

## *Student Perceptions of Task-Based Language Teaching in Chinese High Schools*

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*Although task-based language teaching (TBLT) is promoted as the main pedagogy in ELT in the national curriculum for Chinese high school students, students' perceptions of TBLT have been under-researched. This study was designed to fill this gap in the literature through an investigation of Chinese high school students' perceptions of TBLT. Forty-seven Senior Year 2 students from a high school in northwest China participated in the study. After attending a two-hour lesson in which they completed three tasks designed following Willis' task-based learning framework (1996), participants responded to a survey that examines student perceptions of tasks, drawing on their experiences in the lesson. Findings reveal that despite concerns for low English proficiency, large class sizes, and pressure to achieve high scores on exams, students have positive views toward tasks. The study also suggests incompatibility of using tasks for students with a low level of English proficiency. Finally, these findings indicate that a weak version of TBLT, or task-supported teaching, has potential for EFL instruction of Chinese high school students.*