as "guides" and "participants", strengthening teacher-student interaction through questioning and prompting to create an active classroom atmosphere.

4) Interestingness Principle

Design task forms combined with students' interests, integrate elements such as Japanese anime, film and television dramas, and songs, and adopt diversified forms such as role-plays, situational simulations, and group competitions to reduce students' expression anxiety and stimulate their participation enthusiasm and learning interest.

B. TASK TYPE DESIGN AND CONTENT SELECTION

1) Task Types and Core Design Content

Combined with the principles of hierarchy and pragmatism, the task types and core design content are shown in Table 2.

2. All tasks are designed with non-linguistic outcomes to

TABLE 2. Task Types and Core Design Content

Task Type	Applicable Grades	Core Goal	Specific Case
Basic Tasks	Lower grades	Consolidate the foundation of vocabulary and sentence patterns, and improve the accuracy of basic expression; achieve non-linguistic outcomes	Compose restaurant ordering dialogues around food vocabulary, using sentence patterns such as "~を食べたいです (I want to eat ~)" and record the order details (non-linguistic outcome); practice basic Keigo (e.g., "お願いします" for requests)
Communicative Tasks	Lower and middle grades	Cultivate communicative abilities in real scenarios and improve the appropriateness of expression; master Japanese-specific communication norms	Role-play of business Japanese interviews: Complete the interview process and obtain the "employment qualification" (non-linguistic outcome); practice formal Keigo (e.g., "でございます" for descriptions) and appropriate register for workplace communication
Comprehensive Tasks	Middle and upper grades	Improve comprehensive language abilities and logical thinking abilities; address Japanese particle usage and cultural adaptation	Thematic discussion on Sino-Japanese etiquette differences: Summarize 3 key etiquette differences (non-linguistic outcome); practice contextual particle usage (e.g., "か" for emphasis) and adjust register based on discussion participants

comply with TBLT's core definition [10], and Japanese-specific elements such as Keigo and register are integrated.

2) Integration of Task Content with Textbooks, Daily Life, and Professional Needs

Task content is expanded and extended based on the core knowledge points of textbooks. For example, combined with the "travel" theme in textbooks, a comprehensive task of "Japan free travel planning" is designed;

At the same time, docking with students' daily needs (such as study abroad applications, Japanese proficiency tests) and future career needs (such as Japanese translation, foreign trade business), tasks such as "study abroad interview simulation" and "foreign trade negotiation scenario dialogues" are designed to realize the connection of "textbook knowledge - daily application - professional needs".

C. CLASSROOM IMPLEMENTATION PROCESS DESIGN

1) Pre-task Stage

The duration is controlled at 10-15 minutes.

Teachers introduce the task theme through videos, pictures, stories, etc., to stimulate students' interest; Briefly explain and drill the core vocabulary and sentence patterns of the task to lay a foundation for students to complete the task;

Clearly explain the task goals, processes, grouping methods, and evaluation criteria to ensure that students understand the task requirements. For example, before the "business negotiation" task, teachers play video clips related to business negotiations, explain core sentence patterns such as "~を提案したいです (I want to propose ~)" and "~について協議しましょう (Let's discuss ~)", and clarify the task goal as "successfully reaching a cooperation intention".

2) During-task Stage

The duration is controlled at 20-25 minutes.

Students complete tasks independently in groups, and teachers provide itinerant guidance, focusing on students' expression accuracy, communicative effectiveness, and participation, and timely prompt students' mistakes to avoid excessive intervention;

At the same time, record students' typical problems and performances to provide a basis for subsequent evaluation and summary.

For example, when groups complete the "travel planning" task, teachers briefly guide students on problems such as "tense errors" and "unfluent expression".

3) Post-task Stage

The duration is controlled at 10-15 minutes.

Select 2-3 groups of students to display their achievements, and other students listen carefully and take notes; After the display, teachers conduct targeted evaluations combined with task goals, affirm strengths and point out improvement directions, and encourage students to conduct self-evaluation and mutual evaluation; Finally, teachers summarize the core knowledge points and communicative skills of the task, sort out the common problems of students, and conduct intensive explanations.

D. CONSTRUCTION OF EVALUATION SYSTEM

1) Combination of Process-Oriented Evaluation and Result-Oriented Evaluation

Process-oriented evaluation accounts for 60%, focusing on core indicators such as students' classroom participation, task completion quality, group cooperation performance, and progress. It is simplified by using learning portfolios to record key performances (e.g., task outcomes, typical speeches) instead of detailed daily records; Result-oriented evaluation accounts for 40%, focusing on the final oral test to examine students' comprehensive oral expression abilities.

E. DIVERSIFICATION OF EVALUATION SUBJECTS

Teacher evaluation accounts for 70% to reduce the burden of student evaluation; student self-evaluation and mutual evaluation each account for 15%, using standardized evaluation tables (with clear criteria such as "Keigo accuracy" and "task outcome completion") to simplify the process.

F. REFINEMENT OF EVALUATION INDICATORS

Refine evaluation indicators and weights:

Language accuracy (standard use of vocabulary and grammar, grammar, and Keigo) accounts for 40%, fluency (fluent expression without obvious pauses) accounts for 30%, communicative effectiveness (ability to accurately convey intentions and cope with unexpected scenarios) accounts for 20%, and learning attitude (participation enthusiasm and progress) accounts for 10%.

A combination of quantitative scoring and qualitative comments is adopted to ensure the pertinence and guiding nature of evaluation.

V. EMPIRICAL STUDY ON THE APPLICATION EFFECT OF TBLT

A. EXPERIMENT DESIGN

1) Experiment Objects

Two parallel classes of sophomores majoring in Japanese in a university were selected as experiment objects, including an experimental group (32 students) and a control group (32 students).

Through pre-tests (oral ability test + learning attitude questionnaire), it was verified that there were no significant differences in Japanese foundation, oral ability, and learning attitude between the two groups of students ($P>0.05$), ensuring the effectiveness of the experiment.

Both classes were taught by the same teacher, with 2 oral classes per week, 45 minutes per class.

2) Experiment Variables

(1) Independent variable: The experimental group adopted the TBLT-based teaching plan designed in Chapter 4 for oral teaching; the control group adopted the traditional teaching model, which included teacher's explanation of vocabulary and sentence patterns, organized communicative drills, and teacher-guided interactive activities.

(2) Dependent variable: Students' Japanese oral ability (measured by pre-test and post-test scores), learning interest and attitude (measured by questionnaire scores), and willingness to speak (measured by classroom observation frequency).

(3) Control variables: Teaching content, teaching duration, teaching teachers, and evaluation standards to ensure the credibility of the experiment results.

3) Experiment Cycle and Process

The experiment cycle was 16 weeks (September to December 2024), divided into three stages:

Preparatory stage (Week 1): Complete pre-tests and questionnaire distribution to clarify the basic situation of the two groups;

Teaching intervention stage (Weeks 2-15): The experimental group was taught according to the TBLT plan, and the control group was taught according to the traditional model;

Post-evaluation stage (Week 16): Complete post-tests, questionnaire distribution, interviews, and data sorting.

B. IMPLEMENTATION OF THE EXPERIMENT PROCESS

1) Experimental Group: Adopting TBLT for Oral Teaching

Teaching was implemented according to the plan designed in Chapter 4:

Weeks 2-5 focused on basic tasks (application of vocabulary and sentence patterns), Weeks 6-10 focused on communicative tasks (role-plays, information gap tasks), and Weeks 11-15 focused on comprehensive tasks (thematic discussions, speeches).

Each class strictly followed the three stages of "pre-task - during-task - post-task", and process-oriented evaluation was carried out throughout, providing timely feedback to students.

2) Control Group: Adopting Traditional Teaching Method for Oral Teaching

The control group adopted a traditional teaching model that integrated language explanation and communicative drills:

Teachers explained vocabulary, sentence patterns, and Japanese-specific norms (e.g., basic Keigo) in textbooks, and organized targeted communicative drills;

Classroom interaction was mainly based on teacher-guided discussions and group activities;

After-class homework such as dialogue recitation and sentence pattern imitation was assigned; Evaluation combined mid-term and final oral tests, with regular feedback on students' performance.

3) Control and Recording During the Experiment

During the experiment, special personnel were arranged to record the classroom interaction frequency, students' speaking times, and task completion status of the two classes;

Teachers wrote teaching logs every week to record problems and adjustment measures in the teaching process;

Regularly check students' homework and task reports to ensure the controllability of the teaching process. At the same time, cross of teaching information between the two groups of students was avoided to ensure the independence of experimental variables.

C. STATISTICAL ANALYSIS OF EXPERIMENT DATA

1) Comparative Analysis of Oral Ability Test Scores

There were significant differences in the pre-test and post-test scores of oral ability between the experimental group and the control group, with specific data shown in Table 3:

TABLE 3. Comparison of Pre-test and Post-test Scores of Oral Ability Between the Experimental Group and the Control Group

Test Stage	Group	Average Score (Points)	t-value	P-value	Significance of Difference
Pre-test	Experimental Group	65.2	0.32	0.75	Not significant ($P > 0.05$)
Pre-test	Control Group	64.8			
Post-test	Experimental Group	82.5	5.86	0.00	Significant ($P < 0.05$)
Post-test	Control Group	71.3			

In terms of score dimensions, the comparison of the improvement range of each dimension between the two classes is shown in Table 4:

TABLE 4. Comparison of Improvement Ranges of Each Dimension Between the Experimental Group and the Control Group

Ability Dimension	Improvement Range of Experimental Group (Points)	Improvement Range of Control Group (Points)
Language Accuracy	15.8	9.6
Fluency	18.6	8.3
Communicative Effectiveness	19.2	7.5

2) Comparative Analysis of Questionnaire Data on Students' Learning Interest and Attitude

Post-experiment questionnaires showed that the score of students' interest in Japanese oral learning in the experimental group (4.2 points/5 points) was significantly higher than that in the control group (3.1 points/5 points); 87.5% of students in the experimental group expressed "willingness to take the initiative to participate in oral practice", compared with only 43.8% in the control group; 78.1% of students in the experimental group believed that "their oral ability has improved significantly", compared with 37.5% in the control group.

The data indicates that TBLT can effectively stimulate students' learning interest and improve their learning self-confidence and initiative.

3) Analysis of Teacher Interviews and Classroom Observation Records

Teacher interviews showed that the classroom atmosphere of the experimental group was more active, students' participation was significantly higher than that of the control group, and they could take the initiative to raise questions and participate in discussions;

Classroom observation records showed that the average number of students' active speeches per class in the experimental group was 32, compared with only 8 in the control group;

The task completion rate of the experimental group reached 93.8%, and the proportion of high-quality tasks reached 68.7%, which was significantly higher than that of the control group (completion rate of 75% and high-quality proportion of 31.2%).

At the same time, students in the experimental group were also superior to the control group in adaptability and expression logic when facing unfamiliar topics.

D. EXPERIMENT CONCLUSIONS AND DISCUSSIONS

1) The Impact of TBLT on Students' Japanese Oral Ability

The experiment conclusions indicate that TBLT can significantly improve students' Japanese oral ability:

(1) Through sufficient oral practice and targeted feedback, students' language accuracy and fluency are significantly improved;

(2) Task design in real scenarios enables students to flexibly apply language knowledge, and their communicative effectiveness is significantly enhanced;

(3) The development of comprehensive tasks cultivates students' logical thinking and language organization abilities, and improves their ability to cope with complex scenarios.

This is consistent with the research conclusion of the International TESOL Association that TBLT improves learners' communicative abilities.

2) The Impact of TBLT on Students' Interest and Attitude in Japanese Learning

The student-centered design concept and diversified task forms of TBLT effectively reduce students' expression anxiety and stimulate their learning interest. The group cooperation model makes students feel collective support and enhances their learning self-confidence; the sense of achievement after completing tasks further strengthens their learning motivation, making students transform from "passive learning" to "active participation".

In interviews, many students said that "TBLT classrooms are more interesting, and they are willing to take the initiative to speak Japanese", which confirms its positive impact on students' learning attitudes.

3) Problems and Improvement Directions in the Implementation of TBLT

Some problems were also found during the experiment:

(1) Task design is time-consuming, requiring high lesson preparation abilities of teachers;

(2) Some students with weak foundations have low participation in group tasks and are prone to being marginalized;

(3) Classroom time is limited, making it difficult to balance "task completion" and "detailed explanation".

Improvement directions:

- (1) Establish a task resource library to provide standardized task plans for teachers;
- (2) Adopt a "heterogeneous grouping" model, match students with different foundations, and provide personalized guidance for students with weak foundations;
- (3) Optimize classroom time allocation, adopt the model of "pre-class preview + in-class practice + after-class expansion" to improve teaching efficiency.

VI. RESEARCH CONCLUSIONS AND APPLICATION SUGGESTIONS

A. MAIN RESEARCH CONCLUSIONS

1) Application Effect of TBLT in College Japanese Oral Teaching

This study confirms that TBLT has significant positive effects in the oral teaching of college Japanese majors by effectively integrating industrial scenarios into language tasks, thereby enhancing the professional communicative proficiency required for the sector:

It can effectively improve students' Japanese oral expression abilities (especially fluency and communicative effectiveness), stimulate their learning interest and willingness to speak, and improve their learning attitudes; Compared with traditional teaching methods, it is more able to meet the core needs of Japanese oral teaching and solve dilemmas such as "mute Japanese" and "disconnection between learning and application".

2) Core Application Points of TBLT in Japanese Oral Teaching

The effective application of TBLT requires grasping three core points:

- (1) Task design should follow the principles of pragmatism, hierarchy, interactivity, and interestingness, docking with students' needs and real scenarios;
- (2) Classroom implementation should strictly implement the three stages of "pre-task - during-task - post-task", strengthening the guiding and feedback role of teachers;
- (3) It is necessary to construct an evaluation system of "process + result", "diversified subjects", and "refined indicators" to comprehensively test the teaching effect.

B. APPLICATION SUGGESTIONS OF TBLT IN COLLEGE JAPANESE ORAL TEACHING

1) Suggestions for College Japanese Oral Teachers

Teachers need to change their teaching concepts, transforming from "knowledge transmitters" to "teaching guides";

Strengthen the learning and practice of TBLT, and improve their abilities in task design and classroom organization;

Establish student learning portfolios, track and record students' learning processes, and provide personalized feedback;

Strengthen communication and cooperation with peers, co-construct and share task resource libraries, and improve teaching efficiency.

2) Suggestions for College Japanese Teaching Management

Colleges and universities should strengthen special training for Japanese oral teachers and build teaching exchange platforms;

Optimize curriculum settings, increase the proportion of oral class hours, and provide time guarantee for the implementation of TBLT; Increase investment in teaching resources, build Japanese oral practice bases and online task platforms, and provide diversified practice scenarios for students;

Incorporate the application of TBLT into the teaching quality evaluation system to guide teachers to actively carry out teaching reform.

AUTHOR CONTRIBUTIONS

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CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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ETHICS APPROVAL AND CONSENT TO PARTICIPATE

This study was approved by the Ethics Committee of Xi'an Fanyi University, and was performed in accordance with the principles of the Declaration of Helsinki. All eligible participants signed an informed consent form.

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