

The Development Modern Chinese Dance Skills and Perceptions Using Task-based Teaching Method for students of Guangxi Polytechnic and Vocational Technical College in China

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Abstract

The purposes of this research were to (1) to compare students' modern Chinese dance skills before and after the implementation of task-based teaching, and (2) to examine students' perceptions toward task-based learning in modern Chinese dance instruction. The sample group used in this study was one class, 30 of Guangxi Polytechnic and Vocational Technical College students which was conducted by cluster random sampling. The research design was one-group pretest posttest design. The research instruments included (1) Task-based teaching method lesson plans which has the mean of experts' assessment at the highest level (2) Dance performance assessment test with the mean of experts' assessment at 4.80, is appropriate at the highest level and (3) Students' perception questionnaire of a five-point Likert scale, which had the value of reliability at 0.86.

The finding were as follow, The post-test of modern Chinese Dance skills by using Task-based teaching method was higher than pretest with statistically significant at 0.05 level and the students' perception on modern Chinese Dance skills by using Task-based teaching method was at the most level in total ($\bar{X} = 4.53$, S.D.=0.62).

Key words: Modern Chinese Dance Skills, Task-Based Teaching Method and Students' Perception

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Introduction

Preschool education has increasingly been recognized as a fundamental component of national education systems, as it plays a crucial role in shaping children's cognitive, emotional, and social development. Consequently, the professional competence of preschool teachers has become a central determinant of educational quality in early childhood settings. Within preschool teacher education programs, artistic competence, particularly dance education, constitutes an essential domain for developing teachers' creativity, aesthetic understanding, and pedagogical capability. Modern Chinese dance, as a contemporary artistic form derived from traditional cultural aesthetics, serves not only as an artistic training medium but also as a pedagogical tool for cultivating children's physical expression, cultural identity, and aesthetic appreciation.

In China, national educational reforms have emphasized the cultivation of highly competent vocational graduates capable of meeting workplace demands immediately upon employment. Policy frameworks, including the *Guidelines for Learning and Development of Children Aged 3–6* and national initiatives promoting high-quality vocational education, advocate the integration of traditional cultural resources into vocational curricula while strengthening professional skills training. These policy directions align with competency-based education, which emphasizes the development of practical abilities, creativity, and professional adaptability rather than mere knowledge acquisition. Within preschool teacher education, this shift requires students to develop not only technical dance performance skills but also pedagogical competencies, including choreography design, instructional demonstration, and early childhood activity organization.

Despite these reforms, dance instruction in many preschool teacher education institutions continues to rely heavily on traditional teacher-centered instructional approaches characterized by demonstration and imitation. While such approaches are effective for transmitting basic movement techniques, they often fail to cultivate higher-order professional competencies such as creativity, instructional adaptability, and reflective practice. Previous studies in vocational and arts education have suggested that traditional

performance-oriented instruction may limit students' active participation and reduce the applicability of acquired skills to real teaching contexts.

Guangxi Chongzuo Preschool Teachers College, a specialized institution dedicated to preschool teacher preparation, operates within a culturally diverse region characterized by rich ethnic dance traditions, particularly those of the Zhuang and Yao communities. These cultural resources provide valuable opportunities for integrating regional cultural heritage into modern Chinese dance instruction. However, preliminary institutional reviews indicate several challenges in the current dance teaching practices. These challenges include limited diversity in instructional methods, insufficient alignment between teaching content and professional competency requirements, underutilization of local cultural resources, and disparities in students' skill development outcomes.

Task-based teaching has emerged as an innovative learner-centered pedagogical approach that emphasizes experiential learning through structured task completion. Originating from second language acquisition research, task-based teaching has gradually been applied in vocational and arts education contexts due to its emphasis on authentic learning, student autonomy, and competency development. Theoretical perspectives such as embodied cognition further support task-based learning in performing arts education, suggesting that knowledge construction occurs through bodily engagement and situated practice. Empirical studies have demonstrated that task-based approaches can enhance students' learning motivation, practical skill acquisition, and professional readiness in vocational education contexts.

However, existing research on task-based teaching has primarily focused on language education and general vocational training, with limited empirical investigation into its effectiveness in performing arts education, particularly modern Chinese dance instruction within preschool teacher education programs. Furthermore, there remains insufficient research exploring how task-based teaching can integrate professional competency development with local cultural heritage preservation.

Therefore, this study aims to investigate the effectiveness of task-based teaching in improving students' modern Chinese dance skills at Guangxi Chongzuo Preschool Teachers

College. By examining students' skill development outcomes and learning experiences, this study seeks to contribute empirical evidence to support pedagogical innovation in vocational arts education and provide practical guidance for curriculum reform in preschool teacher training.

Research Problem Statement

Although modern Chinese dance is a critical component of preschool teacher education, existing instructional practices remain predominantly teacher-centered and performance-oriented, limiting the development of comprehensive professional competencies required in early childhood education contexts. Moreover, there is insufficient empirical evidence regarding the effectiveness of task-based teaching in improving dance skill performance and enhancing student engagement in vocational arts education. The lack of integration between instructional innovation, professional competency development, and local cultural resources further highlights the need for systematic investigation into alternative teaching approaches.

Research Questions

1. Does task-based teaching significantly improve students' modern Chinese dance skills?
2. How do students perceive the effectiveness of task-based teaching in dance learning?

Research Objectives

1. To compare students' modern Chinese dance skills before and after the implementation of task-based teaching.
2. To examine students' perceptions toward task-based learning in modern Chinese dance instruction.

Research Hypothesis

1. Task-based teaching significantly improves students' modern Chinese dance skills.
2. Task-based teaching enhances students' learning perceptions.

Significance of the Study

This study is significant in several dimensions.

First, it contributes to the pedagogical development of vocational arts education by providing empirical evidence regarding the effectiveness of task-based teaching in performing arts learning contexts. While task-based teaching has been extensively studied in language education, its application in dance education, particularly within vocational preschool teacher preparation, remains underexplored.

Second, the study supports the advancement of competency-based vocational education by examining how instructional design can enhance students' professional readiness. The findings are expected to provide practical insights for curriculum reform in preschool teacher education, particularly in improving students' artistic, pedagogical, and creative competencies required for early childhood education.

Third, the study highlights the integration of cultural heritage into vocational education. By incorporating regional ethnic dance resources into modern Chinese dance instruction, the study contributes to cultural sustainability and promotes culturally responsive pedagogy in vocational arts education.

Finally, this study contributes to the theoretical expansion of embodied cognition in performing arts education by examining how physical engagement through structured learning tasks influences skill development and learning experiences.

Scopes of research

Population and sample

1. The population used in this study is two classes (Class 1 and Class 2) of grade 10 Yulin Vocational School, in their first semester of 2021. The total number of students is 60, 30 in each class.

2. Sample group. The sample group used in this study is one class, 30 of Guangxi Polytechnic and Vocational Technical College students which was conducted by Cluster random sampling.

Variable study

Independent Variable: Task-Based Teaching Methodology

Dependent Variables: Modern Chinese Dance Skills and Student Perceptions toward Learning

Conceptual Framework

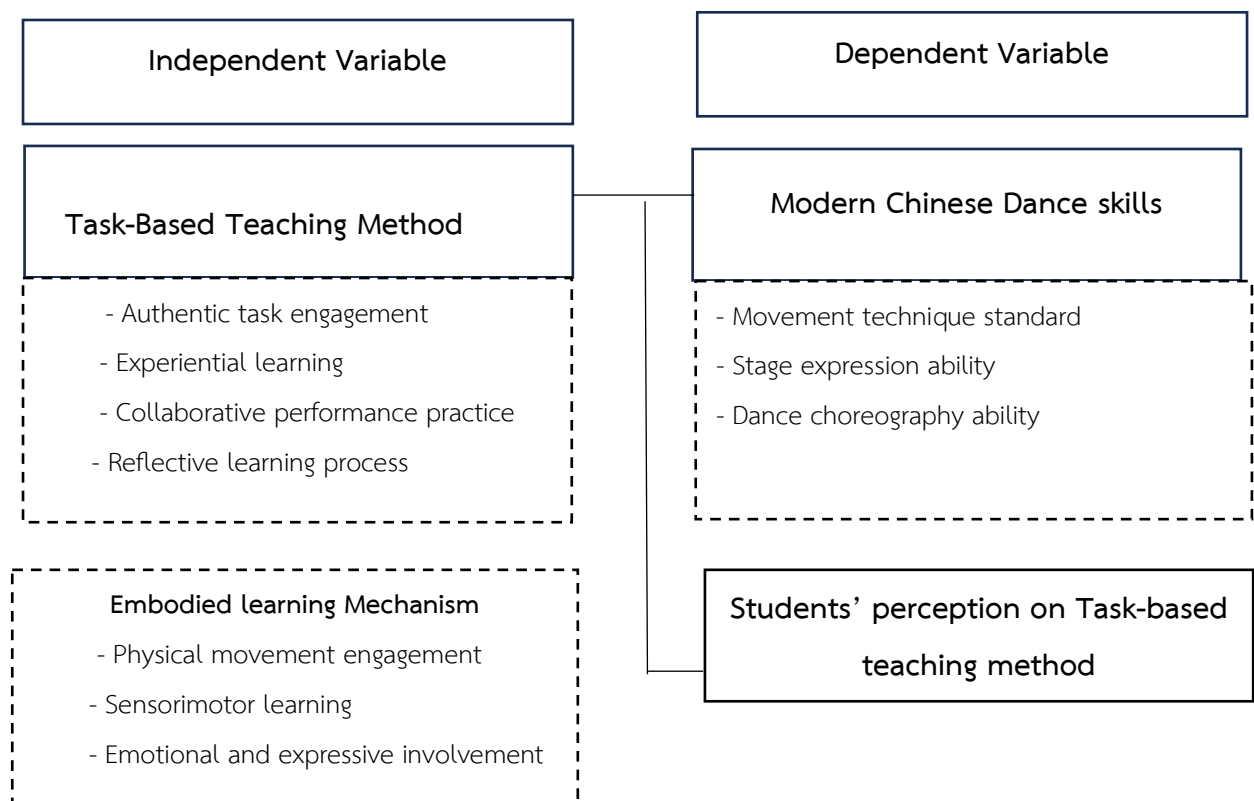


Figure 1 Conceptual Framework

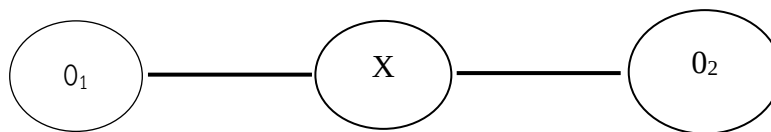
Framework Explanation

This study proposes a conceptual framework integrating task-based teaching, embodied cognition, and competency-based vocational education. Task-based teaching

serves as the instructional intervention that promotes authentic learning experiences through structured performance tasks. The learning process engages students in experiential and collaborative activities that support embodied cognition, where knowledge is constructed through physical movement and expressive engagement. Through this learning mechanism, students develop professional dance competencies, which are reflected in improved movement techniques, expressive performance, and choreography abilities. The framework further assumes that effective task-based learning positively influences students' perceptions toward dance education and enhances professional readiness in vocational college.

Research Design

This research design was one-group pretest posttest design (Cambell and Stanley,1969).



O_1 is a pretest

X Task-based teaching method

O_2 is a posttest

Research Instruments

Three research instruments were used in this study.

Task-based teaching method lesson plans

The researcher developed a series of lesson plans based on task-based teaching method. The lesson plans were designed to enhance students' dance performance skills through practical learning activities. The development procedures were as follows:

1. Studying theories and literature related to task-based learning and dance education.

2. Analyzing course objectives and learning outcomes.
3. Designing learning tasks and instructional activities.
4. Developing lesson plans.
5. Validating lesson plans by five experts in dance education and instructional design.
6. Revising lesson plans based on expert feedback.

which has the mean of experts' assessment at 4.90, indicating that the proposed Chinese reading learning management plan is appropriate at the highest level

Dance performance assessment test

The dance performance was designed to evaluate students' dance skills in four domains 1) Movement Accuracy, 2) Stage expression, 3) Rhythm and flow and 4) Creativity in choreography which is assessed by the 4 levels rubric score: 80–100 excellent, 70–79 good, 60–69 average, below 60 needs improvement, which has the mean of experts' assessment at 4.80, indicating that the proposed Chinese reading learning management plan is appropriate at the highest level

Students' Perception Questionnaire

The questionnaire aimed to investigate students' perceptions of task-based teaching methodology. It consisted of four domains: 1) Learning participation, 2) Content understanding 3) Learning motivation and 4) Skill development. The questionnaire used a five-point Likert scale, which was finding the reliability using Cronbach's Alpha Coefficient. The value of reliability was 0.86.

Data Collection Procedure

The data collection process consisted of the following steps:

1. Preparing research instruments and obtaining permission from the institution.
2. Conducting a pretest to evaluate students' dance skills.
3. Implementing task-based teaching lesson plans.
4. Conducting a posttest to evaluate students' dance performance.
5. Distributing questionnaires to students.
6. Collecting and analyzing data.

Data Analysis

The data were analyzed using the following statistical methods:

1. The comparison of students' modern Chinese dance skills between the posttest and the pretest used mean ($\bar{X}$) and standard deviation (S.D.) and t-test dependent.
2. The studying of students' perception on modern Chinese dance skills using Task-based teaching methodology used mean ($\bar{X}$) and standard deviation (S.D.).

Research results

1. The post-test of modern Chinese Dance skills by using Task-based teaching method for students of Guangxi Polytechnic and Vocational Technical College in China was higher than pretest with statistically significant at 0.05 level, as shown in table 1.

Table 1: The Comparison of pre-test and post-test scores of modern Chinese Dance skills by using Task-based teaching method for students of Guangxi Polytechnic and Vocational Technical College in China

Content		Pretest		Posttest		T-test	
	n	score	$\bar{X}$	S.D.	$\bar{X}$	S.D.	t
Dance skills	30	30	12.57	2.58	24.17	3.27	15.28*

* Statistical significance at the .05 level, t (0.05; 29)

2. The students' perception on modern Chinese Dance skills by using Task-based teaching method for students of Guangxi Polytechnic and Vocational Technical College in China was at the most level in total ($\bar{X} = 4.53$, S.D.=0.62) for considering in each part, it's also at the most level which Arranged in the following order: 1)Dance Skill Development ($\bar{X} = 4.57$, S.D.=0.60)

2) Content Understanding ($\bar{X} = 4.55$, S.D.=0.59) , 3) Learning Motivation ($\bar{X} = 4.52$, S.D.=0.62) and 4) Learning Participation ($\bar{X} = 4.51$, S.D.=0.68) as shown in table 2.

Table 2: The students' perception on modern Chinese Dance skills by using Task-based teaching method for students of Guangxi Polytechnic and Vocational Technical College in China

No.	List	$\bar{X}$	S.D.	Level
1	Section 1: Learning Participation	4.51	0.68	the most
2	Section 2: Content Understanding	4.55	0.59	the most
3	Section 3: Learning Motivation	4.52	0.62	the most
4	Section 4: Dance Skill Development	4.57	0.60	the most
Total		4.53	0.62	the most

Conclusions

This study examined the effectiveness of the task-based teaching method in developing modern Chinese dance skills and students' learning perceptions among students at **Guangxi Polytechnic and Vocational Technical College**. The findings provide clear empirical evidence that task-based teaching is a highly effective pedagogical approach for performing arts education, particularly in vocational contexts.

First, the results demonstrated that students' modern Chinese dance skills significantly improved after the implementation of task-based teaching. The statistically significant difference between pre-test and post-test scores confirms that learning through authentic tasks, performance practice, and collaborative activities can effectively enhance students' psychomotor skills and artistic performance. This supports the growing body of research emphasizing that experiential and performance-based learning approaches are particularly suitable for skill-oriented disciplines such as dance education.

Second, the study found that students' perceptions toward learning through the task-based teaching method were at the highest level overall. Among the evaluated aspects,

dance skill development received the highest rating, followed by content understanding, learning motivation, and learning participation. These findings suggest that task-based instruction not only improves students' learning outcomes but also enhances their engagement, motivation, and overall learning experience. The positive perceptions reported by students indicate that task-based learning creates an active, learner-centered environment that supports meaningful learning.

Third, the findings contribute to the existing literature by extending the application of task-based learning beyond language education to performing arts education, particularly modern Chinese dance in vocational colleges. While previous studies have widely documented the effectiveness of task-based learning in language and general education contexts, empirical evidence in dance education remains limited. Therefore, this study provides important insights into how task-based pedagogy can be adapted to develop both technical skills and creative performance abilities in arts education.

In addition, this research highlights the relevance of task-based teaching for vocational education, where the development of practical competencies and real-world performance skills is essential. By engaging students in authentic tasks such as choreography practice, group performance, and reflective learning, task-based instruction supports the integration of theoretical knowledge with practical application.

Overall, the findings of this study demonstrate that task-based teaching is an effective and appropriate instructional approach for modern Chinese dance education. The approach not only enhances students' performance skills but also fosters motivation, participation, and meaningful learning experiences. Consequently, task-based learning can serve as a valuable pedagogical framework for improving the quality of performing arts education in vocational institutions and for preparing students with the competencies required in contemporary artistic and professional contexts.

Discussion

1. Effectiveness of Task-Based Teaching in Improving Modern Chinese Dance Skills

The findings of this study indicated that the post-test scores of modern Chinese dance skills among students at **Guangxi Polytechnic and Vocational Technical College** were significantly higher than the pre-test scores at the .05 level. This suggests that the task-based teaching method is effective in enhancing students' dance performance skills. The result supports the theoretical foundation of task-based learning proposed by **Jane Willis** (1996) and **David Nunan** (2004), who argued that learning through meaningful tasks can significantly improve skill acquisition and performance outcomes.

In addition, the findings are consistent with the work of **Rod Ellis** (2003), who emphasized that task-based learning enhances practical competence by integrating knowledge and action. In the context of performing arts education, this integration is particularly important because students must combine cognitive understanding with psychomotor skills during performance.

More recent studies further support the effectiveness of task-based learning in arts education. For example, a recent experimental study in music performance education found that integrating task-based learning with inquiry-based approaches significantly improved students' academic achievement and artistic appreciation compared with traditional teaching methods. This suggests that task-based instructional designs can effectively develop both technical performance and artistic understanding in performing arts contexts.

Similarly, research on task-based learning in arts and culture education reported improvements in students' skills and positive learning responses after implementing task-based instructional strategies. These findings align with the present study, indicating that task-based learning is effective not only in language education but also in artistic skill development.

Furthermore, recent studies in music education have demonstrated that task-based learning combined with blended learning environments can enhance musical literacy, performance skills, and cultural understanding among students. This supports the idea that task-based instruction can be adapted to various performing arts disciplines, including dance.

Comparatively, other recent research in dance education has emphasized curriculum designs that promote creativity and practical engagement, which similarly lead to improved

learning outcomes and student competencies. Although these studies may not focus exclusively on task-based learning, they highlight the importance of active, performance-based instructional approaches in dance education.

Taken together, the results of this study extend previous research by providing empirical evidence that task-based teaching is effective in improving modern Chinese dance skills within vocational education. This confirms that task-based pedagogy is suitable for disciplines that require performance, creativity, and hands-on practice.

2. Students' Perceptions of Learning through Task-Based Teaching

The results of this study also revealed that students' perceptions of learning modern Chinese dance skills through the task-based teaching method were at the highest level overall (Mean = 4.53, S.D. = 0.62). All aspects of learning—dance skill development, content understanding, learning motivation, and learning participation—were rated at the highest level. These findings suggest that task-based teaching not only improves performance outcomes but also enhances students' learning experiences.

This finding is consistent with the interaction hypothesis proposed by (Long, 2015; Ellis, 2003), which states that meaningful interaction during learning activities increases engagement and learning effectiveness. Task-based learning environments encourage collaboration, communication, and active participation, which may explain the high levels of learning motivation and participation reported by students.

The results also support the constructivist learning theory of **Lev Vygotsky** (1978), which emphasizes that knowledge and skills are developed through social interaction and hands-on experiences. In the present study, students were actively involved in dance practice, performance tasks, and collaborative learning, which likely enhanced their understanding and skill development.

Recent research also confirms that task-based learning can positively influence learners' perceptions and satisfaction. For instance, studies on task-based learning activities reported that students showed improved skills and positive attitudes toward learning after participating in task-based instructional activities. These findings are consistent with the

present study, which found that students perceived the task-based teaching method very positively.

Additionally, studies in performing arts education have demonstrated that active learning approaches that involve practice-based tasks improve students' engagement and attitudes toward learning artistic skills. This suggests that learning environments that emphasize participation and practice can enhance both learning outcomes and learner satisfaction.

Comparatively, recent research trends indicate that performing arts education is increasingly moving toward student-centered and performance-based instructional approaches, including task-based, project-based, and experiential learning models. These approaches emphasize creativity, collaboration, and real-world application of skills, which align closely with the principles of task-based learning.

Therefore, the findings of this study contribute to the growing body of research demonstrating that task-based teaching is an effective pedagogical approach not only for improving performance skills but also for enhancing students' motivation, engagement, and overall learning experiences in performing arts education.

Recommendations

Recommendations for Teaching Practice

1. Teachers in performing arts education should integrate task-based teaching methods into dance instruction to enhance students' practical performance skills.
2. Dance courses should include authentic performance tasks, such as choreography creation, group performances, and reflective practice activities.
3. Instructors should encourage collaborative learning and peer interaction, as the processes support skill development and learning motivation.
4. Educational institutions should provide learning environments that support practice-Based learning, including rehearsal spaces, performance opportunities, and digital learning tools.

Recommendations for Future Research

1. Future studies should examine the effectiveness of task-based teaching in other performing arts disciplines, such as music, theater, and traditional dance.
2. Researchers should conduct longitudinal studies to investigate the long-term effects of task-based learning on students' artistic performance and career development.
3. Comparative studies across different countries or institutions could be conducted to explore cross-cultural applications of task-based learning in performing arts education.
4. Future research may also investigate the integration of digital technology and task-based learning in dance education.

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