

Analysis of the Fusion Path between TBLT and Artificial Intelligence in Chinese Writing Instruction

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Abstract: The core of task-based language learning (TBLT) is guided learning through task chains, emphasizing the use of language in specific contexts. This is particularly relevant to the need for practical application in Chinese writing—whether it's practical writing like class notices and community initiatives, or creative writing like coming-of-age narratives and commentary on campus hot topics. However, its implementation presents numerous challenges: task design is often one-size-fits-all, leaving students with strong foundations feeling uninspired and unable to learn, while those with weaker foundations struggle to keep up. The content is often disconnected from students' real needs, and feedback on writing is often slow. Fortunately, educational technology can help. For example, iFlytek's text analysis tools can clarify the logic of essays, and its virtual situation system can simulate scenarios like "campus interviews" and "public welfare proposals." This article, drawing on the practice of a junior high school in Jiangsu Province, proposes a framework for integrating TBLT with technology: precise task design, personalized instruction, and multi-dimensional feedback. It also addresses the issues of technology adaptation, teacher training (e.g., East China Normal University's AI training model for rural teachers), and ethical considerations. Research shows that when teachers, students and technology work well together, Chinese writing efficiency can be increased by more than 30%, articles can be more coherent and accurate, and teaching can be promoted from "transmitting knowledge" to "cultivating reading and writing literacy."

Keywords: TBLT, Chinese writing instruction, Artificial intelligence, Integrated approach, Task chain empowerment.

1. Introduction

Teachers of Chinese composition all know that the success of this course is directly related to students' language proficiency and literacy. However, in practice, this "thankless effort" is all too common. The assignments are far removed from students' daily lives. For example, asking middle school students to write about "urban development" doesn't allow for observation, so they can only make up words. With a class size of 40 or 50 students, those with weaker foundations are afraid to write, while those with stronger skills have no direction. Correcting 40 essays can take four hours, and feedback is either delayed or limited to punctuating typos, rendering it unfocused. While TBLT could offer a breakthrough, using an "input-processing-output" model to allow students to write in real-world scenarios, such as class planning or community suggestions, traditional TBLT is limited by teachers' time and energy, making personalized tasks and real-time follow-up ineffective. Fortunately, AI has made breakthroughs: iFlytek's writing assistant can analyze essay logic and identify issues, and multimodal technology can simulate "campus interviews." Xiamen University Professor Cai Wei emphasizes that the application of AI in TBLT requires "principles, theories, and evidence," and Hunan's reform of the "three single assignments" has already yielded positive results by incorporating AI. This article focuses on the core question: how can TBLT, AI, and Chinese composition be integrated? Combining case data, we analyze from five aspects: theory, reality, practice, guarantee, and challenge, and try to come up with a scientific and practical framework to provide a framework and direction for teaching reform.

2. Definition of Core Concepts and Analysis of Theoretical Alignment

Task-based language teaching (TBLT) takes "tasks" as its core, allowing students to improve their language skills through actual language tasks. It focuses on three points: tasks have clear goals, are implemented in real scenarios, and are evaluated along with the process. This is particularly consistent with the Chinese writing principle of "creating situations, practicing expression, and improving", and can help students go from "being able to write" to "writing well". Chinese writing tasks are also rich, such as practical articles such as class spring outing planning, community environmental protection initiatives, or growth stories, campus hot comments, etc., which not only focus on language standards but also require innovative thinking. The educational scenario AI mentioned in this article is all practical in the classroom: iFlytek's smart education writing assistant can analyze composition structure, Chinese text logic analysis tools can find "argumentation faults", and virtual scenario systems can simulate "campus interviews" and provide real expression scenarios. Their core is to help students reduce cognitive burden, provide precise help, and make up for the shortcomings of traditional teaching personalized guidance [1]. In theory, first connect with cognitive load theory: TBLT emphasizes task stratification, and AI can break down complex writing. For example, when writing a "campus public welfare report", AI breaks it down into "determine the target → make an outline → organize the information → form paragraphs", and gives prompts for each step, making it easy for students to master the writing method. Constructivism also recognizes this approach, emphasizing that students actively build a knowledge framework. Liu Xiaobin's team at South China Normal University found that technology can mobilize students' desire to explore. A certain

experimental middle school uses AI to divide tasks: students with weak foundations practice "holiday messages" to focus on fluency, and students with good foundations practice "campus suggestions" to make them reasonable; when writing, AI will remind you to add examples and follow the logic. The unification of "teaching-learning-evaluation" must also be implemented: TBLT requires the alignment of goals, design, and evaluation. AI relies on a closed-loop control process of "evaluating previews before class, guiding learning during class, and expanding exercises after class", which is similar to the "three lists" teaching reform of a primary school in Changsha: AI looks at the preview list before class to find problems, recommends corresponding tasks during class, and evaluates based on the feedback list after class to avoid deviating from the goal.

3. The Realistic Basis for the Integration of TBLT and AI

The problems with traditional task-based teaching (TBLT) when applied to Chinese writing are quite straightforward. First, the design of tasks is often a one-size-fits-all approach. In our classrooms, classes often have 40 or 50 students, so teachers don't have the energy to tailor assignments to each child. Those with weaker foundations often struggle to keep up, writing simple sentences like "I'm very happy today" or "This is interesting," showing no progress. Those with stronger foundations find the assignments lacking originality and want to express themselves through reflections on campus activities or everyday events, practicing deeper expression. This completely fails to meet the needs of personalized learning. There are also frequent blind spots in teaching, and teachers struggle to monitor individual students' writing progress. By the time they notice a student's essay has drifted from its focus—for example, writing about "my teacher" but not mentioning how the teacher specifically helped them, or writing about a disjointed, diary-like structure or even going off-topic and writing about "my classmates"—it's often too late, and the best time to help them adjust is already past. Slow feedback is also a major problem. It takes an average of four hours for a teacher to revise 40 essays, and sometimes three or four days pass before the revisions are complete. Students have long forgotten why they wrote the way they did. Even if they mark "wrong format" or "disorganized logic," they can't make timely corrections. A public elementary school in Hangzhou's Gongshu District previously conducted statistics showing that, under traditional teaching methods, students only revise their essays an average of 1.2 times. With such a low number of revisions, improving writing skills is indeed difficult. Fortunately, technology has helped in recent years, gradually addressing these issues and allowing TBLT to be more smoothly integrated into Chinese writing instruction. For example, the "Chinese Teaching Assistant" tool used in classrooms not only corrects minor issues like incorrect usage of the character "的得地" (de de di) and clarifies essay logic, but also accurately addresses key issues such as "lack of insightful conclusion—just stating the benefits of waste sorting without explaining how students actually do it" and "lack of specific examples—no mention of how their mother encouraged them." The Shenzhen Nanshan Experimental Education Group also experimented with a 3D virtual scene, recreating a community meeting room. When students wrote about their "waste sorting initiative," they could directly see images of piled-up trash cans and residents

discussing whether to set up sorting points. This helped them identify key areas of concern and streamlined their writing process. There have also been many successful attempts in actual teaching: the "Smart Writing" project jointly launched by East China Normal University and Ningbo Yinzhou Experimental Middle School allows students to use the "Corpus Assistant" to organize campus life materials, and the fluency of their narrative writing has increased by 25% compared to before [2]; after the introduction of the "Easy Composition" AI grading tool in Putuo District, Shanghai, students' efficiency in grading practical documents such as notices and proposals has increased by 35%, saving a lot of time on repeated revisions; Lushan International Experimental Primary School in Changsha, Hunan has even combined AI with "pre-study sheets, task sheets, and feedback sheets" to form a "find problems - give guidance - and then improve" process, which just solves the old problem of traditional teaching being untargated.

4. Pathways to Integrate Chinese Writing Instruction and Artificial Intelligence Based on TBLT

Intelligent task design utilizes a hierarchical system based on student data. Before class, students use diagnostic tools to analyze their writing foundation, map common errors using a micro-word cloud, and clarify the core objectives of the task. A three-level task chain was designed based on cognitive load theory: providing a basic writing framework, advanced simulations to make suggestions to the principal, and expansion using tools to create cross-media creations such as food recommendation posters. Italian middle school students use tools to analyze podcast materials and write scripts together. Their speaking skills are better than those in traditional classes. This method can be used in Chinese documentary writing. Precision implementation requires the creation of human-computer collaborative scenarios. At the start of the task, a voice-activated "conversation with Li Bai" facilitates emotional communication in letter writing. During the course of the task, interactive tools provide real-time assistance, such as providing immediate notifications of formatting issues such as missing item features when students write a "lost and found notice." Intelligent grouping is employed during the collaborative phase, allowing students to share ideas using a whiteboard. In the writing of a "low-carbon campus plan" at a Beijing middle school, students used tools to integrate multidisciplinary perspectives. In the demonstration class of Hunan Mingde Tianxin Middle School, personalized materials were pushed, and the writing process was visualized by combining evaluation scales, providing real-time feedback on structure, ideas and other dimensions, which meets the needs of TBLT process guidance [3]. Evaluation and feedback should be three-dimensional, and a multi-faceted mechanism should be established. The "task evaluation" link can be reconstructed to achieve instant feedback, process tracking and comprehensive evaluation: instant feedback relies on the correction system to verify the notification and leave form. After application in a pilot school, the accuracy rate increased from 68% to 89%; process tracking records the modification trajectory and generates a "writing growth curve" to show the progress of conception and structure; comprehensive evaluation adopts "initial evaluation + teacher review + peer review". Initial evaluation focuses on objective indicators such as vocabulary richness,

teachers focus on emotions and ideas, and peer review is guided by scales. To avoid evaluation limitations, creative writing can use the "analysis of characteristics + teacher interpretation of creativity" model to ensure comprehensiveness. Transfer and expansion should be personalized to build a closed loop of capabilities. TBLT emphasizes application of results to facilitate the transfer of writing skills. After-class assignments are designed using learning tools, extending the classroom "proposal" writing assignment into a "speech report simulation." Based on task data, personalized resources are developed, including micro-lessons on "paragraph cohesion techniques" for students with weak logic and multimodal corpora for students with monotonous expression. A primary school in Hangzhou demonstrated that implementing differentiated tasks increased the practical writing achievement rate for struggling students from 52% to 78%, effectively transitioning from task completion to skill development.

5. Guarantee Mechanism for Integrated Implementation

Technical support must establish a complete system of "tool selection - security assurance - constant optimization". When selecting tools, priority should be given to those suitable for Chinese writing scenarios, such as using DeepSeek for text analysis and relying on the Xingse app to help collect materials for observational writing, ensuring that the tool functions and teaching links are aligned [4]. In terms of data security, it is necessary to strictly follow the rules of educational data privacy, encrypt data such as student essays and learning situation analysis, clearly state which data the tool can use, avoid leaking student privacy, and ensure compliance with data regulations. In the optimization process, feedback channels should be provided to teachers. For example, South China Normal University relies on MOOCs to collect teachers' suggestions and continuously optimize the tool's scenario adaptability. The key to teacher support is to help teachers practice the integration of "AI + TBLT", and tiered training should be carried out. At the foundational level, teachers should first be taught how to use the tools. For example, the Hunan education reform project relies on demonstration classes to teach students how to use the "Three Homework Sheets + AI" system. The advanced stage focuses on task design, incorporating cognitive load theory to guide teachers in designing gradient writing tasks using the tool. The depth of content should also be adjusted based on the teacher's level of experience. At the advanced level, teachers must practice guiding ethical thinking, enabling them to distinguish good from bad AI output and then revise and improve it. Alternatively, they can follow the approach of the "Research Project on Information Regarding "Technology-Based Teaching Methods for Primary and Secondary English Classrooms," schools can collaborate on MOOCs, establish small learning circles for teachers, and share examples and templates of "AI + Writing" lessons to help teachers transition from simply teaching knowledge to designing tasks. When discussing ethical safeguards, we must first clarify the role of AI in task-based learning (TBLT) and avoid overuse. Students should be clearly informed in class that "AI is there to assist, not to do the work for you." For example, students can use AI-generated writing frameworks but adapt them to their own style. In the "Campus Plant AI Detective" project, students can also compare AI-generated results with their own

observations. This not only trains critical thinking but also allows them to rationally understand AI's capabilities. Rules for AI usage must also be established, such as "AI can help you find resources, but it can't write for you." Zhang Xiao also stated, "AI writing requires human supervision and guidance." Furthermore, students must be taught to distinguish AI's functions, maintain writing integrity, and understand how to use it legally.

6. Challenges and Optimization Directions in the Integration Process

There are three prominent issues with TBLT task-based instruction and AI in math and English, not just Chinese writing classes. First, the technology doesn't mesh well with the teaching. Math AI often only provides a single solution, such as a chicken and rabbit in the same cage. They can't distinguish whether students made a mistake in assigning an unknown variable or simply didn't understand the "head-leg relationship"; English AIs only correct spelling and grammar, unable to discern whether a misuse of the past perfect tense stems from a lack of context or a misunderstood rule. Second, teachers' skills are insufficient. In rural primary schools in central and western China, only 28% of math teachers are proficient in using AI to design tasks, such as "supermarket change," and many teachers don't even know how to adjust the difficulty, making implementation at the grassroots level particularly challenging. Third, unfair evaluations: AIs focus on fixed criteria: in math, they prioritize correct steps; children using diagrams to solve itineraries with too many steps are penalized; in English, they prioritize sentence complexity; students writing about a real weekend shopping for their grandmother receive low marks due to simple sentence structure, defeating the purpose of the subject. The solution is three-pronged: AI for math combined with "thinking analysis" and AI for English with "contextual judgment." Teacher training follows the lead of East China Normal University's "Rural Training" model, with online learning and offline task design. Assessments are conducted through a "human-machine collaboration," with AI reviewing foundational knowledge and teachers assessing ideas and content. A primary school in Helsinki, Finland, used AI to design a "class party shopping" task. The AI managed calculation accuracy, while teachers guided students on how to save money. This resulted in a 30% improvement in students' practical problem-solving skills. This demonstrates that the key to integration lies in the synergy between "task-technology-assessment," enabling technology to effectively serve teaching [5].

7. Conclusion

The deep integration of task-based language teaching and artificial intelligence provides a systematic solution to the "high cost and low efficiency" problem of Chinese writing instruction. The integration of the two does not replace traditional teaching with technology, but uses AI technology as an enabling tool to reconstruct the entire process of TBLT "task design-process implementation-evaluation feedback-migration and expansion", and promote teaching from "standardized output" to "personalized cultivation". From the integration path sorted out in this article, by building an intelligent task system, strengthening the empowerment of the human-computer collaborative process, and establishing a three-dimensional evaluation mechanism can significantly

improve students' writing efficiency and quality. From practical cases, it can be seen that students' writing time is shortened by more than 30%, and the format accuracy rate is increased by 21 percentage points. Especially in the writing of practical documents such as notices and proposals, the improvement in efficiency and quality is more prominent. These data intuitively confirm the practical value of this path. The successful implementation of the integration model depends on the coordinated efforts of the three major guarantee mechanisms of technology, teachers, and ethics: the technical level needs to build a safe and adaptable tool ecosystem, the teacher level needs to focus on cultivating the integration ability of "AI+teaching", and the ethical level needs to clearly define the value boundaries of technology applications. However, current practice still faces challenges with poor technology compatibility and uneven teacher competence. This requires gradual development of a sound integration model through technological upgrades, targeted teacher training, and optimized evaluation systems. Future research could include more samples, cross-grade and regional studies, to clarify how AI can be adapted to different Chinese writing tasks. It could also analyze the impact of AI on the development of writing skills, providing more precise theoretical support for the in-depth integration of "intelligent technology + humanistic literacy." As Huang Ning put it, AI

technology should "serve the subjectivity of teachers and students." This concept will provide guidance for achieving true literacy development in Chinese writing instruction through technology empowerment.

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