An Examination of the Use of 'Task-Based Learning' as a Basis for the Design of Writing Activities for College Students and Its Implications for Syllabus Design

Aims of the investigation

1: What are the current situation and problems of college students' English writing?
2: What are the advantages of task-based learning in college English writing teaching?
3: What is the role of teacher in task-based learning of college English writing teaching?
4: Whether task-based teaching methods can improve students writing skills effectively?
5: What are the implications of TBLT for college English writing teaching?

The rationale and main conceptual themes

A) Difficulties encountered by students in writing
B) Other learning methods and their disadvantages
C) The connotation of task-based teaching theory
D) The theoretical basis of task-based writing teaching method
E) The relationship of factors in teaching
F) The task design of college writing teaching

The methods to collect evidence

This study was conducted by means of comparative tests, questionnaires and interviews.

The evidence intend to collect

A) Results from of comparative tests.
B) Observation notes from classes.
C) Results from questionnaires.
D) Results from interviews.

The settings to collect evidence

Students of two freshman classes in university, the experimental period will be one semester. Class A is an experimental class, and class B is a control class. The students in both classes have an equivalent level of English writing before the experiment. Students in both classes are studying under the guidance of the same teacher, and both classes time are in the morning, which can basically guarantee the internal and external validity of the experimental study.

Months 1-2: Reading literatures, design experimental teaching plans → Months 3-7: experimental teaching and collecting the data → Month 8: questionnaire survey and interviews → Months 9-10: designing syllabus for college writing

The ethical issues to consider

All teachers and students involved will be informed in advance. They can make comments or suggestions, and they have the rights to withdraw at any time.
All participants will remain anonymous.
All participants only fill in their personal information – name and email.

The methods and content to analyze

Analysis of students' writing interest
Analysis of students' writing attitude
Analysis of Student's learning strategy
Analysis of the relationship between task-based teaching and academic performance

Reference:

[1] Ellis, R. (2000). *Task-based research and language pedagogy*. Language Teaching Research, 4, 193-220.
[2] Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
[3] Skehan. P. (1998). *A Cognitive Approach to Language Learning*[M]. Oxford: Oxford University Press.
[4] Willis, Jane (1996). *A Framework for Task-Based Learning.* Longman.