

# *Research on Teaching Strategies for TOEFL Writing Training Based on Task Based Teaching Method*

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**Abstract:** Task based teaching method is a student-centered teaching model, with the core idea of teachers helping students complete a real task during the teaching process and completing the task through cooperation and communication between students. This study will combine TOEFL writing teaching practice and explore the implementation strategies of task-based teaching method in TOEFL writing training, hoping to provide reference and assistance.

## **1. Introduction**

In recent years, with the acceleration of globalization and the improvement of China's openness to the outside world, the role of English in international communication has become increasingly important. As one of the most authoritative English tests in the world, TOEFL has played an important role in studying abroad, employment, and other aspects. Due to the difference between TOEFL writing and written exams, candidates need to complete a series of activities such as reading, listening, speaking, and writing. Therefore, for candidates who want to improve their writing skills, it is necessary to master certain exam preparation skills during the preparation process. However, currently, many teachers have insufficient understanding of task-based teaching methods, making it difficult to fully utilize their effectiveness. Therefore, it is necessary to conduct relevant research.

## **2. Overview of Task Based Teaching Method**

### **2.1. The Basic Concepts of Task Based Teaching Method**

Task based teaching method is a teaching model developed in the 1960s. Its core is to closely integrate language learning with students' social life, connect language learning with students' social life, encourage students to participate in real social communication activities, and learn language in the process of completing tasks. Task based teaching method is a new teaching model that emerged abroad in the 1980s. It has been increasingly accepted by foreign language teachers and researchers, and has gradually become an indispensable teaching method in China's English teaching reform[1].

The biggest difference between task-based teaching method and traditional teaching method is that it highlights the core element of "task". In traditional teaching, teachers usually focus on imparting knowledge, while students passively accept the knowledge imparted by teachers. The task-based

teaching method drives students to actively participate by setting meaningful tasks, with the aim of improving their ability to communicate and use language. During this process, teachers need to set up various types and difficulty levels of tasks to guide students to complete. At the same time, they also need to provide students with corresponding language learning materials, help them complete tasks, and check whether the language used by students to complete tasks is correct and appropriate. In addition, teachers also need to provide certain guidance and assistance to students during the teaching process. Compared with traditional teaching methods, task-based teaching methods not only focus on changes in teaching content and form, but also pay more attention to cultivating students' thinking abilities, learning strategies, and communication abilities. Table 1 is the definition of the concept of "task" in task-based teaching method[2-3].

Table 1: Definition of the concept of "task" in task-based teaching method

Definition 1	Language knowledge, social skills, strategies, and attitudes
Definition 2	Language activities designed and implemented during the learning process

## 2.2. The main characteristics of task-based teaching method

Table 2 shows the main characteristics of task-based teaching method.

Table 2: Main characteristics of task-based teaching method

Feature 1	Students-centered
Feature 2	Focus on practicality

Firstly, student-centered approach: task-based teaching emphasizes student-centered approach, embodies the educational concept of "people-oriented" in the teaching process, and emphasizes the role of students as the main body. Teachers can design tasks based on teaching content and requirements, and in this process, cultivate students' ability to think independently and learn independently. In traditional teaching methods, teachers often teach students according to their own plans. As time goes by, teachers will gradually lose their position of authority and diverge from students. In task-based teaching methods, teachers are no longer the only source of knowledge in the classroom. They cultivate students' autonomous learning ability by assigning tasks, and in the process of completing tasks, they can fully mobilize students' enthusiasm for participating in classroom learning[4].

Secondly, focus on practicality: Traditional teaching methods focus more on knowledge transfer and skill development than language application abilities. When teachers teach basic knowledge such as grammar and vocabulary in the classroom, they may find that many students do not truly understand these knowledge points. Due to not applying them to real life, even with a lot of grammar and vocabulary, one can only achieve good results in exams. In task-based teaching, teachers assign certain tasks to students to use the knowledge they have learned to complete[5].

## 3. The Application of Task Based Teaching Method in TOEFL Writing Training

The task-based teaching method has good application value, but in order to fully utilize its role in TOEFL writing training teaching, teachers must start from three perspectives: task design, implementation, and evaluation, and correctly apply the task-based teaching method. The specific application strategies will be analyzed below.

### 3.1. Task design

In the task-based teaching method, students should learn knowledge and skills by completing one

task after another. This task should be proposed by the students themselves or designed with the help of teachers, and it should be challenging to stimulate students' interest and improve their learning enthusiasm. In TOEFL writing teaching, teachers can design tasks that are suitable for students based on their English foundation and learning level, and then allow students to complete the tasks in various ways. For example, when teaching TOEFL writing, teachers can design writing tasks with different difficulty levels based on students' mastery of writing materials, or design them based on students' learning situation or writing level, so that each student can receive sufficient exercise[6].

In addition to designing tasks that are suitable for students' level and abilities, teachers should also consider the social environment and cultural background in which students are located. This American friend may come from the United States or from China. But his cultural background is different from China. If other students are asked to write about their reading experience, it is difficult for them to understand the content that Americans pay attention to when writing. Therefore, teachers should carefully design tasks based on the social environment and cultural background of students[7].

In addition, when designing teaching tasks, teachers also need to consider students' receptivity and cognitive level. For example, when conducting TOEFL writing training, it is difficult for a student with a relatively poor foundation to complete the task well. So when designing tasks, teachers should consider that every student can complete the task. This article can be either an academic article or an essay. Teachers can design tasks of different difficulty and types based on the English proficiency of different students. If students with poor foundation want to write an academic article, teachers should arrange academic or prose articles for them to learn and practice, in order to continuously improve their writing skills.

### **3.2. Task implementation**

During the task implementation stage, teachers should focus on students and allow them to acquire knowledge and abilities by completing tasks. Firstly, teachers should prepare the content and learning materials that need to be taught before class, and design relevant questions to allow students to carry them through classroom learning. Secondly, teachers should be student-centered and assign different roles to different students in the classroom based on their different characteristics. For example, for students with poor writing and listening skills, teachers can arrange for them to serve as "recorder"; For students with poor reading skills, they can be arranged to serve as a "recorder"; For students with poor writing abilities, they can be arranged to serve as "commentators". Finally, in the classroom, teachers should evaluate students' performance, so that each student can gain a sense of achievement and achieve self-improvement by completing tasks[8].

Before implementing the task, the teacher should first explain the materials and learning methods required for the task. Then evaluate students based on their completion of tasks. Teachers should fully respect the differences of each student when evaluating, and cannot use the same standard to evaluate all students. In the process of writing training, teachers should pay attention to guiding every student to establish self-confidence. Teachers can use positive motivation methods to stimulate the confidence and enthusiasm of each student. Finally, the teacher needs to summarize and reflect on the task.

### **3.3. Task Evaluation**

In traditional TOEFL writing teaching, teachers' evaluation of students is relatively single, mainly measuring their writing level through exam scores. This evaluation method is too single and not scientific, and cannot comprehensively evaluate students' writing ability. However, in TOEFL writing teaching, teachers should adopt diverse evaluation methods to measure students' writing level and improve their learning level through scientific evaluation.

On the one hand, teachers can judge the content, structure and Syntax error that students present

in their articles by observing their writing process. On the other hand, teachers can evaluate students' essays by correcting them after class. For example, when correcting students' essays, teachers can divide them into three levels: A. There are few errors in content, structure and Syntax error; B. There are many content and Syntax error; C. There are many content and Syntax error. At the same time, teachers should also point out the problems they have in their writing and encourage them to correct their mistakes[9].

In TOEFL writing teaching, teachers should actively encourage students to freely create based on the knowledge they have learned. In this process, teachers should not only require students to write good articles, but should encourage them to freely express their inner thoughts. Therefore, teachers should provide students with more opportunities to express their thoughts and viewpoints, allowing them to truly participate in teaching activities. In TOEFL writing teaching, teachers should fully respect the individuality and differences exhibited by students in the learning process, and organize teaching in a targeted manner. Teachers should fully respect the views and ideas of every student, not criticize a student just because they haven't written a good article, but encourage them more. At the same time, teachers should also teach each student according to their aptitude, so that each student can fully demonstrate their abilities and talents in the classroom and improve their confidence in writing[10].

#### 4. Conclusion

In summary, task-based teaching method is a student-centered teaching model that emphasizes students' participation and collaborative ability in the learning process. It not only emphasizes the cultivation of students' language abilities, but also focuses on cultivating students' learning strategies and thinking abilities. Applying task-based teaching method to TOEFL writing training can help teachers better play their role and improve teaching effectiveness.

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