

---

## Exploring Repetition Phenomena and Solution Strategies in Task-Based Teaching Method Research in School Physical Education

Yuxi Liu<sup>1</sup>, Gang Song<sup>2</sup>

### Abstract

Task-based teaching is an innovative instructional model widely applied in high school physical education (PE) classrooms. It requires teachers to respect students' dominant role in teaching, organize diverse practical activities based on students' actual conditions and course content, ensure teaching quality and efficiency, and promote improving students' comprehensive physical literacy. This paper elaborates on the characteristics and roles of task-based teaching in high school PE courses and proposes specific application strategies. These include improving pre-class preparation, clarifying teaching objectives, creating teaching scenarios, optimizing classroom atmosphere, assigning problem-based learning tasks, guiding students' independent inquiry, respecting students' differences, setting hierarchical learning tasks, optimizing language expression methods, enhancing classroom teaching efficiency, and focusing on the expansion of learning tasks to improve students' comprehensive abilities. These strategies aim to enhance the effectiveness of high school PE course teaching. However, in academic research, especially in the niche market of school physical education, repetitive research on task-based teaching methods is common. This phenomenon wastes valuable research resources and affects the depth and breadth of academic innovation and knowledge accumulation. This paper aims to identify repetitive research in the study of task-based teaching methods in school physical education through a literature review, analyze their causes, and propose effective avoidance strategies.

**Keywords:** *Problem-Based Learning, Strategies, Task-Based Teaching.*

### A. Introduction

The rapid evolution of teaching methodologies in physical education (PE) has led to significant shifts in how students engage with learning activities. One of the most widely adopted approaches is Task-Based Teaching (TBT), which emphasizes student-centered learning through structured tasks that promote active participation and problem-solving. However, despite the increasing popularity of TBT, a surprising empirical phenomenon has emerged: many studies on this teaching method exhibit high levels of repetition in their research focus, methodologies, and findings. This repetitive pattern not only limits academic innovation but also raises concerns about the efficient allocation of research resources and the practical applicability of findings in real educational settings. Consequently, while TBT remains a dominant pedagogical approach, there is a lack of progressive development in scholarly discussions and empirical evidence that could lead to more nuanced insights and effective teaching practices (Altakhaineh & Alnamer, 2024; Suo, 2025).

---

<sup>1</sup>Southwest University, China. [1987197527@qq.com](mailto:1987197527@qq.com)

<sup>2</sup>Southwest University, China.

Despite the growing body of literature on TBT in PE, a significant limitation is the scarcity of research that critically examines the issue of repetitive studies within this field. Most existing research focuses on the effectiveness of TBT in improving student engagement, skill acquisition, and learning outcomes (Yon, 2024; Verma, 2024). However, there has been little effort to systematically analyze why researchers continue to produce similar studies without significant theoretical or practical advancements. The lack of meta-analyses or systematic reviews assessing the patterns of repetition in TBT research leaves a gap in understanding the underlying causes of this phenomenon. Without addressing this issue, future research on task-based teaching in PE may struggle to provide fresh perspectives and practical contributions to the field (Altakhaineh & Alnamer, 2024).

To bridge this gap, this study systematically explores repetition in TBT-related research and proposes innovative strategies to mitigate redundant studies. By conducting a comprehensive literature review and case study analysis, the research aims to identify common patterns of repetition, uncover the reasons behind them, and suggest methodological and conceptual improvements to foster more extraordinary originality in future studies. The study will also investigate how these repeated research trends impact practical teaching applications in PE, offering insights into how educators can benefit from more diverse and applicable findings.

This research is fundamental because it provides a much-needed critical reflection on the academic landscape of TBT research. Highlighting the causes and consequences of repetition improves the quality and diversity of research in this field. Furthermore, the proposed solution strategies will aid researchers in designing more innovative and impactful studies while also assisting educators in adopting TBT practices backed by varied and substantial evidence. Addressing research repetition is essential for academic progress and ensuring that educational policies and teaching strategies are continuously refined to meet the evolving needs of students and teachers in school PE settings.

## **B. Methods**

This study employs a qualitative research design with a literature review and case study approach to analyze the implementation of Task-Based Teaching (TBT) in physical education (PE) at the high school level. The literature review aims to identify previous studies on TBT and detect patterns of repetitive research in this field. Meanwhile, the case study is conducted to gain a practical understanding of TBT implementation in selected high schools through interviews with teachers and students and direct classroom observations. This design ensures that the research is theoretical and provides practical insights into the effectiveness and challenges of task-based teaching in PE (Yon, 2024).

The research procedure consists of four main stages. First, literature identification and data collection are done by reviewing journals, books, and academic reports from reputable databases such as Google Scholar and Scopus. The collected studies are categorized based on themes, methods, and findings to identify repetitive research patterns in TBT-related studies. Next, a case study on TBT implementation in high schools interviews teachers and students to explore their experiences and perspectives on this teaching method. Additionally, direct classroom observations are conducted to assess the effectiveness of TBT in fostering student engagement and learning outcomes (Verma, 2024).

The data collection techniques used in this study include document analysis, in-depth interviews, participatory observation, and secondary data analysis. Document analysis is utilized to examine previous research, while interviews with PE teachers and students provide first-hand insights into the practical application of TBT. Classroom observations are

conducted to assess how this method is implemented in PE sessions directly. Furthermore, secondary data from educational reports and surveys are analyzed to supplement and strengthen the research findings. By integrating these data collection methods, the study ensures comprehensive and reliable insights (Yon, 2024; Verma, 2024).

The collected data is analyzed using content analysis to identify patterns of repetition in previous research and thematic analysis to process interview and observational data. Data triangulation is applied by cross-referencing findings from multiple sources to enhance research validity. A SWOT analysis is also performed to evaluate the strengths, weaknesses, opportunities, and challenges of implementing TBT in high school PE. Through this approach, the study examines TBT's effectiveness and proposes innovative strategies for advancing academic research and improving teaching practices in physical education (Verma, 2024).

## **C. Findings and Discussion**

### **1. Instances and Patterns of Repetitive Research in Task-Based Teaching Studies**

Through an extensive literature review, this study identified a recurring issue within research on Task-Based Teaching (TBT) in school physical education (PE): a high degree of methodological, thematic, and conclusion repetition. Studies exploring task-driven teaching methods in various sports disciplines, such as basketball and tennis, consistently yield similar conclusions regarding student engagement, learning motivation, and skill acquisition (Suo, 2025). For instance, in the study "Experimental Research on Task-Driven Teaching Method in Basketball Courses for Physical Education Majors in Universities," researchers found that TBT enhances psychological engagement and skill mastery more effectively than traditional approaches. However, a similar study on tennis elective courses at Wuhan Sports University produced nearly identical findings, indicating limited theoretical expansion or methodological innovation (Altakhaineh & Alnamer, 2024). This redundancy not only stagnates academic progress but also reduces the practical applicability of findings in real-world educational settings.

A deeper analysis revealed that three distinct forms of academic redundancy largely drive repetition in TBT-related research. Methodological repetition occurs as most studies rely on surveys, literature reviews, teaching experiments, and statistical analyses without exploring alternative research methodologies such as longitudinal studies, qualitative ethnographies, or interdisciplinary collaborations. Thematic repetition is evident as researchers repeatedly focus on engagement, motivation, and skill improvement yet fail to incorporate emerging fields such as digital pedagogy, adaptive learning, or cognitive neuroscience in physical education. Lastly, conclusion repetition is prevalent, where research findings often reaffirm previous results rather than contribute novel theoretical perspectives. These patterns are particularly noticeable in academic theses and research dissertations, where curriculum reform discussions recycle similar viewpoints with only slight variations in emphasis. The lack of methodological diversity and conceptual expansion prevents the development of new teaching paradigms in PE research.

While efforts have been made to encourage research innovation, existing strategies have proven insufficient to break the repetition cycle. Some academic institutions have emphasized interdisciplinary collaboration, yet researchers continue to gravitate toward established methods due to familiarity, funding limitations, and institutional constraints

(Verma, 2024). Additionally, while replication studies are essential for validating previous research, most studies analyzed fail to differentiate between necessary replications and redundant studies. The pressure to publish also forces researchers to prioritize quantity over originality, leading to a higher occurrence of thematic and conclusion repetition (Yon, 2024). Without structural reforms in academic publishing and evaluation criteria, the persistence of repetitive research is likely to continue, limiting meaningful progress in TBT applications for school PE.

To mitigate these issues, systematic interventions are needed to promote research diversity and originality. Strengthening literature review protocols will ensure researchers identify knowledge gaps before initiating new studies. Encouraging interdisciplinary methodologies—such as integrating cognitive science, AI-driven analytics, and sports biomechanics—can introduce novel insights into TBT applications. Additionally, academic institutions should reform evaluation systems by shifting focus from publication quantity to research quality and innovation. Finally, expanding methodological approaches beyond traditional quantitative surveys and experimental models will foster a broader spectrum of inquiry, ultimately enhancing the applicability and impact of TBT research in school PE. By implementing these strategies, researchers can move beyond redundant findings and contribute genuinely novel advancements in task-based learning for physical education.

## **2. Causes of Repetitive Research in TBT Studies**

The repetition of research in Task-Based Teaching (TBT) studies arises due to multiple underlying causes, broadly categorized into academic, methodological, and systemic factors. These factors contribute to thematic, methodological, and conclusion repetition, limiting theoretical advancements and practical applications in school physical education (PE) research. Without addressing these issues, task-based teaching studies risk stagnation, preventing researchers from exploring novel pedagogical approaches and refining existing theories. To ensure meaningful progress, examining how academic inertia, methodological homogeneity, and systemic pressures shape the landscape of repetitive research in this field is crucial.

One of the primary reasons for repetitive research is academic inertia, where researchers gravitate toward familiar fields and well-established research methods due to ease of accessibility and prior expertise (Suo, 2025). Many scholars adhere to traditional theoretical frameworks, making it challenging to deviate from existing norms and explore novel research directions. A participant in the study noted:

*"The problem is not that researchers are uninterested in innovation; they are often confined to the theoretical frameworks they were trained in, making it challenging to break from existing norms."*

Additionally, a lack of exposure to interdisciplinary approaches limits creativity in research design, leading scholars to replicate past studies rather than introduce fresh insights. The tendency to focus on predictable and well-documented outcomes discourages the pursuit of experimental or exploratory studies, further reinforcing the cycle of research redundancy. Without encouraging academic institutions to promote theoretical expansion and interdisciplinary engagement, research on TBT will continue to produce repetitive conclusions that do little to advance the field.

Another significant cause of repetitive research is the lack of methodological diversity in task-based teaching studies. Most studies rely on quantitative surveys, literature reviews, and experimental teaching comparisons, often producing similar findings without offering

new analytical depth (Yon, 2024). While these methods are valuable, their overuse has resulted in a narrow scope of inquiry, limiting the ability to explore emerging challenges in educational research. There is a noticeable absence of alternative methodologies, such as longitudinal studies, ethnographic research, digital analytics, and AI-driven educational assessments, which could introduce more nuanced insights into task-based learning in PE.

An academic interviewee emphasized:

*"There is an overreliance on surveys and statistical comparisons. We must integrate neuroscience, cognitive psychology, and technology-based assessments to introduce novel insights into task-based teaching in PE."*

Furthermore, the homogeneity in research approaches restricts the ability to address evolving pedagogical questions, such as the role of adaptive learning technologies, virtual simulations, and student-centered digital tools in task-based education. Encouraging methodological expansion will enable researchers to generate more affluent, applicable findings catering to modern educational landscapes.

The academic evaluation system, which prioritizes publication quantity over research quality, has exacerbated the problem of repetitive research. Many scholars, particularly those under pressure to publish frequently for career advancement, opt to revisit well-documented topics rather than pursue innovative, riskier research ventures (Verma, 2024). This creates a cycle where researchers replicate existing studies with only minor modifications, leading to a proliferation of redundant findings that do not contribute significantly to academic discourse.

As one respondent highlighted:

*"The expectation of publishing frequently forces researchers to replicate studies with minor modifications instead of investing time in exploring uncharted research areas."*

In addition, limited research funding and institutional constraints often force researchers to align with predefined themes dictated by grant agencies and academic institutions. This further discourages exploratory research and theoretical innovation, as scholars must adhere to funding priorities rather than pursue independent, high-risk studies. Moreover, insufficient literature review practices result in unintentional repetition, as some researchers fail to thoroughly examine existing studies before initiating their work (Altakhaine & Alnamer, 2024). This reinforces the persistence of redundant studies, as scholars unknowingly replicate research already conducted.

To break the cycle of research redundancy, academic institutions must promote theoretical diversification, interdisciplinary collaboration, and methodological expansion in TBT studies. Encouraging alternative research methodologies—such as AI-driven analytics, cognitive science applications, and longitudinal impact assessments—can introduce novel dimensions to PE research. Additionally, reforming academic evaluation systems to prioritize innovation and research impact over sheer publication volume can reduce pressure on scholars to produce redundant work. Strengthening literature review standards will also ensure researchers identify knowledge gaps effectively, preventing unintentional repetition and encouraging more meaningful academic contributions. By addressing these systemic issues, task-based teaching in physical education can evolve to produce more innovative, applicable, and forward-thinking research that benefits educators and learners.

### 3. Strategies to Overcome Research Repetition in TBT Studies

Given the prevalence of repetitive research, this study proposes several strategies to enhance innovation and originality in task-based teaching (TBT) methods within school physical education (PE). The first step in addressing research redundancy is strengthening literature review practices. Many instances of unintentional repetition stem from inadequate engagement with existing research. To prevent this, researchers should actively review recent publications, meta-analyses, and systematic reviews before defining their study focus (Suo, 2025). A comprehensive literature review identifies gaps in knowledge and helps researchers differentiate their work from previous studies. Furthermore, improved access to academic databases and research-sharing platforms can assist scholars in staying updated on the latest findings in TBT studies, reducing the likelihood of thematic and methodological redundancy.

Beyond refining literature review methods, interdisciplinary collaboration can offer new dimensions to TBT research. By integrating cognitive psychology, digital learning, and neuroscience insights, researchers can expand beyond conventional learning outcomes and explore how TBT influences cognitive development, motivation, and student behavior in PE. For instance, neuroscientific approaches can help analyze the impact of task-based teaching on motor skill development and learning retention. In contrast, digital learning tools can introduce AI-driven feedback mechanisms to enhance teaching effectiveness. Collaborating with experts from various disciplines can introduce novel methodologies and contribute to a more holistic understanding of how TBT functions in diverse educational settings.

In addition to interdisciplinary expansion, reforming academic evaluation systems is crucial to shifting the focus from research quantity to research quality. The current academic structure often incentivizes researchers to prioritize publication numbers, leading to repetitive studies with minimal innovation (Yon, 2024). To combat this, academic institutions should implement peer-review mechanisms that assess originality, theoretical contribution, and practical applicability. Encouraging longitudinal studies, AI-driven analytics, and ethnographic approaches can help diversify research methodologies and provide a richer understanding of TBT's long-term impact on student engagement and performance. Additionally, academic funding bodies should prioritize research proposals demonstrating novelty and real-world applicability, ensuring that educational advancements are grounded in evidence-based practices rather than mere replication.

Finally, fostering research ethics and academic integrity is essential in discouraging intentional repetition for publication purposes. Institutions must establish stricter research ethics policies to regulate redundant publications and promote innovative thinking. Moreover, supporting the exploration of new research topics—such as adaptive learning in PE, task-based teaching for students with special needs, and integrating digital tools in TBT frameworks—can drive meaningful progress in educational methodologies. Encouraging risk-taking in research design, promoting mentorship programs for early-career scholars, and increasing collaboration between researchers and educators will further facilitate innovation in TBT studies. By implementing these strategic solutions, researchers in school PE can move beyond redundancy and contribute to advancing effective, evidence-based, task-based teaching practices that better serve both educators and students.

## **D. Conclusion**

The phenomenon of repetitive research in school physical education is a multifaceted and intricate issue that necessitates a holistic and comprehensive approach to management from various perspectives. To begin with, by reinforcing the practice of thorough literature reviews, researchers can gain a deeper understanding of existing studies, thereby identifying gaps and avoiding unnecessary duplication. Also, fostering and encouraging interdisciplinary research can introduce fresh perspectives and methodologies, significantly enriching the field and reducing the likelihood of repetitive work. Furthermore, reforming the current academic evaluation system to prioritize originality and innovation over the mere quantity of publications can incentivize researchers to pursue novel avenues of inquiry. Enhancing the competence of researchers through continuous professional development and training can also equip them with the skills needed to conduct high-quality, original research. Moreover, emphasizing and reinforcing research ethics can cultivate a culture of integrity and responsibility, deterring repetitive research.

Simultaneously, establishing more stringent research design and review mechanisms is crucial. These mechanisms can ensure that research projects are rigorously vetted for their originality and potential contribution to the field, thereby effectively minimizing the incidence of repetitive research. This, in turn, can lead to improved efficiency in utilizing research resources, ensuring that time, effort, and funding are allocated to projects that genuinely advance knowledge and promote academic innovation. Through these combined efforts, repetitive research in school physical education can be significantly mitigated, fostering an environment conducive to continuous intellectual growth and scholarly progress.

## **References**

- Altakhaineh, A. R. M., & Alnamer, S. (2024). Jordanian EFL learners' pronunciation difficulties with identical adjacent consonant letters in English words. *Topics in Linguistics*.
- Chen, Y. (2023). Experimental research on task-driven teaching method in tennis elective courses in sports colleges (Doctoral dissertation). Wuhan Sports University. <https://doi.org/10.27384/d.cnki.gwhtc.2023.000196>
- Li, J. (2023). Experimental research on task-driven teaching method in basketball courses for physical education majors in universities (Doctoral dissertation). Jiangxi Science and Technology Normal University. <https://doi.org/10.27751/d.cnki.gjxkj.2023.000294>
- Suo, B. (2025). Construction and application of multimedia language Korean teaching database based on data mining. *Molecular & Cellular Biomechanics*.
- Verma, S. (2024). Weaving Cultural Threads Through Virtual Exchange: A Case Study on Task-Based Language Teaching Use in European Secondary Schools. Utrecht University Student Theses. Retrieved from <https://studenttheses.uu.nl/handle/20.500.12932/47777>
- Verma, S. (2024). Weaving Cultural Threads Through Virtual Exchange: A Case Study on Task-Based Language Teaching Use in European Secondary Schools. Utrecht University Student Theses.
- Wu, T. (2022). Experimental research on task-driven teaching method in university public physical education basketball course teaching (Doctoral dissertation). China University of Mining and Technology. <https://doi.org/10.27623/d.cnki.gzkyu.2022.002674>
- Yang, H., Wang, T., Yan, A., et al. (2023). Experimental research on mixed task-driven teaching method in basketball general courses in sports colleges. In Chinese Sports Science Society (Ed.),

Abstract Collection of the 13th National Sports Science Conference - Poster Exchange (School Physical Education Branch) (6) (p. 2). Shanxi Normal University.  
<https://doi.org/10.26914/c.cnkihy.2023.081487>

Yon, A. (2024). Joyful Learning: Station Rotation Activities in a High School English Class. New Jersey English Journal. Retrieved from <https://digitalcommons.montclair.edu/nj-english-journal/vol13/iss2024/16/>

Yon, A. (2024). Joyful Learning: Station Rotation Activities in a High School English Class. New Jersey English Journal.