

# Exploration of College English Writing Teaching Reform Based on Task-Based Language Teaching

Shiqi Zhang\*

Yellow River Science and Technology College, Zhengzhou, 450061, China

\*Corresponding author: 15638011008@163.com

**Abstract:** With the acceleration of globalization, English, as the primary tool for international communication, plays a vital role in higher education. English writing ability, as an important component of English learning, has become one of the core subjects in foreign language teaching in universities. However, the traditional English writing teaching model, which focuses too much on language form training and lacks effective interaction and practice, often fails to meet students' needs in real-life language use. Therefore, Task-Based Language Teaching (TBLT), as an innovative teaching method, has shown great potential in enhancing students' language abilities, stimulating learning interest, and developing practical writing skills.

**Keywords:** Task-Based Language Teaching, English Writing, Teaching Reform, Student Needs, Classroom Model

## 1. Introduction

The rapid development of globalization and information technology has made English, as the international lingua franca, increasingly important for learning and application. Especially at the university level, the cultivation of English writing ability is a core part of students' language proficiency and is crucial for their academic and professional development. However, many universities still use traditional writing teaching methods that focus too heavily on grammar and sentence structures, neglecting the improvement of students' practical language application skills. Common issues in student writing include limited language variety, lack of creativity, and superficial thinking, which hinder the improvement of their writing proficiency.

In response to this problem, Task-Based Language Teaching (TBLT) has gradually gained attention. This method simulates real-life language situations, emphasizes practicality and interaction, and helps students improve their language skills while completing tasks, fostering comprehensive skills. TBLT not only improves writing skills but also broadens students' thinking and enhances their autonomous learning abilities.

This study aims to explore the application of TBLT in college English writing teaching, analyze the current teaching situation and students' needs, reveal the impact of TBLT, and propose implementation strategies to provide theoretical support for the reform of English writing teaching.

## 2. Theoretical Foundation of Task-Based Language Teaching (TBLT)

### 2.1 Concept and Development of Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is a language teaching approach centered around tasks, emphasizing language learning through the completion of real-world tasks. Its theoretical foundation is rooted in Communicative Language Teaching (CLT) and Constructivist Learning Theory, particularly focusing on students learning language through interaction and enhancing their language application ability through a task-driven learning process. TBLT was first proposed by Nunan (1989) in his research, which emphasized that language teaching should be oriented towards real language use. The task itself becomes the medium for learning, driving learners to enhance their language abilities by solving specific problems in language communication.

Since the late 1980s, TBLT has been widely promoted and applied, especially with the increasing demand for globalization and cross-cultural communication. In English writing teaching, TBLT

emphasizes combining writing tasks with real-world contexts, stimulating students to think critically and innovatively, thus avoiding the traditional model's focus on monotonous grammar and sentence structure training. The goal is to improve students' writing skills through authentic tasks. With the development of information technology and online teaching, TBLT has also integrated new technologies, providing more support for task design and execution, making the content more enriched and the forms more diverse<sup>[1]</sup>.

## ***2.2 Core Principles of Task-Based Language Teaching***

The core principles of TBLT can be summarized as follows. First, the task is at the center of the teaching activity, guiding the content through tasks rather than simply transferring knowledge. Each task should have a clear purpose and practical significance, stimulating students' learning interest, and enabling them to naturally use language while solving the task. The selection of tasks should be closely related to students' actual lives and interests to ensure that the tasks are sufficiently challenging, promoting language improvement as students complete them.

Second, TBLT emphasizes communication and interaction. Learners complete tasks through interaction with others, which not only helps students practice their language skills but also cultivates their intercultural communication abilities. In English writing teaching, task design should encourage student interaction, urging them to enhance their writing skills through collaboration and discussion, particularly through peer reviews and cooperative writing, thus fostering a multi-feedback mechanism.

Third, TBLT focuses on a process-oriented approach, advocating attention not only to the outcome but also to the learning process. Writing tasks should be divided into stages, including pre-task preparation, writing practice during task execution, and post-task reflection and review. Through this multi-stage task design, students can continuously adjust their thinking, optimize writing techniques, and improve through feedback and revisions.

Finally, TBLT emphasizes the comprehensiveness and practicality of tasks. Task design should not be limited to training language forms but should focus on improving practical language use abilities. In English writing teaching, tasks should not only focus on the correctness of grammar and vocabulary but also emphasize the logic, coherence, and creativity of writing content, cultivating students' ability to express themselves effectively in real-world situations. Through task-driven learning, students' language abilities are comprehensively enhanced, and the teaching process becomes more interactive and lively.

## **3. Current Situation and Demand Analysis of College English Writing Teaching**

### ***3.1 Current Situation of College English Writing Teaching***

College English writing teaching faces several problems and challenges. The traditional teaching model overly focuses on the correctness of grammar and vocabulary, often leaning towards formalized writing exercises and neglecting the development of students' writing abilities in real language contexts. Many college English writing courses primarily teach grammar rules and sentence structure exercises, leading to students' writing being limited to mechanical imitation and simple sentence construction, with a lack of creative thinking and diversity in expression. This model fails to effectively enhance students' practical writing skills, especially when faced with complex writing tasks, as students often lack sufficient language proficiency and writing techniques.

The writing evaluation system is also inadequate, placing too much emphasis on the static result of writing, with a relatively narrow evaluation criterion that ignores the writing process. Most assessments focus on language accuracy, vocabulary, and grammar correctness, but pay little attention to how students express their thoughts, structure their articles, and organize their arguments. Moreover, writing tasks in the classroom are often completed individually by students, lacking effective interaction and feedback mechanisms, which prevents timely improvements in their writing skills<sup>[2]</sup>.

Advancements in information technology and innovations in education have made online and multimedia writing a growing trend. However, many colleges have yet to fully utilize these technological tools, and the writing tasks and interactions between students inside and outside the classroom remain relatively simple, failing to meet students' personalized and diverse writing needs. Therefore, there is an urgent need for a transformation in English writing teaching, breaking through the limitations of traditional teaching models and adopting innovative methods such as Task-Based Language Teaching (TBLT) to enhance students' writing abilities and depth of thinking.

### ***3.2 Analysis of Students' Writing Needs***

The acceleration of globalization and the increasing importance of English as an international communication tool have led to a growing demand for students' English writing abilities. These needs extend beyond academic writing to include areas such as career development and cross-cultural communication. At the university level, students need effective written communication skills, such as writing reports, business emails, and project proposals. Therefore, English writing instruction should focus not only on language accuracy but also on cultivating critical thinking, logical reasoning, and creative thinking.

Students' writing needs show a personalized and diverse nature. With the changing learning environment, students have different writing styles and interests. Some students emphasize creativity and expressiveness, while others lean towards academic and standardized writing. The traditional English writing teaching model has not effectively addressed these personalized needs, as it is rigid and lacks attention to students' diverse demands. Therefore, students are eager to express their ideas and opinions freely in writing, rather than simply adhering to fixed sentence patterns and formats.

Many students commonly face issues with language organization in English writing. While they may possess certain language knowledge, they often lack effective structure and logical expression in actual writing. Especially when dealing with complex or difficult writing tasks, students' confidence and ability in writing are frequently challenged. Therefore, they are eager to enhance their thinking organization skills and writing techniques through more writing practice and task design, particularly in terms of article structure and idea organization [3].

In summary, college English writing teaching faces various challenges and urgently needs transformation. Task-Based Language Teaching (TBLT), as an interactive, process-oriented, and practical teaching method, can effectively address these needs and provide students with practical and personalized writing training.

## **4. The Deepening Impact of Task-Based Language Teaching on Writing Instruction**

### ***4.1 Enhancement of Students' Language Proficiency***

Task-Based Language Teaching (TBLT) significantly improves students' language proficiency, especially in English writing instruction. This approach emphasizes the practical application of language, where students complete specific tasks not just to finish written assignments, but to solve real-world or simulated problems in authentic or quasi-authentic contexts. By designing writing tasks that have practical significance, TBLT can stimulate students' interest and motivation to use the language, thereby effectively promoting their overall language development. During the task execution process, students are required to utilize various language resources, including vocabulary, grammar, and sentence structures, combining and applying them organically. This not only enhances their language expression abilities but also strengthens their overall language application skills.

TBLT focuses on language generation and revision during the writing process, helping students practice language skills at each stage. In the early design and implementation of tasks, students go through multiple revisions and feedback, gradually adjusting writing strategies and language expressions to improve accuracy and fluency. Through this process-oriented learning, students can pay more attention to the diversity and flexibility of language expression, rather than just pursuing linguistic correctness.

This method also advocates for increased interaction and communication among students through group collaboration and peer evaluation. In the collaborative process, students not only learn writing techniques and expressions from others but also identify areas for improvement in their own language use through mutual correction and feedback, further enhancing their language skills. Through such interaction and cooperation, students' language abilities are more comprehensively improved, particularly in terms of their adaptability and creativity in real-world writing situations.

### ***4.2 Enhancement of Learner Autonomy and Engagement***

TBLT not only promotes the improvement of students' language abilities but also significantly enhances their autonomy in learning and sense of engagement. First, TBLT emphasizes students' central role in tasks, requiring them to engage in independent thinking, decision-making, and problem-solving while completing tasks. This approach breaks away from the traditional model of teacher-led, passive

student learning, encouraging students to actively participate in learning activities and become proactive learners in the process. In writing tasks, students are not only required to fulfill the task requirements but also to engage in creative thinking based on the task's nature and objectives, selecting appropriate expressions, structural arrangements, and writing strategies. This process greatly enhances students' motivation and interest in learning.

Secondly, TBLT emphasizes learner autonomy, providing students with greater freedom and choice in tasks. During writing tasks, students can flexibly choose the content, form, and method of writing based on their personal interests, objectives, and the task's requirements. This autonomy not only increases students' sense of engagement in writing tasks but also encourages them to explore and discover writing methods and techniques that work best for them in practice. Through this experience of autonomous learning, students can more clearly identify their learning needs and areas for improvement, thus proactively seeking methods and resources to enhance their writing skills, creating a positive cycle of independent learning <sup>[4]</sup>.

Moreover, TBLT strengthens students' sense of participation through interactive methods such as group collaboration, peer evaluation, and teacher feedback. During task implementation, students can engage in effective communication and cooperation with classmates and teachers through group discussions, collaborative writing, or peer evaluation. These exchanges facilitate knowledge sharing and skill development. The different roles students play in the task process—such as task executors, idea contributors, or feedback providers—further strengthen their sense of involvement and responsibility in the learning process.

In summary, TBLT, by emphasizing student engagement and autonomy, stimulates their creativity and deep thinking in writing, enhancing motivation and confidence in writing. This teaching model not only effectively improves students' language abilities but also provides a more flexible and personalized platform for writing practice, enhancing their autonomy and engagement and promoting the innovation and reform of writing instruction.

## **5. Implementation Path of Task-Based Language Teaching in English Writing Classes**

### ***5.1 Innovation in Classroom Teaching Models***

Task-Based Language Teaching (TBLT) requires a fundamental reform of the traditional English writing classroom model. The traditional model is teacher-centered, with students primarily listening to lectures and completing assignments, lacking interaction and active participation. In contrast, TBLT centers on tasks as the core of learning. By designing meaningful and challenging tasks, it stimulates students' interest and initiative, transforming the classroom into a task-driven, interactive learning environment.

TBLT emphasizes students' autonomous and collaborative learning. Task design should take into account students' varying abilities, providing challenges at different levels. In the classroom, teachers design diverse writing tasks, such as situational writing or group collaboration, to promote student interaction and knowledge sharing. Additionally, TBLT divides writing tasks into stages, from task preparation to assessment and feedback, with clear learning objectives and task requirements for each stage, helping students accumulate experience and improve writing quality. Finally, TBLT advocates for the integration of classroom and extracurricular learning, breaking the boundary between traditional classroom activities and homework. By incorporating online platforms, collaborative tools, and multimedia resources, students can continue practicing and collaborating on writing tasks outside of class, gaining richer feedback and learning resources <sup>[5]</sup>.

### ***5.2 Teacher Role Transformation and Challenges***

During the implementation of TBLT, the role of the teacher undergoes a profound transformation, shifting from the traditional "knowledge transmitter" to a "learning facilitator" and "task guide." This transformation requires teachers to possess higher teaching skills and places greater demands on their teaching methods, classroom management, and interaction abilities.

The teacher is no longer the dominant figure in the classroom but serves as a guide and supporter of the students' learning process. In TBLT, the teacher's main task is to design challenging writing tasks and provide timely guidance and feedback based on students' needs and the complexity of the tasks. Teachers must be able to adjust the difficulty of tasks flexibly, ensuring they are challenging but not too difficult

to hinder students' motivation to learn. At the same time, teachers need to provide students with the necessary resources during task execution, such as writing templates, sample materials, and reference books, to help students better understand task requirements and improve their writing outcomes.

In TBLT, teachers also assume more responsibility for feedback and assessment. Unlike traditional teaching, where feedback is typically given after grading assignments, TBLT requires teachers to provide timely feedback throughout the task implementation process, helping students identify and correct language errors, unclear reasoning, or poor structure. This demands teachers to possess keen assessment and feedback skills, enabling them to accurately identify the difficulties students encounter in the writing process and offer targeted guidance. Additionally, teachers should encourage students to participate actively in the evaluation process through diverse methods, such as peer evaluation, self-assessment, and group assessment, fostering self-reflection and revision.

Teachers also face challenges in this role transformation. TBLT requires teachers to have high abilities in task design and classroom management, as they must not only create suitable tasks but also effectively organize classroom discussions and collaboration to ensure the successful completion of tasks. Furthermore, teachers need to continuously improve their professional skills to adapt to new teaching models and technological tools, such as online platforms and writing support software. Therefore, teachers must engage in ongoing learning and exploration of teaching reforms, enhancing their innovation and teaching capabilities [6].

Through this transformation, teachers can better support students' learning processes and elevate their own teaching quality, further promoting the innovation and development of teaching models.

## 6. Conclusion

In summary, the application of Task-Based Language Teaching (TBLT) in college English writing instruction has significant advantages. Through task-driven learning, students are not only able to use English in real-world contexts to enhance their language skills but also develop critical thinking, creative expression, and logical reasoning abilities during the writing process. The implementation of TBLT has led to a profound innovation in writing instruction, particularly in the classroom teaching model and the transformation of the teacher's role, reflecting an increase in student autonomy and participation, which effectively boosts students' writing motivation and learning outcomes. Moreover, the transformation of the teacher's role and the innovation of the feedback mechanism require further research to better meet the demands of TBLT and provide students with a more personalized and creative writing training environment. Through continuous practical exploration and theoretical summarization, TBLT is expected to unleash even greater potential in college English writing instruction and drive comprehensive reforms in English writing teaching.

## References

- [1] Yang, Y. (2024). *Research on Strategies for Integrating Task-Based Teaching into College English Translation Teaching*. *Journal of Hubei Open Vocational College*, 37(23), 186-187+190.
- [2] Chen, X. Q. (2024). *The Application of Task-Based Teaching Method in High School English Reading Instruction*. *College Entrance Examination*, (36), 94-96.
- [3] Zheng, Z. N. (2024). *Research on the Application of Online Interactive Mode in College English Writing Instruction*. *Journal of Hubei Open Vocational College*, 37(24), 176-178.
- [4] Liu, X. Y. (2024). *Cultivating College Students' Autonomous English Writing Ability under the OBE Perspective*. *Journal of Changchun University*, 34(10), 105-108.
- [5] Chai, J. X., & Sun, X. J. (2025). *Analysis of the Current Situation of College Chinese Literacy Among Vocational College Students and Research on Pathways for Improvement*. *Chinese Character Culture*, (03), 29-31.
- [6] Feng, J. Y. (2025). *Practical Exploration of Integrating Ideological and Political Education into the Teaching Reform of Engineering Courses*. *Shaanxi Education (Higher Education)*, (02), 49-51.