

Lived Practices of English Teachers in Employing Task-Based Assessment to Enhance the English Macroskills

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Abstract: *This study explored the lived practices of English language teachers in implementing Task-Based Assessment (TBA) and the challenges they encountered in developing students' macro language skills. Utilizing a phenomenological qualitative design, the study gathered in-depth interview data from fifteen English language teachers in Siargao Division. The data were thematically analyzed using Colaizzi's method, with the aid of Taguette software to ensure systematic coding and rigorous theme development.*

Findings revealed that teachers employed a range of task-based assessment strategies, including role-playing, performance tasks, writing activities, project-based learning, and technology-integrated outputs to enhance students' listening, speaking, reading, and writing skills. Despite these practices, teachers encountered several challenges, such as limited instructional time, insufficient instructional resources, large class sizes, diverse learner proficiency levels, and student anxiety during performance-based tasks. To address these challenges, teachers adopted various coping mechanisms, including task simplification, the use of clear and structured assessment rubrics, differentiated instruction, continuous and formative feedback, and professional collaboration with colleagues. These strategies enabled them to respond effectively to learner diversity while sustaining the implementation of task-based assessment in their classrooms.

The study concluded that task-based assessment served as an effective approach in promoting holistic language development. However, its successful implementation depended largely on adequate institutional support, sustained teacher professional development, and the availability of appropriate instructional resources..

Keywords: English macro skills, phenomenology, qualitative research, teacher practices, task-based assessment

I. INTRODUCTION

Effective communication in English remained a vital competency for senior high school learners, as it supported both academic success and meaningful engagement in real-world contexts. In the Philippine educational setting, where English served as a primary medium of instruction, the development of macro language skills—listening, speaking, reading, and writing had increasingly become a central focus of language education. This study examined the use of task-based assessment (TBA) in enhancing these macro skills, particularly within classroom assessment practices that aimed to measure authentic language use rather than isolated knowledge.

Scholars have emphasized the importance of task-based approaches in language assessment. According to Apat et al. (2023), communicative competence is fundamental to learner success, while Munajat and Abidin (2025) argued that traditional assessment methods often fail to capture learners' actual communicative abilities. Task-based assessment, grounded in task-based language teaching, has been identified as an effective alternative that promotes real-life



language use through meaningful tasks (Fasih, 2022). Yildiz (2020) highlighted that TBA fosters purposeful communication, while Giraldo (2020) noted that tasks can range from simple interactions to complex performances requiring higher-order thinking skills. Moreover, Akbulut and Mirici (2024) described TBA as an assessment-for-learning practice that enhances learner engagement, and Nychkalo et al. (2020) pointed out persistent challenges such as limited resources, insufficient teacher training, and curriculum misalignment.

Despite these insights, there remained a significant gap in understanding how task-based assessment is implemented in localized, resource-constrained, and multilingual contexts such as the Siargao Division. Existing studies often overlook the lived experiences of teachers, particularly the practical challenges they encounter and the adaptive strategies they employ in real classroom settings.

To address this gap, the present study investigated how English teachers in the Siargao Division implemented task-based assessment to develop students' macro language skills. It further explored the challenges they faced, the coping strategies they employed, and the best practices that emerged from their experiences, thereby contributing context-specific insights to the growing body of literature on task-based language assessment.

Objectives of the Study

This study aims to examine the implementation of task-based assessment in developing the macro language skills of senior high school students in the Siargao Division. Specifically, it seeks to:

Identify the types of task-based assessment strategies commonly employed by English teachers in developing students' macro language skills in terms of:

- 1.1 Listening;
- 1.2 Speaking;
- 1.3 Reading; and
- 1.4 Writing.

Determine the extent of utilization of task-based assessment in developing macro language skills in terms of:

- 2.1 Listening;
- 2.2 Speaking;
- 2.3 Reading; and
- 2.4 Writing.

Examine the challenges encountered by English language teachers in implementing task-based assessment for macro skills development.

Analyze how teachers adapt or respond to the challenges encountered in the use of task-based assessment.

Identify the best practices or effective strategies derived from teachers' experiences in using task-based assessment to enhance the macro language skills of senior high school students.

II. METHODOLOGY

Research Design

The study employed a **descriptive phenomenological research design**, a qualitative approach that focuses on understanding the lived experiences of participants. This design enabled the researcher to explore how English language teachers implement task-based assessment in developing students' macro language skills. Data were gathered through Focus Group Discussions (FGDs) to capture in-depth insights into teachers' practices, challenges, and strategies .

Research Environment / Locale

The study was conducted in selected **public senior high schools in the Siargao Division**. These schools offer different strands such as STEM, ABM, HUMSS, GAS, and TVL and operate under the Department of Education. The setting is characterized by diverse conditions, including limited instructional resources, varied class sizes, and multilingual



environments (English, Filipino, and Surigaonon). The geographical and socio-cultural context of Siargao also influences teaching and assessment practices. Figure 1 shows the research locale

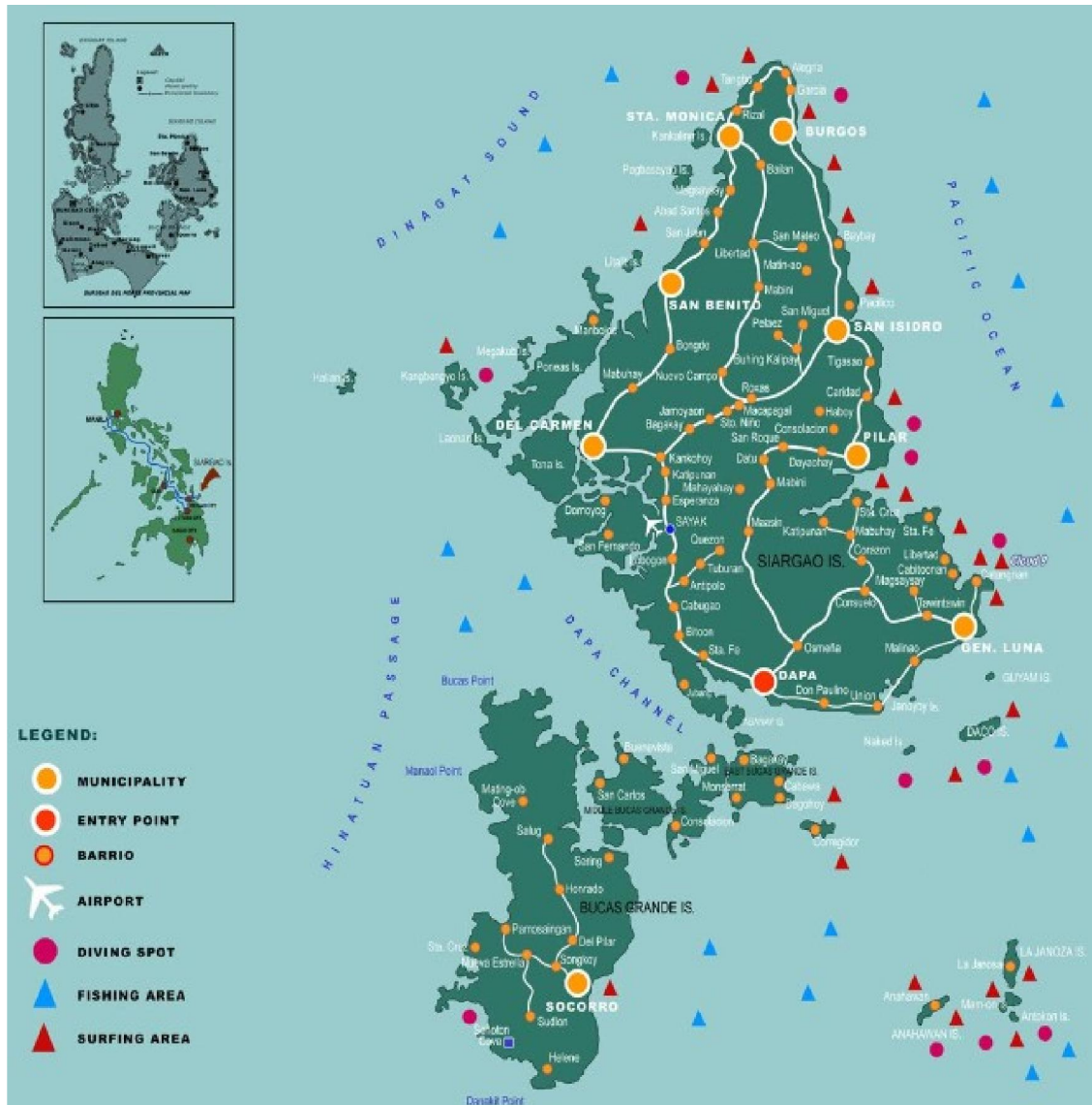


Figure. Map of the Research Locale

Respondents / Participants of the Study

The respondents were **fifteen (15) English language teachers** selected through purposive sampling. All participants had at least two (2) years of teaching experience to ensure adequate exposure to instructional and assessment practices. They came from different schools across the Siargao Division, providing varied perspectives and experiences relevant to the study .



Research Instrument

The study utilized a **researcher-developed interview guide** composed of open-ended questions aligned with the research objectives. The instrument focused on identifying assessment practices, challenges, strategies, and improvements. It underwent **expert validation** to ensure clarity, relevance, and content validity. Consistency in data collection procedures ensured reliability and trustworthiness .

Data Gathering Procedure

The researcher secured permission from the Graduate School, the Department of Education, and school authorities before conducting the study. Participants were informed about the purpose of the research and provided **informed consent**. FGDs were conducted with proper orientation, and responses were audio-recorded with permission. Field notes were also taken to support the collected data .

Ethical Considerations

Ethical standards were strictly observed, including voluntary participation, confidentiality of responses, and the right of participants to withdraw at any time. All necessary approvals were obtained prior to data collection .

Data Analysis

The collected data were transcribed verbatim and analyzed using **Colaizzi’s phenomenological method**. This involved identifying significant statements, formulating meanings, clustering themes, and developing a comprehensive description of participants’ experiences. This process enabled the identification of key themes related to task-based assessment practices and challenges

III. RESULTS AND DISCUSSION

Types of Task-Based Assessment Strategies

The findings reveal that English language teachers employ diverse **task-based assessment (TBA) strategies** that emphasize authentic, communicative, and performance-based learning. The most prominent strategies include **performance tasks and presentations, role-playing and simulations, writing-based tasks, project-based tasks, real-world communication tasks, collaborative group activities, multimedia-based tasks, and the use of rubrics .**

Table I. Summary of Task-Based Assessment Strategies and Targeted Macro Skills

TASK-BASED STRATEGY	DESCRIPTION	MACRO SKILLS TARGETED
PERFORMANCE TASKS & PRESENTATIONS	ORAL REPORTS, DEBATES, SIMULATIONS	SPEAKING, LISTENING
ROLE-PLAYING & SIMULATIONS	CONTEXTUALIZED REAL-LIFE INTERACTION	SPEAKING, LISTENING
WRITING-BASED TASKS	ESSAYS, REFLECTIONS, CREATIVE WRITING	WRITING
PROJECT-BASED TASKS	INTEGRATED OUTPUTS (E.G., RESEARCH, STORYBOOKS)	ALL SKILLS
REAL-WORLD COMMUNICATION TASKS	DIALOGUES, LETTERS, INTERVIEWS	SPEAKING, WRITING
COLLABORATIVE TASKS	GROUP-BASED LEARNING ACTIVITIES	ALL SKILLS
MULTIMEDIA-BASED TASKS	DIGITAL STORYTELLING, VIDEO OUTPUTS	ALL SKILLS
RUBRIC-BASED ASSESSMENT	STRUCTURED EVALUATION CRITERIA	ALL SKILLS

Performance-based activities such as oral reports, debates, and simulations demonstrate teachers’ focus on developing speaking and listening skills through real-world communication. Similarly, role-playing activities provide



contextualized interaction, enhancing fluency and pragmatic competence. Writing tasks, including reflections and creative outputs, promote both metacognitive awareness and expressive skills, while project-based tasks integrate multiple macro skills in meaningful outputs.

The integration of multimedia and collaborative learning further indicates a shift toward learner-centered and technology-enhanced instruction. The consistent use of rubrics highlights teachers' efforts to ensure fairness and clarity in assessment. Overall, these practices align with contemporary literature emphasizing authenticity, interaction, and meaningful communication as core principles of task-based language teaching.

Extent of Utilization of Task-Based Assessment

The quantitative results indicate that TBA is **generally highly utilized** across macro language skills, particularly in **listening (M = 4.22), reading (M = 4.29), and speaking (M = 4.24)**, while **writing (M = 4.11)** is slightly lower but still frequently practiced as shown in Table II.

Table II. Overall Extent of Utilization of Task-Based Assessment Across Macro Skills

<i>Macro Skill</i>	<i>Mean (GWM)</i>	<i>Interpretation</i>
<i>Listening</i>	4.21	Highly Utilized
<i>Reading</i>	4.29	Highly Utilized
<i>Writing</i>	4.11	Utilized
<i>Speaking</i>	4.24	Highly Utilized

Table III. Highest and Lowest Rated Task-Based Assessment Indicators

<i>Category</i>	<i>Indicator</i>	<i>Mean</i>	<i>Interpretation</i>
<i>Highest</i>	Reading tasks requiring analysis	4.87	Highly Utilized
<i>High</i>	Writing (essays/reflections)	4.60	Highly Utilized
<i>Low</i>	Technology-based writing	3.53	Utilized
<i>Low</i>	Creative writing tasks	3.73	Utilized

For **listening**, teachers consistently employ performance-based and authentic tasks such as oral instructions, multimedia-supported activities, and simulations. This reflects a strong emphasis on active listening and real-time comprehension.

In **reading**, the highest utilization is observed in tasks requiring analysis and production of outputs (M = 4.87), indicating a strong focus on higher-order thinking skills. Collaborative and project-based reading tasks further support critical literacy and knowledge construction.

For **writing**, structured tasks such as essays and real-life outputs (e.g., letters and reports) are highly utilized, while creative and technology-based writing tasks are less emphasized. This suggests that writing instruction is still evolving toward more innovative and digital approaches.

In **speaking**, teachers heavily rely on presentations and group tasks, highlighting the importance of structured and collaborative communication activities. However, authentic real-life speaking tasks and technology integration are moderately utilized, indicating areas for enhancement.

Overall, the findings suggest that TBA is widely practiced, with a strong orientation toward **authenticity, performance, and integration of skills**, consistent with current trends in language education.

Challenges in Implementing Task-Based Assessment

Despite its benefits, the implementation of TBA is constrained by several interrelated challenges. These include **time constraints, limited resources, large class sizes, learner diversity, student anxiety, and assessment difficulties**.

Table IV. Summary of Challenges in Implementing Task-Based Assessment

<i>Challenge Category</i>	<i>Description</i>
<i>Time Constraints</i>	TBA requires extensive preparation and assessment
<i>Resource Limitations</i>	Lack of devices and materials
<i>Large Class Sizes</i>	Difficulty managing performance tasks
<i>Learner Diversity</i>	Mixed ability levels affect participation



<i>Student Anxiety</i>	Fear of speaking reduces engagement
<i>Assessment Difficulties</i>	Challenges in rubric design and scoring

Time constraints emerged as the most significant issue, as teachers reported that TBA requires extensive preparation, facilitation, and feedback. Resource limitations, particularly the lack of digital tools, restrict the implementation of multimedia-based tasks. Large class sizes further complicate the management of interactive activities such as role-plays.

Additionally, differences in student proficiency create uneven participation, while anxiety and low confidence hinder engagement, especially in speaking tasks. Teachers also reported difficulty in designing objective rubrics for performance-based assessment, highlighting concerns about fairness and consistency.

These findings indicate that while TBA is pedagogically sound, its implementation is highly influenced by contextual and institutional factors.

Coping Strategies of Teachers

To address these challenges, teachers adopt a range of **adaptive and learner-centered strategies**. These include **task simplification, differentiated grouping, rubric refinement, task modification, continuous feedback, professional collaboration, and use of the local language**.

Table V. Teachers' Coping Strategies in Implementing TBA

<i>Strategy</i>	<i>Description</i>
<i>Task Simplification</i>	Breaking tasks into smaller components
<i>Differentiated Grouping</i>	Grouping students by ability
<i>Rubric Refinement</i>	Improving clarity and fairness
<i>Task Modification</i>	Adjusting tasks to learner needs
<i>Continuous Feedback</i>	Providing regular feedback
<i>Collaboration</i>	Engaging in LAC and peer support
<i>Language Support</i>	Using local language for clarity

Breaking tasks into smaller components helps manage complexity, while grouping students by ability ensures equitable participation. Teachers also refine rubrics to improve clarity and objectivity, and modify tasks based on learners' needs. Continuous feedback is widely practiced to support improvement, while collaboration through Learning Action Cell (LAC) sessions enhances professional development. The strategic use of the local language further supports comprehension in multilingual classrooms.

These strategies demonstrate teachers' flexibility and responsiveness in implementing TBA despite contextual constraints.

Best Practices in Task-Based Assessment

The study identified several best practices that enhance the effectiveness of TBA. These include **authentic task design, clear rubric communication, scaffolding, collaborative learning, continuous feedback, multimedia integration, and professional collaboration**.

Table VI. Best Practices in Task-Based Assessment for Macro Skills Development

<i>Best Practice</i>	<i>Description</i>
<i>Authentic Tasks</i>	Real-life communication activities
<i>Clear Rubrics</i>	Transparent assessment criteria
<i>Scaffolding</i>	Templates and guided steps
<i>Collaborative Learning</i>	Peer interaction and teamwork
<i>Continuous Feedback</i>	Ongoing performance improvement
<i>Multimedia Integration</i>	Use of digital tools
<i>Task Phasing</i>	Breaking tasks into stages



Professional Sharing | Teacher collaboration

Authentic tasks connect learning to real-life communication, while clear rubrics guide student performance. Scaffolding through templates and step-by-step guidance supports task completion, and collaborative strategies promote engagement and autonomy.

Continuous feedback strengthens learning, while multimedia tools enhance motivation and multimodal communication skills. Additionally, sharing best practices among teachers fosters reflective and improved instructional approaches.

Collectively, these practices highlight that effective TBA requires **intentional design, structured support, and continuous interaction between teachers and learners.**

Synthesis of Findings

The integration of qualitative and quantitative findings reveals that while TBA is **widely and effectively utilized**, its implementation is shaped by contextual challenges. High utilization in listening, reading, and speaking reflects strong adoption of communicative practices, whereas slightly lower utilization in writing—particularly in creative and technology-based tasks—indicates areas for further development.

Table VII. Synthesis of Findings on Task-Based Assessment Implementation

<i>Aspect</i>	<i>Key Findings</i>
<i>Strategies</i>	Diverse, authentic, performance-based
<i>Utilization</i>	High across most macro skills
<i>Challenges</i>	Time, resources, class size, anxiety
<i>Coping</i>	Adaptive, differentiated, collaborative
<i>Best Practices</i>	Authenticity, scaffolding, feedback

The challenges identified explain these variations, particularly in relation to time, resources, and assessment complexity. Meanwhile, teachers’ coping strategies and best practices demonstrate that effective implementation of TBA depends on **adaptability, collaboration, and reflective teaching.**

Overall, the findings confirm that task-based assessment is a **powerful and learner-centered approach** to developing macro language skills, but its success requires adequate support, resources, and continuous professional development.

Summary of Findings

This study examined the implementation of task-based assessment (TBA) in developing the macro language skills—listening, speaking, reading, and writing—of senior high school students in the Siargao Division. Using a descriptive phenomenological design, the study explored teachers’ practices, extent of utilization, challenges, coping strategies, and best practices .

The findings revealed that English teachers employ a wide range of TBA strategies, including performance tasks, role-playing, writing-based activities, project-based learning, real-world communication tasks, collaborative work, multimedia integration, and rubric-based assessment.

In terms of utilization, TBA was found to be **highly utilized** in listening (GWM = 4.21), reading (GWM = 4.29), and speaking (GWM = 4.24), and **often utilized** in writing (GWM = 4.11). However, lower utilization was observed in creative and technology-based writing tasks, indicating areas for improvement.

The study also identified key challenges, including time constraints, limited resources, large class sizes, learner diversity, student anxiety, and difficulties in assessment design. Despite these, teachers demonstrated adaptive strategies such as task simplification, differentiated instruction, rubric refinement, continuous feedback, collaboration, and use of the local language.

Furthermore, best practices identified include authentic task design, clear rubric use, scaffolding, collaborative learning, and continuous feedback, all of which contribute to effective TBA implementation.

IV. CONCLUSIONS

The findings lead to several important conclusions.



First, task-based assessment is a **widely implemented and effective approach** in developing students' macro language skills, reflecting teachers' competence in applying diverse and authentic assessment strategies.

Second, while TBA is consistently applied across macro skills, **writing—particularly creative and technology-integrated tasks—remains underutilized**, suggesting the need for further development in this area.

Third, the implementation of TBA is influenced by **contextual and pedagogical challenges**, including time limitations, insufficient resources, large class sizes, learner diversity, affective barriers, and assessment complexities.

Fourth, teachers demonstrate **adaptability and resilience** by employing various coping strategies that sustain effective instruction despite constraints.

Finally, the integration of best practices—such as authenticity, scaffolding, collaboration, and feedback—plays a crucial role in enhancing the effectiveness of task-based assessment and improving students' macro language skills.

V. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are proposed:

School Administrators. Provide sustained professional development on task-based assessment, rubric design, and technology integration, and improve access to instructional resources and digital tools.

English Teachers. Enhance the use of creative and technology-based tasks, particularly in writing and speaking, and strengthen assessment literacy, especially in rubric development and performance-based evaluation.

Curriculum Developers and Implementers. Develop flexible and context-responsive TBA frameworks, establish clear standards for authentic assessment, and ensure continuous support through training and resource provision.

Future Researchers. Conduct further studies on technology-enhanced TBA, explore students' perspectives, and examine its application in different educational contexts.

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