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基于任务型教学法的高中英语合作学习实证研究

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**A Thesis Submitted for the Degree of Master**

**Empirical Study on English Cooperative Learning Based on Task-based Teaching Approach in Senior School**

|  |  |
| --- | --- |
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硕士学位论文

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Content

**Contents**

目 录

[摘 要](#_Toc686205580) 5

[摘要](#_Toc686205581) 5

**[Abstract](#_Toc686205582)** 5

**[Chapter One Introduction](#_Toc686205583)** 6

**[1.1](#_Toc686205584)****[Research Background](#_Toc686205584)** 6

**[1.2](#_Toc686205585)****[Purposes and Significance](#_Toc686205585)** 7

**[1.3](#_Toc686205586)****[Research Question](#_Toc686205586)** 7

**[1.4](#_Toc686205587)****[Overall Structure of the Thesis](#_Toc686205587)** 7

**[2.1](#_Toc686205588)****[Cooperative Learning Research](#_Toc686205588)** 8

**[2.2](#_Toc686205589)****[Task-Based Language Teaching Approach](#_Toc686205589)** 9

**[2.3](#_Toc686205590)****[Cooperative Learning of Task-based Language Teaching Approach](#_Toc686205590)** 11

**[2.4](#_Toc686205591)****[Summary](#_Toc686205591)** 11

**[3.1](#_Toc686205592)****[Motivational Theory](#_Toc686205592)** 13

**[3.2](#_Toc686205593)****[Constructivism Theory](#_Toc686205593)** 13

**[3.3](#_Toc686205594)****[The Second Language Acquisition Theory](#_Toc686205594)** 14

**[3.4](#_Toc686205595)****[Summary](#_Toc686205595)** 14

**[4.1](#_Toc686205596)****[Research Design](#_Toc686205596)** 15

**[4.2](#_Toc686205597)****[The Implementation of the Preparatory Work](#_Toc686205597)** 16

**[4.3](#_Toc686205598)****[Mid-term Teaching Implementation](#_Toc686205598)** 18

**[4.4](#_Toc686205599)****[Evaluation After Teaching](#_Toc686205599)** 19

**[4.5](#_Toc686205600)****[Summary](#_Toc686205600)** 21

**[5.1](#_Toc686205601)****[Questionnaire Analysis](#_Toc686205601)** 21

**[5.2](#_Toc686205602)****[Achievement Analysis and Discussion](#_Toc686205602)** 46

**[5.3](#_Toc686205603)****[Suggestion](#_Toc686205603)** 51

**[5.4](#_Toc686205604)****[Summary](#_Toc686205604)** 52

**[6.1](#_Toc686205605)****[Main Findings](#_Toc686205605)** 52

**[6.2](#_Toc686205606)****[Limitations and Deficiencies](#_Toc686205606)** 53

**[Reference](#_Toc686205607)** 53

**[Appendix](#_Toc686205608)** 57

[攻读硕士学位期间所发表的学术论文](#_Toc686205609) 59

[哈尔滨师范大学学位论文原创性声明](#_Toc686205610) 61

[哈尔滨师范大学学位论文版权使用授权书](#_Toc686205611) 61

II

摘 要

摘要

合作学习是我国目前教育新课程改革倡导的较为新型的学习方式之一。目前合作学习模式已经被广泛接受和使用到教学中去。任务设计、小组划分、角色扮演、能力评价都是合作学习重要的教学环节，对其正确把握和实施是提高学习效率的重要因素。根据以往文献的梳理发现，合作学习中任务的研究主要是语言任务的研究。任务型教学法是以任务组织教学，以参与互动、交流合作的学习方式增加语言输入输出的有效的学习方法。笔者希望研究将两者结合的基于任务型教学法的合作学习模式。理论研究表明，基于任务型教学法的合作学习是以学生为中心的小组合作和任务型教学法为相结合的有效促进第二语言形成的学习方法。所以在基于任务型教学法的英语合作学习中任务的设计对合作学习的效果有积极的作用。以往研究对合作学习中的任务设计有一定的涉略，对大学英语课堂的口语、听力、阅读等方面也有很多研究，但基于任务型教学法的合作学习在高中英语课堂上有效性的研究较少。本文的主要目的在于探究基于任务型教学法的合作学习模式在高中英语学习中的有效性。

本文基于在课堂上建立“利益共同体”从而激发学生动机的动机理论；以学生为中心，借助他人（包括教师和学习伙伴）构建知识的建构主义理论；以及通过交流、合作、完成任务来增加学生语言输入、输出的二语习得理论，这三大理论运用了实验法、观察法和问卷调查法，以大庆市石油高级中学高二年级二班45名学生为研究对象，找出成绩相当的实验班和对照班进行为期十六周实证研究。在上述三大理论基础指导下，提出基于任务型教学法的合作学习模式，设计教学任务，将基于任务型教学法的合作学习模式运用于高中英语课堂中。

本文运用SPSS22.0分析调查问卷和对比实验班和对照班高一下学期期末成绩和高二上学期的期末考试成绩。分析结果显示：基于任务型教学法的合作学习模式可以增加学习者的学习动机，提高了学习者的英语学习兴趣；有助于学习者合作学习能力及意识的培养，从而表明基于任务型教学法的合作学习这种教学模式是具有有效性的。论文最后对分析结果进行讨论并提出建议。希望在高中英语上达到真正的合作与共赢。

关键词：合作学习；任务型教学法；高中英语；有效性

I

**Abstract**

Cooperative learning is one of the new learning methods advocated by the new curriculum reform in our country. At present, cooperative learning mode has been widely accepted and used in teachinge practic. Task design, group division, role playing, and ability evaluation are all important aspects of teaching and learning procedures; and it is also an important factor to improve the learning efficiency. However, according to the previous literature review, it is found that the study of the task of cooperative learning is mainly the study of language tasks. Task-based teaching method is a learning way to organize teaching task, to participate in an interactive activity so as to facilitate exchanges and cooperation so as to increase language input and output effectively. This study probes the teaching mode which is based on task-based teaching approach of cooperation learning mode. The theoretical study shows that the cooperative learning based on task-based approach is a combination of student centered group and task based approach to promote the formation of the second language acquisition. Therefore, the design of task-based teaching approach in English cooperative learning has a positive effect on the effectiveness of cooperative learning. Previous research on Cooperative Learning in task design has been concerned with the teaching of College English on the aspects of speaking, listening, reading and so on, but the study based on task-based teaching approach of cooperative learning in senior high school English classroom teaching effectiveness is little involved. The main purpose of this paper is to explore the effectiveness of cooperative learning model based on task-based approach in English learning in senior school.

Based on the motivation theory, constructivist theory, and the second language acuisition theory, this study applies the experimental mehod and combines the observation and questionaire survey method; then, this study conducts an empirical study, taking the students of Daqing Oil City senior high school in grade two as the study object. This empirical study is based on the considerable achievements of the experimental class and control class for a period of 16 weeks of empirical research. Under the guidance of the above three theories, this study puts forward the cooperative

II

Learning mode based on task-based teaching approach, and designs the teaching task, which will be applied to the cooperative learning model in the high school English class.

In this paper, the author applies SPSS22.0 questionnaire and analyses last semester final examination results. Analysis results show that: learning model based on cooperation of task-based teaching approach could inspire the learner's learning motivation and improve the learning interest in learning; which could do good to autonomy cooperation learning ability and consciousness training. The empirical experiment study indicates that the task-based teaching approach of cooperation learning has a positive impact on the effectiveness of English learning; at last, some discussion of the analysis results and some recommendations are given so as to contribute to the English teaching practice.

**Key words::** Task-based language teaching; Cooperative learning approach; English

In Senior School

III

## **Chapter One Introduction**

Cooperative learning is one of new ways of learning which is advocated by Chinese education in the curriculum reform at present. The application of cooperative learning mode of teaching has become popular. Along with the research value of cooperative learning in the continuous improvement of research of based on task-based teaching approach of cooperative learning has become very necessary. Next is about the research background, purposes and significance, research question and overall structure of the thesis of the study.

## **1.1** **Research Background**

Cooperation is one of the basic forms of human interaction. It is an important driving force for human society to exist and develop. In recent years, cooperative learning has been more and more concerned by scholars, and tried to be used in teaching. In the report of the International Committee of education in twenty-first Century, Learning: Treasure Within has pointed out that cooperation is one of the four major pillars of education in China. The national standard of English Curriculum (experimental manuscript) clearly points out that: advocacy of experience, practice, participation, cooperation and exchange of learning style and task oriented approach to develop students' comprehensive language use ability. It is popular to use cooperative learning in English class, but the effect is not ideal in the process of teaching practice. With the improvement of cooperative learning research value in continuously, the research on the teaching method of cooperative learning becomes more and more necessary. In cooperative learning, the research on the task based teaching method and the empirical study of English cooperative learning based on task-based approach in senior high school is still relatively small. This research background in order to use task-based teaching method reasonable to solve problems and improve the effect of cooperative learning in senior high school English cooperative learning. cooperative learning based on task-based approach in the academic research has the very big space, the application prospect of relatively large.

1

## **1.2** **Purposes and Significance**

The law of development of human and the modern society is" Cooperation - individual - cooperation". In today's society, it is necessary to have a cooperative awareness and skills, and the characteristics of cooperative learning is just the

Embodiment of it. Pei Dina, Professor of education in our country think, in the

Cultivation of students' social adaptability, autonomy and independence, improve the learning interest, promote the comprehensive development and other aspects of students, the cooperative learning are more advantages than the traditional teaching methods. With the advancement of new curriculum reform, task based cooperative learning as a new teaching method come into educational research and experiment. But the study for high school English teaching is less, and in the implementation process, there are many problems need to be solved. The purpose of this study is to summarizes the problem in the past research and problems found in practice, then the task-based teaching method makes up for a lack of cooperative learning in English to improve the effect of cooperative learning, and to achieve the win-win cooperation with real learning at last.

Based on the previous researches, the study hopes to make up for the shortcoming s of previous studies, on the basis of motivation theory, second language acquisition theory, and constructivism theory, I hope this research can solve high school English learners in the process of cooperative learning problems, this study can solve the problem which is produced by high school English learners in the process of cooperative learning, and a new breakthrough and new theory in the English Teaching in high school. And in order to provide a theoretical basis for the further research which is the use of task-based teaching method in cooperative learning. It gets the further sublimation in theory, which is caused by the attention of scholars and provides a new perspective for future research.

The use of task based teaching method and cooperative learning teaching mode is to satisfy the requirements of high school English curriculum syllabus, is an essential part of English class in senior high school, and rational use of tasks is a part of cooperative learning, It is hoped that this study can provide some theoretical support in the teaching, and can further guide the teaching, improve students' ability of autonomous

2

Cooperative learning, and promote foreign language teaching to be carried out quickly and effectively.

## **1.3** **Research Question**

In summary, the research on the task based teaching method has a very solid foundation, which is a mature in the last few years. As a new teaching mode, cooperative learning has played a great role in English teaching, which provides a good foundation for future research. cBut the foundation of it is relatively shallow and the

Problem is obvious. In the process of experimental research, there are some problems

Like the understanding of cooperative learning does not reach the designated position and using inappropriate and so on. These problems lead to the learning efficiency is not high. We need to combine the task-based teaching method and cooperative learning and do deeper research on the cooperative learning based on task-based approach .

## **1.4** **Overall Structure of the Thesis**

Chapter one illustrates the purpose and significance of cooperative learning based on task-based teaching approuch, Chapter two is the review of cooperative learning, task-based language teaching and the cooperative learning based on task-based teaching approuch. Chapter three describes the theoretical basis of cooperative learning based on task-based teaching approuch: motivation theory and construction theory and the theory of second language acquisition. Chapter four carries on the experimental design and implementation. Chapter five is the discusstion and analyzition of

Questionnaire and exam. In the last chapter, conclusions、suggestions and problems are

presented.

3

#### **Chapter Two Literature Review**

This chapter sums up the literature of cooperative learning and task-based teaching method from the aspects of theory and practice at home and abroad. Then the study primarily analyzes and summary the task-oriented cooperative learning. This is to give a present research of scholars cooperative learning based on task-based approach and to lay a foundation for the better implementation .

## **2.1** **Cooperative Learning Research**

### **2.1.1** **Foreign Cooperative Learning Research**

As early as the 1st century, the prototype of cooperative learning emerged in the ancient Rome, which was put forward by the great educational practitioner Marcus Fabius Quintilianus. At the beginning of the eighteenth Century, British minister J. Lancaster and A. Bell began to promote the use of cooperative learning groups to implement teaching. In early nineteenth Century, cooperative learning was introduced

Into the United States, Parker C. F., Dewey is the most outstanding representative of this period. In 1920s, from the perspective of social psychology, American social psychologist F. Allport emphasized the interaction between the individual and

Interpersonal environment. In the 1930s, M. May and L. Dob's completed *competition and cooperation*, from the point of motivation describes the relationship of cooperation and competition. In the beginning of 1970s, the cooperative learning theory was formed in the beginning of the modern sense, and the stage of substantial progress was achieved. The researchers put forward many effective cooperative learning strategies from various experimental studies. The theory of cooperative learning is becoming more and more mature.

Spencer Kagan (1989) provides an excellent definition of cooperative learning which can be applied to any situation. His definition provides an umbrella for the work cooperative learning specialists including the Johnsons, Slavin, Cooper, Graves and Graves, Millis, etc. It follows:" The structural approach to cooperative learning is based on the creation, analysis and system application of structures, or content-free ways of organizing social interaction in the classroom.

1

Johnson, Johnson & Holubec (1991) have established a definition of cooperative learning which identifies five basic elements necessary for a procedure to be considered cooperative. They also define structures and evaluation procedures within which any content may be taught, rather than defining procedures based upon specific curriculum. And they have developed an extensive set of worksheets for teachers and students to use in establishing the five elements.

At the end of 1940s, from the angle of the goal structure, cooperative competition theory was raised in by the disciple of Lewin Dodge----M. Deutsch. And Slavin creates Student Teams and Achievement Divisions (STAD) cooperative learning in 1978. And collaborative design Team Games Tourna-ments (TGT) with Devries, then on the basis of the research Alunxun and other colleagues to proposed Jigsaw II. Johnson Brothers (1987) of Johns Hopkins University in the United States proposed Process of cooperative learning, and then they proposes a cooperative learning program based on the five elements(Positive Interdependence, Individual Accountability, Face-to-Face Promotive Intgeraction, Interpersonal and Small-Group). Spencer Kagan of the United States is the earliest research structure of cooperative learning, but the design of Kagan

——Structure Approach(SA) is the basic structure for the team.

Different experts and scholars have different understanding of cooperative learning and experimental field. In addition, David and R. Johnson and R. Slavin have used a series of investigation of the social teaching model. In their study, they found that the effect of cooperative learning on the improvement of learning, collective affinity had a certain positive effect, and the process of cooperative learning can effectively promote the cooperative behavior and the relationship between the groups. In a series of surveys, they studied the impact of cooperative tasks and rewarding behaviors on" traditional" learning tasks (these" traditional" learning task refers to the need to master the material). Keaney, P and Kessler. C are described the relationship between the skills of cooperative learning and the learning of language in detail. The theory of cooperative learning in the former Soviet Union also developed rapidly, Teachers for more than 20 years of educational science experiments, in the classroom they use collective teaching organization form. It is found that the social nature of cooperative learning makes cooperative learning a central concept in teaching which is based on mutual respect and cooperation between teachers and students.

2

### **2.1.2** **Domestic Cooperative Learning Research**

The author with" cooperative learning" for keywords in the China National Knowledge Infrastructure (CNKI) retrieved since 2000 to 2015 published in core journals related papers, and then select 74articles associated with cooperative learning. According to the research contents of the literature classification, the results show that the domestic research on cooperative learning mainly focus on the theoretical research and practical research in the teaching of two aspects.

### **2.1.2.1** **Domestic research on cooperative learning theory**

The theory of cooperative learning research in domestic is mainly from the basic elements, theoretical basis, teaching strategies, study the value connotation of these aspects. The earliest research in the field of cooperative learning in our country is in the 1990s, Wang Tan(2002,2005) had make a summary and analysis the basis of the theory of cooperative learning. He first with R. E. Slavin jointly published *Cooperative Learning Research: An International Perspective,* then successively published *Cooperative Learning, Principle and Strategy*, *Cooperative Learning Concept and Implementation* and *On the Theoretical Basis of Cooperative Learning.*

Based on the proposed by Johnson brothers five elements, Ceng Qi (2002) put forward mixed grouping is also important restriction factor. Jiang Buo (2006) argued that the basic elements of cooperative learning is the basis of giving full play to the advantages of cooperative learning to the greatest extent.

From the perspective of social psychology, Wang hang (2005) has a deeper analysis with the effect of cooperative joint construction process. Based on the cognitive style, Wang Jing and Chen Yinghe (2008) through the solvent of the open questions of the group and the problem of logic, investigate the different cognitive style of the individual and the different types of solve the groups' problem. This provides a theoretical basis for how to group the cooperative learning practice.

In the teaching strategy, Gao Xiangbin (2005) to study the cooperative learning with the main body to participate in, the difference development, the experience success tied as the four teaching strategies. Ma Lan (2004) argues that cooperation and competition situation of learning, cooperative learning on learning motivation has a favorable environment. Zheng Shuzhen and Sheng Qunli (2002) found in the effective strategies for promote the perspectives of research that in addition to the positioning of

3

The group and the role of the skills and the classroom management strategy is also very important. Ding Jiqun(2007) pointed out the suitability of cooperative learning task to the students' participation in the study of cooperative learning.

In 2001, the State Council issued *On the Foundation Education Reform and Development Decision*, cooperative learning theory in the new curriculum reform play a more and more important role(Li Jiali 2005). Cooperative learning is regarded as one of the most important ways of learning in 21Century. Along with the continuous deepening of the study of cooperative learning, many domestic scholars have studied the theory of cooperative learning from the theoretical research to the practice, which shows that our country pay much attention to the education practice.

The author summarizes the empirical study of cooperative learning in recent years and found out that including teaching strategy, teacher role, formative assessment, etc., has a great influence on the effect of cooperative learning.

In the respects of teachers' role, Cai Huiqin(2005) position the teachers in cooperative learning for the promoters, the organizers, the participants and the guides.

In the study, Yuan Jing (2010) suggested that teachers should make a rational reflection on the role of the traditional teacher, and in the new teaching mode to meet the need to take the role of objective understanding and grasp, quickly change their role.

In the respects of formative assessment, Zhao Yongbin (2009) treat the evaluation of cooperative learning as a whole teaching model of power system, he think the teachers should guide the students to study the cooperative learning, but also to do a good job of their evaluation of the ability to guide. Guo Yanbing(2002); Cai yong (2007) and Yang Guiqin(2009) and others summarizes the evaluation form of cooperative learning(Self-evaluation in small group, Mutual-evaluation in small group, group evaluation, mutual group evaluation, teachers' self evaluation, teachers and students cooperation evaluation, etc.). In addition to the monitoring and feedback of the results, the problems in the teaching should be found in time, and the corresponding adjustment will be made to ensure the effect and quality of the cooperative teaching. Domestic research on cooperative learning theory.

### **2.1.2.2** **Practice research on cooperative learning theory**

4

In the respects of English teaching, Chen Yan (2003) found that the advantage of cooperative learning from foreign language learning is the affective factor of foreign language learning, and in English teaching, the group cooperation has increased the chances of communicating with the students and expressing ideas. Du Xiaomei Liu Ji (2002) point application of cooperative learning in foreign language classes have positive effect, in the aspect of improvement of the academic performance of students, develop the skills to solve problems, develop personal sense of responsibility, enhance the sense of personal values, etc. Zhang Ping(2002) came up with the views in the study: the goal, principle and method of cooperative learning approach are the same as the training of communicative competence.

Wang Suiping, Yang Jie (1995); Wang Haiyan (1999); Li Lanping (1999) and Wu Yuanhang (2010) use the cooperative learning approach in English intensive reading, reading, speaking and listening course teaching. Cooperative learning approach training and play the students' attention to the various linguistic phenomena, sensitivity, curiosity, appropriateness, interest and taste. In English writing, cooperative learning can reduce students' anxiety and improve their self confidence in ability of writing. It also can give full play to the main role of students in the study, and truly realization of the students as the center of the independent and self - communication approach of writing model (Cai Lanzhen 2001; Yang Wenying, Hu Guilian 2003).

With the development of computer multimedia in recent years, there have been some studies on the English Cooperative Learning Based on the Internet. As Li Jiancang (2004); Feng Min, Ma Haibing (2006) studied the characteristics and performance of English Cooperative Learning in the network environment; (Wei Guosheng 2004; 2006; Wang Xingxia Peng Shaodong 2010) Teaching design based on network cooperative learning strategy case study; Wang Jixin, Yang Shunyu (2005) based on the network environment of cooperative learning and so on.

To sum up, the emergence of cooperative learning theory has laid the foundation for the new era of education reform in our country. It has effectively supplemented the existing teaching process mode and has become an organic part of the teaching system. It can cultivate students' cooperative awareness and innovative thinking, which is conducive to the change of students' learning style, which is beneficial to the students to form a healthy emotion and to cultivate the ability of living in modern society. From

5

The perspective of English learning, in a relaxed and pleasant atmosphere of cooperation, can train students' cognitive ability and cognitive strategies, effectively improve the quality of English teaching in senior school.

### **2.1.3** **Problems and Development of Cooperative Learning**

In the study of cooperative learning in full swing, the problem of cooperative learning began to expose. Although cooperative learning is a great promotion to improve students' communicative competence and cooperative communication ability, and in practice, the problem as cooperation process is not clear, students listen to owe thinking less polite, students speak without approach and less summarize, teacher's organization regulation owe careful with less flexible; and in order to achieve a purpose cause, group only pay attention to the result and ignore the process of cooperation etc. is to be solved. (Jiang Buo and Tan Dingliang 2006) Some teachers think that all classes can be cooperative learning anytime and anywhere. It is considered that cooperative learning is a learning process, but only fixed cooperative learning between students, cooperative learning is no longer required by traditional teaching approach and students' individual learning, cooperative team construction is not reasonable, the division of students is not clear, the time allocation is unreasonable and other issues make the students' cooperation is not active, participation is not balanced, the cooperation is not sufficient and the efficiency is not high, the learning effect is not obvious.

In the use of task based teaching approach, the problem of task allocation is still in the air. For example, the degree of participation is not uniform, and the task of teachers is not appropriate, the development of teaching content is not broken or put on the task and not lead (Zhang Weiping 2005), etc.

The change of teaching model leads to teachers' knowledge reserves needed to be increased, workload, and then prone to anxiety. The role of the teacher is from teacher as the center to the students as the center, teaching quality and learning efficiency have been declining due to they are not fit the new teaching mode. As students, these problems also need to pay attention to: accustomed to the previous teaching methods.

Students would not deal with the relationship between" cooperation" and" competition", lack of cooperative skills and they are accustomed to receiving, lack of critical consciousness.

6

In short, blindness, randomness, disorder, haste, and superficial nature is the current cooperative learning of the severe. Teachers should fully interpret the cooperative learning. In the course of teaching practice, they should makes clear the task of cooperative learning. And they should design a reasonable appropriate classroom task and guide students to use cooperative learning reasonably. In addition, the teacher also to solve their own anxiety and teachers' authority and so on because of the role of the change of the problem. Finally we can promote the realization of teaching goal. The one-sided nature of the comments will affect the students' enthusiasm for participating in cooperative learning. Lack of evaluation criteria, evaluation of the main single, complex evaluation approach, and the lack of reflection on the issue of teachers and students will lead to a cooperative effect is not obvious, so we should pay attention to adjust the evaluation and to mobilize the enthusiasm of the team members.

In the organization of English learning in the cooperative learning to avoid these phenomena and problems, it is every scholar who studies English classroom cooperative learning should think about the problem. We should try hard to make the students improve their cooperative awareness and cooperation ability, and finally to improve the quality of English teaching,

## **2.2** **Task-Based Language Teaching Approach**

Task based teaching approach is gradually developing from 1980s. In recent years, a number of researchers, syllabus designers, and educational innovators have called for a move in language teaching towards task-based approaches to instruction (Prabhu 1987, Nunan 1989, Long and Crookes 1991, Gass and Crookes 1993a, b). Teaching should organized by task, and in the process of performing the task, the learner's own cognitive ability, to participate in, experience, interaction, communication, cooperation learning style. Task based instruction is an effective method of foreign language teaching, which is advocated and accepted by the ministry of education, applied linguists and foreign language learner.

### **2.2.1** **Foreign Task-based Language Teaching Approach Research**

Scholars generally believe that the task based teaching mode is from the beginning of Project Bangalor. India's Prabbu (1979) put the task based language

7

Teaching approach into action, and in the teaching process to the task of the center of the rules, form center, target center and sense of four kinds of activities.

Task-based learning has become an orthodoxy in contemporary English as a Foreign Language. and in recent years has been exported to many countries around the globe. A number of studies have been more specific in their analyses of tasks. From the perspective of linguistics teaching. Much has been written about definitions of task and the role of tasks in second language acquisition (e. g. Ellis 2000; Skehan 1996), as well as the different stages in task-based lessons (Willis 1996), and task types (e. g. Skehan and Foster 1997). Long (1981,1998) proposes that language must be learned through dialogue and interaction, and it is essential to change the interactive language acquisition. Ellis (1999) proposes the theory basis of task based instruction is" input and interaction hypothesis", and stressed that the students need is not a simple language form, but can understand the input and the appropriate output. Skehan (1998) advocates of language learning and cognitive approach to the task based language teaching to obtain a new development. Richards (1986) believes that the task is to deal with and understand the language of an action. Robinson Peter (2001) discusses the influence of the cognitive complexity of the task on the language output and the difficulty of the learners. F. Bachman Lyle (2002) discusses the problem of task based language performance evaluation. Lee Cynthia (2004) discusses the relationship between Chinese students' language output, communicative strategies and communicative tasks, and discusses the relationship between the second language system and task learning from the perspective of learner's discourse. Duff (1986) contrasts divergent and convergent tasks, arguing that the latter engage acquisitional processes more effectively, and Berwick (1993) contrasts two dimensions—experiential-expository, and didactive-collaborative. There have also been studies of the participants within tasks such as Yule, Powers, and Macdonald (1992). Plough and Gass (1993) on participant familiarity. Brown, Anderson, Shilcock, and Yule (1984) have also investigated various task design features, in an attempt to establish task difficulty on an empirical basis. They propose that static tasks are easier than dynamic tasks, which in turn are easier than abstract tasks, and that the number of elements, participants, and relationships in a task makes it more difficult There have also been studies of processing influences on tasks. Tarone (1985) has shown that

8

Attention to form has a clear effect on accuracy of performance. Ellis (1987) reported an interaction between the engagement of planned discourse and different forms of the past tense under different task conditions. Crookes (1989) reported greater complexity and lexical variety for tasks done under a planning time condition, but, interestingly, no greater accuracy. Foster and Skehan (1994) report an interaction between opportunity to plan and task type. These research studies are individually revealing, but do not currently provide the basis for more general perspectives on task-based instruction.

During the past decade, the second language(L2) teaching profession has become increasingly interested in task-based learning, not simply as an adjunct to an already existing syllabus, but as the primary organizing concept of the curriculum and the development of classroom materials from the Angle of teaching practice.

Willis (1996) provides the instruction for the teachers in the classroom teaching, she proposed the five principles that should be followed. She proposed five principles to be followed: to have a meaningful and practical language; to use the language; the task to promote the students to use the language; at a point in the task to pay attention to language itself; different times to different levels of outstanding language. She also proposed three steps of task based teaching approach: Pre-task, task-cycle(including task, plan and report) and post-task(including analysis and practice). Fulcher and Rosina Marquez Retier Glenn (2003) reviews the influence of task difficulty on the candidates and made some suggestions. Del Pila Garcia Mayo Maria (2007) write a

Conference Prceeding *Investigating Tasks in Formal Language learnin*g, which is

Based on the empirical study of the data, and explores how to use the task in different formal language learning environment to test spoken language interaction, writing, vocabulary and reading, vocabulary and pragmatics.

Task-based learning has been discussed by those involved in second language acquisition research ( Long, 1985), in studies of communicative competence (Tarone & Yule, 1989), in spoken language research (Brown & Yule, 1983), in syllabus design(Candlin, 1987), in materials development (Kumaravadivelu, 1989; Nunan, 1989), in large scale educational projects (Prabhu, 1987), in teacher education (Bygate, 1987; Anderson & Lynch,1988), and in many other domains. One of the notable features of this movement has been the amount of concurrent research on the relationship between different task types and the linguistic performance of learners

9

Participating in the tasks. From the work of Long (1983), Pica and Doughty (1985), Doughty & Pica (1986), Duff (1986), Porter (1986), Rulon & McCreary (1986), and many others, we have learned that different types of tasks foster particular uses of the L2 and promote different kinds of linguistic interaction. In the related studies of Gass and Varonis (1984, 1986), Pica and Doughty (1988), Takahashi (1989), Yule and Macdonald (1990), and others, we have discovered that different participant arrangements within tasks also lead to different kinds and amounts of L2 interaction.

### **2.2.2** **Domestic Task-based Language Teaching Approach Research**

Task based language teaching in foreign countries has experienced more than 20 years. However, the study of it is still in the exploration stage. The earliest research on the task based teaching approach is the Wu Dongxu professor at the University of foreign trade in Guangdong. In 2001 the Ministry of Education promulgated the *Full-time Compulsory Education Ordinary Senior Middle School English Curriculum Standards* and the task based Language teaching approach of research tends to be paid attention. The author compiled 2000 - 2015, the domestic core journals of the task based teaching approach research papers, and classification of the two major sections of their introduction to the theory and the inking theory with practice.

### **2.2.2.1** **Research on Theory**

In view of the task based teaching approach, the theory and application of research, a lot of scholars in the country have a more systematic and complete system, and the theory of foreign language teaching is introduced. The professor of Zhongshan University, Xia Jimei (1998) give a detailed analysis and introduction of the concept of task based language teaching; Yue Shouguo (2002) think that the task based teaching approach provides a better context for activating the learning process. Fang Wenli(2003,2005) summarizes features and significance of the task based teaching approach. And from the psychological and cognitive aspects of the feasibility of the task based teaching and the implementation process should pay attention to the problem, and with the actual situation of foreign language teaching in our country, he put forward the Focus Type Task-based Language Teaching at the same time. Qi Zhenhai, Tan Xiugui (2004) discusses the contents of the task and task based teaching approach, and put forward some suggestions. Huang Jianru (2001) on the basis of language teaching had the teaching design. Yu Guangan (2002) first discusses the

10

Theoretical basis for several aspects of the teaching tasks, including experience, authenticity, parallel processing, automatic, dynamic and groups of, then introduces the complex, Kirkham (Skehan) mission in the reliability analysis of three standard (code complexity, cognitive complex and communicative pressure), and sorting task characteristics (system and continuity), and finally puts forward task-based teaching is facing problems (the authenticity and education task, task criteria and weights, relevance and feasibility); In 2003, Gong Yafu and Luo Shaoqian introduce the theoretical basis of task based language teaching, task definition, task based language teaching principles and characteristics, the relationship between the task and the teaching objectives, tasks and performance evaluation of the relationship. Luo Xiaoqian (2002); Yue Shou Guo (2002); Ge Hejuan (2003) and others positioning of task-based language teaching, teaching ways and teaching approach of operation and they has the further research in extra-curricular extension. Ma Ruixue (2006) to the task based teaching approach of production, development and future prospects for a clear exposition, and to provide a more clear outline for the future development.

### **2.2.2.2** **Research on practice**

From theory to practice, the author has compiled the task based teaching approach in English listening, speaking, grammar teaching, network multimedia, teaching strategies and curriculum design.

In the aspect of listening, speaking and grammar, Jia Zhigao (1999) applied the listener's function and response to the task-based language teaching.

He Lianzhen, Wang Min (2003) from the language learning of the information processing model as the starting point, and had a specific analysis of the three variables to the accuracy of oral expression which task complexity, task difficulty and language level. Hu Yining (2005) make a practical exploration of designing the teaching activities with the task based teaching approach. DuYe (2005) suggested that teachers in the task-based teaching should be the redundancy in task-based oral training which can help students have the perceptual knowledge to improve the real communicative competence. Li Wanyi, Li Yanqing (2007) advocate that the introduction of teaching intervention in the implementation of the task based language teaching is to promote and facilitate the effective use of task-based teaching approach. Tan Xiaochen, Dong Rongyue (2007) use a questionnaire survey to investigate the influence of task type and

11

Language proficiency on the accuracy and complexity of oral expression. In view of college students, Li Wei, Chen Jiliang (2006) conduct a task based oral behavior test, trying to understand the impact of different topics on the completion of the oral task of students. Through an experiment, Wen Weijuan (2001) compare with the traditional teaching of grammar teaching, the main differences between the two teaching approachs were summarized. Dai Weidong, Ren Qingmei (2006) combine with explicit knowledge of the relevant theory and the practice of foreign language grammar teaching at home and abroad, and put forward the explicit interactive task approach, which provided a new perspective on grammar teaching in the future.

In the respects of learning strategy, Yang Cuiping, Liu Mingfang (2005) advocate that the task based teaching approach is used to implement the learning strategies, in the College English teaching, in order to improve the students' ability of language expression. Yin Lijuan (2007); Zhao Shuangyu (2006) discusses the effects of task characteristics, task complexity and task difficulty on meaning negotiation with task-based teaching unit as the center for case analysis,

In the respects of the network technology of the multimedia, Cheng Kela (2003) introduces the basic theory of the task-based foreign language learning into the teaching of the network multimedia technology, and to explore the use of technology in the social cooperative learning. Ji Xiaoyuan, ShiXiaomei(2004) give an exposition in detail that the task-based language teaching in the teaching of the application, the purpose of the author is to explore the new mode of multimedia teaching and learning process in the role of teachers. Zhang Yawei (2005) stresses that the implementation of Task-based English teaching through the acquisition of network technology and the research course of study in the research learning thinking method integration means or way.

Liu Caimin, Chu Xiang Qun (2006) propose the classroom teaching which was based on the implementation of Task-based Language Teaching. In addition, the design and principle of the task is the main content of the research. In Jinhua Zhejiang fourth middle school, the teaching of task based is set up and the contents include tasks, goals, language skills, materials, activities and activities; Yan Xiaoling (1998), based on the analysis of high school task based listening teaching case, proposes the task based listening training skills and teaching principles; Lu Ziwen (2002), the task

12

Design includes analysis of background factors, analysis of teaching content, design of real learning tasks, design of teaching materials, and advocate the use of multimedia technology to design and guide the implementation of the task in the language classroom. Many teachers such as Dingwen advocate task execution from difficult to easy, from simple to complex. Learners should focus on meaning in language communication, language knowledge and knowledge of other disciplines mutual infiltration, and teacher should adjust the degree of task difficulty and response flexibility to execution process according to learners classroom. In order to develop the students' communicative competence, Dai Lixin takes the English course of task based teaching theory as an example.

Finally, the practice of task based teaching model is also reflect in the task evaluation. Luo Shaoqian (2005) proposes a task-based language behavior evaluation scheme; Xia Jimei (1998), from the opportunity, ability, the effect of three aspects to establish evaluation criteria; Xia Jimei (1998) set up evaluation criteria from the three aspects of opportunity, ability and effect; Cheng Xiaotang (2002) proposes the formation evaluation and the final evaluation based on the task; He believed that the task based learning activity and formative assessment can not only stimulate students' learning enthusiasm, but also enable students to see the improvement in their learning.

### **2.2.3** **Problems and Future Development of Task-based Language**

**Teaching Approach**

From the summary of the research on task based language teaching in China, the research and practice of this model have been developed rapidly. Domestic scholars have studied English task based teaching approach from various aspects and transplanted them into the classroom. In the design of listening tasks, the purpose is to reflect the intrinsic connection and feasibility, the content of the teaching material, the difficulty should be equal to the level of the listener; Task based teaching approach is gradually introduced into the multimedia teaching. Through the network technology, the large number of target language material is exposed to the scene, which is embodied in the classroom and reflects the real world; According to the evaluation criteria of independent tasks, the students have a better understanding of the language code control and cognitive operations; We need to apply task-based grammar teaching

13

And cultivation of students' voluntary attention, active brain thinking, discovery and induction of the grammar rules, to study the cultivation of cognitive ability.

From the overall perspective, research is still in the initial stage, teachers are not from the truly understand complete overview of task based language teaching, much less flexible application in classroom teaching. In addition, people tend to pay more attention to the study of task based instruction, not paying except attention to the task based learning, and lack of systematic research on the mode of task based learning.

At present, the study and practice of the high school English learners how to carry on the task based teaching research and practice is still relatively small, the research approach of the use of the single, the questionnaire survey and case study of the mixed research, the research is not much. For English Teaching in senior high school, the demend of task based llanguage teaching is very high, but some teachers have not participated in any training; At present, too many classes in our country's schools, teachers in the design task is difficult to grasp the difficulty of the task. On the other hand, because the task based teaching mode is slow, and the students, teachers and schools are over the pursuit of academic performance, these problems make the implementation of this model has also brought some difficulties. Task based language learning task design how to grasp the task of the system and the continuity of the control from the task based teaching of the principle and the implementation of the assessment, how to evaluate the performance of the assessment, how to explain the effect of convincing explanation and other issues need to conduct more research.

In task based language teaching, the task is the basis and means of communicative classroom, and cooperative learning is the best form of the completion of various tasks. Therefore, the author believes that the task based cooperative learning model for English teaching is the most effective way of classroom organization. Task based cooperative learning mode is a kind of teaching activity organization model, which is based on group or team, through real cooperation and mutual assistance, in the real work situation, focus on language communication, using language skills, to complete a common goal and task. Task based cooperative learning model includes four characteristics: First, we must take the completion of the task as the core; Second, must be in the form of a team or team to complete the task; Third, there must be real cooperation and mutual assistance. Fourth, we must have the experience of learning,

14

That is, the students' personal experience as the starting point of learning experience, the initiative to increase knowledge. The author in the CNKI search" based on the task of English Cooperative Learning in a total of 29 articles, most of them just from the theory that in cooperative learning by using task-based teaching approach is effective, and empirically only 5 articles.

Zhong Minkong (2014) were studied on the task-based teaching approach of group cooperative learning model in College English writing teaching effect. And the traditional composition marking compared, the author in the implementation of task based cooperative learning mode, the marking way were bold reform, presents the characteristics of diversification. Tan Huarong, Li Ting (2011) think that the current college English audio-visual teaching mode is one of the reasons for the students to produce anxiety, And most colleges and universities are taking the course of the" 2+2+x" teaching mode of College English, that students in their spare time to carry out autonomous learning and cooperative learning, to complete the task to strengthen the teachers in the classroom teaching of knowledge. From the teaching environment, the current college English audio-visual teaching with modern multimedia network technology as the support, teachers and students fully enjoy a large number of real language resources and virtual scene, which provides a strong and powerful guarantee for the students' cooperative learning. So the author tried to use the task based cooperative learning mode to reduce the College English audio-visual learning anxiety. Fan Min (2015) believes that there are some drawbacks in the single task based teaching and the single mode of cooperative learning. In order to change the teaching mode which is led by the teacher, lead students to take initiative and personalized learning, Highlight the students in the learning of the dominant position, and in the study of fully mobilize the enthusiasm of teaching and learning two aspects,

The author and his research group designed a model of cooperative learning based on task for one semester, and made a breakthrough in the reform of Public English Teaching in college in the empirical research.

In the task structure, cooperative learning in the traditional teaching mode of two-way communication between teachers and students is changed into multi direction exchange, the team members have to undertake the task of learning tasks from

15

Different cooperative learning, so the task based cooperative learning is the basis of effective cooperation, but also the most important part of the cooperative learning.

In English teaching, more cooperative learning activities are carried out in the process of teaching and learning, and with the combination of task based teaching. From the above documents, it can be seen that the task based teaching approach is seldom used in senior high school English cooperative learning.

## **2.3** **Cooperative Learning of Task-based Language Teaching Approach**

Cooperative learning of task-based teaching approach extrude students as the center, based on the current teaching materials to explore the content and form of team cooperation, with task-based activities as the carrier, under the guidance of teachers, students' independent learning and cooperative discussion. Through experience research discussion learning, in the form of cooperation and resources sharing between students, promote each other, inspire each other, by accepting learning into active learning, in ability to gain knowledge, and the development and training.

"Cooperative learning based on task-based approach" as keywords in the search from 2000 to 2016's effective, a total of 257 papers, the author selected the quantity of the highest cited article 43, from learning the effectiveness of the model, task design, practical aspects were summarized.

From the learning mode, Guo Yaohong(2009) to talk about cooperative of based-tasked language Approach based on the effectiveness of cooperative learning tasks, and the strategies of design tasks. Shu Fangwang(2012) talk about the relationship between the form of cooperative learning and learning tasks. Dong Yan (2014) from the action research to investigate the cooperative learning of task-based Approach. Zhang Shuchang(2004) to explore the effectiveness of cooperative learning based on task-based approach. Li Fang (2014) discuss the cooperative learning based on task-based approach in the light of problems and solutions. Qun Lisheng (2004) argue that cooperative learning approach is suitable for more complex or higher level of cognitive learning task is suitable for the vast majority of emotional attitude values of learning tasks. He explains what task for cooperative learning emphasizes the interaction and mutual assistance and coordination on the importance of the task. The

16

Demand of teaching task form for help and to help others, after team role to complete rotation division of responsibility, learning content needs to be integrated, conform to the needs of students, can increase learning input.

In the task-based teaching method, the task is the basis of the communicative classroom and teaching means, and cooperative learning is the best form to complete the various tasks. Therefore, the author thinks that, based on the task-based teaching method of cooperative learning for English teaching is the most effective way of class organization. Task-oriented cooperative learning is to point to in the form of a group or team, through the real cooperation and mutual assistance, in the real work situation, is focused on the meaning of language communication, the use of language skills, to accomplish the common goal and task teaching organization mode. Task-oriented cooperative learning including four characteristics: first, must take to complete the task as the core; The second: must be in the form of a group or team to complete the task; Third: must have a real cooperation and mutual assistance; Fourth: must have experience learning, namely the students personal recent experience as the starting point of learning experience, the initiative to increase knowledge.

The author use" task-based English cooperative learning" as the keyword search effectively, most of them just explain theoretically based on the task of the theoretical basis of cooperative learning, the design of the task, what's the advantage; And empirically and effectiveness for the use of cooperative learning task of research is less. Wang Yehui (2005) based on the task-based language teaching of high school English cooperative learning empirical research; Liu Shan, He Wei (2010) study of cooperative learning based on task-based approach in oral English intensive training, the application of cooperative learning based on task-based approach in the application of oral English intensive training, to cultivate the students' comprehensive cultural quality has played a positive role. Students search, the ability of processing, processing, exchange information, design, organization of the activity, ability, the ability of communication, coordination, cooperation, the ability of computer application, creative, innovative ability in oral English intensive training a month have improved. At the same time, compared with the traditional teaching mode, new teaching model also welcomed by the students, the students' learning motivation strengthened; Hole ZhongMin (2014) studied the task-based teaching method of group cooperative

17

Learning in college English writing teaching effect; Compared with the traditional way of composition marking, the author in the implementation of task-based group cooperative learning mode, the marking way has carried on the bold reform, diversified characteristics.

Tan Huarong(2011) argues that the current college English audio-visual teaching mode is one of the reasons why students produce anxiety Wang Luyan (2014) argue that besides exploration mission role more communicative tasks debate task of design is also very important. Lists for there are several types of cooperative learning task. Fan Min(2015) single cooperative learning based on task-based approach teaching mode of teaching and the single there are certain drawbacks. To change the teaching mode with teachers as the leading, guides the student initiative and personalized learning, highlight the dominant position of students, fully mobilize the enthusiasm of both teaching and learning, the author and his team design a semester of cooperative learning based on task-based approach the empirical research on cooperative learning mode of college English teaching reform a breakthrough.

In the task structure, cooperative learning in traditional teaching mode of two-way communication between teachers and students change for exchange, among group members differed according to assume the task of learning for cooperative communication. So based on the task of cooperative learning is the foundation of effective cooperative learning, but also the cooperation of operation is the most important part of learning. In English teaching, more cooperative learning activities is throughout the teaching steps and links, and with the unique combination of task-based teaching. From the above literature can be seen of task-based teaching method in empirical study of English Cooperative Learning in senior high school is less, study the contents of a single, lack of theoretical basis. Research questions does not have extensive and representative.

## **2.4** **Summary**

A basic definition of the cooperative, reduced to their simplest terms, is presented: Cooperation is a structure of interaction designed to facilitate the accomplishment of a product or goal through people working together in groups. Cooperative learning is

18

Defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. In the long term, the western researchers and teachers have been exploring the cooperative learning, and put forward a lot of diversification strategy. And from the concept of cooperative learning, cooperative learning, cooperative learning strategies

And other aspects of a more comprehensive study.

19

#### **Chapter Three The Theoretical Basis of Cooperative Learning Based on Task-based Approach Research**

## **3.1** **Motivational Theory**

Kafka and his colleagues Lewin who is the founder of social interdependence theory, then a disciple of Lewin---Deutsch developed this theory. Later, the disciples of Deutsch--Johnson brothers consolidated and expanded Deutsch theory and formed a complete sense of the social interdependence theory. The theory is that: Positive interdependence (cooperation) promote interaction, the group members will encourage each other and on to promote learning; on the contrary, negative interdepencence (competition) to produce antagonistic interaction, group members are not encouraged to study hard and block each other. In the case of lack of interdependence between individuals, each other will not have interaction, people are working independently and do not inter with each other. Cooperative learning make full use of cooperative learning activities in interdependent factors, all the members depend on each other to

A common goal in the resources, information, skills and processing skills and help them each other, mutual promotion and mutual love. Members of the team will put the group as a sign of the success of their own success and put group happiness as their own happiness. This allows students to truly academically pull together in times of trouble.

Motivation theory and social interdependence theory has a great relationship. The main study of motivation theory of cooperative learning is the student activity award or goal structure. Deutsch defined 3 types of target structure: cooperative structure, competitive structure and personality structure. Motivation theory considers that cooperative goal structure to create a situation: only through the collective success, members of team will achieve personal goals. So the theorists of cooperative learning introduce the group incentive to the methodology of cooperative learning. In cooperative learning, group incentive is an important qualification, According to cooperative learning effect, group incentive is necessary. Only when the team rewards

20

Given based on all the members of the individual learning, the team goal of team rewards can improve the cooperative learning achieve main effect. In cooperative learning, group award must be integrated, and follow the group with equal opportunity and fair competition. There are many evaluation methods in the actual operation, and one of the most effective methods are comprehensive evaluation team progress. It is based on the number of progress in each group cooperative

Learning and comprehensive progress to determine the reward group. A large number of progress or comprehensive progress greatly, the group has become a winning rather

Than simply using cooperative learning team to score as the evaluation criteria. The standard of whether the progress has two in generally, first is to see whether the test scores of students over the last test scores, and the degree of transcendence. Second is to look at the students' test scores ranked the last progress and test whether the degree of progress. This method of group rewards can stimulate each student's learning achievement motivation and help to promote each student's progress and success. We can be seen from the above analysis, motivation theory is very important for cooperative learning, and it is one of the core theory.

Motivation theory mainly studies the students' activities of reward or target structure. From the point of view of the motive, the cooperative target structure (contrary to competition) create a situation that only through the success of the group, the group members can reach the goal of the individual. Therefore, if the personal goals want to be achieved, team members should help their members to do any contribute to the team's success, and, perhaps the more important is to encourage peers to try their best to do the task.

When the critics criticized the traditional classroom organization, they pointed out that the competition in the classroom and the informal incentive system led to the academic efforts to establish a relatively peer norms. As a student's success will undermine the chances of success of other students, students may form such a norms, that is, who get high marks in order to" show off", or want to be a teacher's" Favorite". However when the students are working together for a common goal, they learn the effort to help students succeed in the cooperative reward structure. Students will be encouraged to learn from each other, strengthen their efforts in their studies, and be able to form a standard conducive to academic norm. Johnson, who believes that

21

Learning motivation is produced by the process of interpersonal communication, which reflects the essence of a human interaction to establish a position relationship between each other. The most effective means to stimulate the motivation is to establish a kind of" interest community" in the class teaching. This community can be established through the common learning objectives, learning tasks, learning resource sharing, role assignment and play, group reward and recognition. The formation of" the relationship between team members bound together in a common cause" is an important symbol of motivation. In cooperative learning, high school students achieve their learning goals through their intrinsic motivation and the motivation of their peers. This goal is mostly derived from the task of teachers as well as students' learning expectations. So motivation theory is the premise of the implementation of cooperative learning based on task-based approach learning mode.

## **3.2** **Constructivism Theory**

Constructivism emphasizes the importance of learning the main psychological construction, the unique individual construction mode individual), the learning environment of social and situational(cooperative). Therefore, according to constructivism, The learners in their own way to the building of the understanding of things, different people see different aspects of the things there is not exist standard only and understanding. Through the cooperation between each other, it can make learners beyond their own understanding and see those different from their own understanding and see the side of things. It will make the students form a more extensive and comprehensive understanding, and it can promote their cognitive development.

Cooperative learning is an effective way of cognitive development of students, It focuses on the uniqueness of the individual construction way division of labor, autonomous learning), and pay more attention to the construction of the social environment and situation. Through the cooperation, the learners can form the same original cognition relatively (including cognitive strategies, cognitive meaning, cognitive goals) and the common recognition of the groups original knowledge structure (by helping each other, fill the lack of original knowledge structure place of the individual members). Through discussing research, team members put different

22

Understanding together and process integration. Finally, the learners will form a comprehensive and profound understanding. At the same time, cooperative learning is an effective means to construct knowledge. Team members inspire and discuss each other, their thinking will be the collision of creative insperation, they will get creative learning method, learning ideas and research achievements. This is conducive to cultuvate the rigorous attitude and creative thinking. In addition, we also through the practice of refining consolidate construction and development construction. This is the other kinds of cognitive theory about.

Swain(1995) pointed out that conscious language output can promote language acquisition. Because in the process of the output of the target language, the learners will pay attention to the meaning what they want to express and the expression of language has a gap, it will make them aware of their own shortcomings. On the other hand, in the process of language output, learners can also detect their output of the target language whether effective and appropriate. The task-based teaching method provides students with more opportunities of language output. However, what kind of task can promote the learners' output of targe language ?

Rockabilly(2011) pointed out that compared to the task which is simple and without reasoning, increase the difficulty of the task and the task of adjusting the design(such as increased in the task of reasoning) can promote learners' language output to a great extent.

Ellis(2003) pointed out that the task-based teaching is a strong function of the communicative teaching method. Because it is not merely for the purpose of the language communication as a goal to complete, but also let the learners in a naural and real communication environment in the classroom. This requires the learners to learn their language as a tool. In this case, the task type teaching pays more attention to the language of" fluency" rather than" accuracy". Another advantage of task-based teaching is to achieve personalized teaching and make students may be able to learn at their own pace, and even with the different materials Long,1989). Long further mentioned that the students can thus be tailored to guide, their different aptitudes, interests, cognitive style, cultural background and language ability will be taken care of.

23

Constructivism believes that learning is a process of internal mental representation construction of learners, learners is not the knowledge from outside moved to memory, not on the outside of a direct copy, but they already have experience as the foundation, through cooperative communication construction of new understanding.

The traditional objective tendency of task-based language teaching thought of constructivism. Learning is a process of the internal mental representation of a learner. Learner's knowledge is moved from the outside to the memory, not directly to the outside. It is based on the existing experience, through the interaction with the outside world to construct a new understanding. Obviously, the construction of learning is the intrinsic characteristics of learners. It is based on the original experience, the inherent psychological structure and beliefs. In addition, the traditional task-based learning begins with the requirements of teacher. And the task-basked cooperative learning is not just to accept a task. Through the way of cooperation, it begins to start from the inner needs. And through cooperation, competition way, students will learn the knowledge. In the class teaching, if the problems do not be paid much attention to the learner will lack the motivation to enter or start the process of building knowledge. Task based cooperative learning fully reveals the process of knowledge, shows the thinking process of knowledge, so that students' thinking will be trained in the teaching process, so that students enter the thinking process and produce their own thinking process.

In the problem of solving this high level of thinking activities, learners constantly around the current problem solving activities to obtain the relevant information. At the same time on the basis of the continuous activation of the original knowledge experience, students can make analysis and inference on the current problems, comprehensive and general, at the same time, the rationality of the old experience has been tested in the problem solving. Therefore, in this kind of thinking activity, the new experience and old experience in the heart of the learner could be absorbed naturally and it can improve the ability of autonomous cooperative learning. The team members Learning is not" input" from the outside, but the" growth" of the learner's experience system in particular environment.

24

In the traditional task-based teaching, learners' learning is very low, and they are usually complete the learning process based on the task of setting and adjusting. In the teaching, the teacher also can design all kinds of tasks for the learners. But learners should set tasks, solve the problems and achieve goals. Learners also should reflect on their owns and others' point of view, whether they are in line with their own experience, whether it is in line with the facts of experience, and whether it contains a logical error. To a certain extent, requires learners to complete, but also requires the design and control of learners, especially when they cooperate to complete certain tasks. In the group learning, learners need to respect each other, coordinate the relationship between each other, so they could complete the tasks of cooperation successfully.

## **3.3** **The Second Language Acquisition Theory**

In this experiment, the author found that the task of the group in the implementation of language communication is to promote the effective measures of the second language acquisition, performance change is the best way to test the effect of the second language acquisition. So the author from the second language acquisition theory in the input, output hypothesis, affective filter hypothesis three aspects to explain the rationality of cooperative learning based on task-based approach learning model.

The subconscious part of the brain to create a cognitive structure, so meaningful Krashen in his input hypothesis is proposed: teachers should give students beyond the ability to understand the language input materials, the students between the students to deepen cooperation and language processing, digestion, the final output, so the difficulty of the task is input to accept the premise of the degree and result of output.

According to Crookes and Ass (1993) point of view, language acquisition is closely related to conscious attention. Cooperation will enable learners to realize that they are not successful in the language of the part, so as to increase the language input, deepen the internalization of language. In this regard, cooperation can be seen as an incentive for language acquisition. Some of the studies conducted by Long and Porter (1985), Pea and Doughty (1983) revealed that compared to the teacher centered language activities, learners will have more opportunities to cooperate in the activities

25

Of task centered activities, which will appear more and more in the process of communication. According to krashen's affective filter theory, In the process of foreign language acquisition, learners will be accompanied by some negative factors, such as stress, lack of self-confidence and other factors which directly affect the absorption and internalization of language. These factors will make the output less than the input, the final result is not ideal as the situation appears to weariness. While students through cooperation to complete the task of learning the process, mutual inspiration, communication and help to reduce barriers to language absorption, to achieve a common goal of improving.

## **3.4** **Summary**

From the above theory, we can see that language learning is a process of" doing". In the process of language learning, all the theories emphasize the communication and interaction. From a different perspective, they think that the learner and the center of the learning process have formed an organic and harmonious theory in the teaching of English in senior high school. We can confirm that it is feasible to carry out cooperative learning in the task-based language teaching in senior high school. It is obvious that class management is different from the traditional approach. Combined with the situation of cooperation, the design of the appropriate task to assess the learner's learning process, organizational activities, and promote the learner's cognitive and social development, and strive to build a theoretical model that can be achieved based on the predecessors. According to the theoretical basis of the study, combined with the basic factors of cooperative learning and task based language teaching, psychology and education theories have in common, they emphasize taking students as the center," through the practice of learning" in the interdependence of the social environment, completes the task through cooperation, task based language teaching mainly through the actual language learning meaningful communication.

In the teaching practice, the design of the cooperative learning task is not divided. Task-based language teaching will certainly use the strategy of cooperative learning, mutual adaptation model will help improve the efficiency of English teaching. At the same time, the author, believes that the two teaching software and hardware to match each other, complement each other, the establishment of a more efficient teaching

26

Model----cooperative learning based on task-based approach learning language teaching model.

27

#### **Chapter Four The Research Design and Implementation of Teaching Practice**

David W. Johnson. proposed five basic elements to carry out learning important ensure the effectiveness of the cooperative learning based on task-based approach learning group: Mutual interdependence and cooperation between team members, team members promot activities face-to-face, team members' personal responsibility, interpersonal and team interpersonal skills, group processes. In theory, these five elements meet the interdependence theory of socialist psychology, the input and out put hypothesis, the development of theory of cognitive psychology, constructivism theory, exquisite theory. In order to achieve these five elements, we mainly from several aspects. How to design the cooperative learning group; how to design a cooperative learning task; how the teachers participate in the guidance of the cooperative learning; how the teachers and students make effective evaluation. The research program includes theme, data collection and analysis. This chapter combines the theoretical research on cooperative learning based on task-based approach learning and investigation, the writer and teacher will design cooperative learning based on task-based approach group, task activities and effective evaluation methods.

## **4.1** **Research Design**

### **4.1.1** **Research Objective**

As an important English classroom teaching mode, the real situation of cooperative learning based on task-based approach is that there are still many problems exist. This study adopts questionnaire survey to explore and analysis to verify that cooperative learning based on task-based approach mode accord with the construction of student-centered teaching mode in constructivism. The cooperation task can improve the students' interest in learning and increase learning motivation. The learner's two language output ability and cooperative learning ability will improve English learning achievement will progress.

28

### 4.1.2 Research Hypothesis

Cooperative learning based on task-based approach satisfied the theory of student-centered, interdependence, common development, the hypothesis is output and input of language will be increased, the ability of second language acquisition will be strengthened, the learning motivation and autonomous learning ability will be enhanced.

### **4.1.3** **Subjects**

The studies of the effectiveness of English teaching is means the effectiveness of the teaching mode, so the author sets up experimental classes and contrast classes. According to author's practice in Daqing oil senior school, 45 students in Class 2 Grade 2 as the experiment object. According to the mid-term score and final course grade of all the classes in the second semester of grade 1, choose class 4 as the control class, because the average score is similar with the class 2. The experimental class will use the cooperative learning based on task-based approach mode, and the control class will use traditional learning. The author will track investigation for 16 weeks.

### **4.1.4** **Experimental Instruments**

### **4.1.4.1.** **Questionnaire**

In the implementation of cooperative learning based on task-based teaching approach, anonymous questionnaire survey was conducted among students. The formation of this questionnaire is mainly based on the questionnaire survey of the past, with Wang Yihui (2005) task based cooperative learning and Yu Zhe (2010). cooperative learning strategies and problems of the research questionnaire combination, according to the actual situation of high schools in the corresponding adjustment, the questionnaire according to the task-based teaching basic structure of six elements and cooperative learning basic principle is divided into six dimensions. The questionnaire

Before English class status (1-4 title), The overall grasp of students in task -based cooperative learning in the class(5-10 title), the process of cooperative learning (13-15 Title), cooperation evaluation (16-18 title), the encountered problems in the process and reflection(19-23 title). Author makes some adjustments according to the actual situation of the teaching of

Daqing Oil Senior School. Then in the aspects of atmosphere in the class and

Cooperative learning attitude, the author will analysis whether the students have emotional fluctuations and the students' learning interest, motivation in learning and

29

Autonomous cooperation whether to raise under the cooperative learning based on task-based approach mode. Then the author will use SPSS to analyze the data.

### **4.1.4.2.** **Classroom Observation**

The main purpose of classroom observation is through the observation and compare of the experimental class and the control class in performance, classroom climate, student participation and the students' language output under the mode of cooperative learning and traditional learning mode in the task type.

### **4.1.4.3.** **The Test**

Although the examination can not fully reflect the ability level of the students, but it is still a relatively objective means to reflect the students' learning effect. Therefore the author will use final exam of grade one in June 2015 as the pretest. The aim of it is to ensure that the initial English level of the students with no significant difference, and so as to ensure the reliability of the research. Then the final exam in January 2016 as the test to verify the validity of the cooperative learning based on task-based approach mode. At the end of the examination, the score will be collected, compared and analyzed

## **4.2** **The Implementation of the Preparatory Work**

### **4.2.1** **Design of Groups**

### **4.2.1.1** **Group division**

The establishment of the structure of the working group is the creation of the logical starting point of" true cooperation" and it is the key of cooperation mechanism, and also it is the distinction between the core elements of cooperative learning and group learning. Group structure of heterogeneity within the group-group homogeneity makes the distinction between cooperative learning and group learning. This is the main principle of building group. The representative of contact theory, Albert said that Interpersonal cooperation can enhance the centripetal force and the friendship of group. The simple mechanical contact can not promote the formation of learning and enhance the learning effect. In order to form effective learning, only pay attention to the relationship of cooperative. As far as contact theory is concerned, heterogeneous students learning together is conducive to improve the advantages, supplement their own shortcomings, and the students of different qualities have been improved to

30

Different degrees. Mutual cooperative learning using a method of heterogeneous grouping makes students with different grades, age, gender, ability, family status to study together. This approach allows students to complement each other, showing the advantages they are good at. It is not only conducive to learning efficiency and effectiveness, but also conducive to the healthy growth of students. Long term exchanges and cooperation between students can enhance the friendship between students and promote success of each other. At the same time, in order to fair competition, but also as far as possible homogeneous group need to be maintained. Intra-group homogeneity and inter-group heterogeneity complement each other constitute the logical starting point of the cooperative learning construction group. Stability is another important principle of division of the cooperative group. Only the cooperative group remained stable, the team members could have sustained support and constraints. In this way, the relationship between the positive interdependence of the team members can be fermented. However, stability is relative. If the time is too long, the homogeneity of the group will be improved, the heterogeneity of the group will be increased, so that the structure will be changed within the group. This will change the structure of the intra-group homogeneity and inter-group heterogeneity. So, cooperative learning advocated the group is basically fixed.

The important characteristic of cooperative learning is that the students take the

Group as the unit to complete the learning task. Grouping principle: The group is helpful for each member to participate actively in the learning process. In the process of achieving the expected learning goals, team members can help each other, support

Each other and work together. Individual learning outcomes can be improved and group goals can be achieved. So on the premise of respecting students' preferences and interpersonal relationships, the group should be divided according to the students' language learning ability, age, gender, English knowledge level, language skills, backgrounds and so on. The author and the teacher according to the class number, make each group have five students and totally five groups in the class.

### **4.2.1.2** **Seating Arrangement**

In the traditional classroom, all the desks are oriented to the blackboard. The arrangement of the front and back of the desk gives the students a hint of obedience to the authority of the teacher. Although the classroom environment will be easy to quiet,

31

Students are more easily to keep order. But this kind of arrangement does not encourage the development of cooperative learning and discussion. In the experimental class," heterogeneous" Cooperative Group(Do some tasks like discussion team, work interview, group, survey and so on) adopt cooperation mode suit students measures to local conditions. In the actual process, in order to avoid impeding other curriculum teaching methods and save time for the adjustment of the seat, the experimental class does not use commonly used research methods like enclosure and sit, but the four members already sit together and plus another team member with his seat. So at the same time of the distribution of the students it will be considered that students from the near distance as a group.

### **4.2.1.3** **Allocation of roles within a group**

The appropriateness of the assignment of roles within the group has a direct influence by the effective completion of the task and the improvement of the students' ability of cooperation. The main principle that should be grasped is: To ensure that each member of the team is able to play a role. In the process of cooperation, students

Should take up the responsibility of their own learning. This can reduce the situation of

Loafing Social in the group members (Johnson & Johnson, 1994). In this way, when each member of the team realized that" their performance will affect the performance of other members, while the performance of other members will have an impact on their performance", this will improve their awareness of active participation in the promotion of the role. Positive interdependence is the key factor for the success of

Cooperative learning. ( Johnson & Johnson, 1992) When the roles allocated in a group，

The principle should also be grasped like: ①Dynamic allocation: each team member should try to take on different roles in different tasks to improve their ability. ②In addition to the host for one person. Each time the cooperation, several other members

Of the group can be based on the number of tasks and the difficulty of taking a person responsible for two or two person in charge of a method.

32

Table 4-1 The skills or tasks required by a member of a task based cooperative learning team.

|  |  |
| --- | --- |
| Role of team members | Skills, tasks |
| Leader or Motivator | Lead group activities to ensure that the assigned tasks are completed on time The motivation of all team members (make sure that no one monopoly discussion or ignored) |
| Recorder | Hand out group exercise materical, record discussions, after cooperation, organize evaluation of group |
| Scrutator or coordinator | Check the mastery of knowledge of each member of the group Whether there is a significant error in the record or in the homework |
| Reporter | Make the final summary and report to the class |

Discovery of the role elements: The different roles of members of the division of labor improve the overall efficiency of the completion of the task. The team members' understanding of the role and the number of individuals taking on roles will affect the efficiency and quality of the team to complete the task of learning. When the team members are not aware of their own or other members of the role, they will appear the imbalance of the role of the rights and obligation. To regulate the activities of the group members and provide consistent and coordinated action guidelines is necessary. Of course, the effectiveness of the specification depends on the degree of recognition of the team members, namely, whether each member can transform the content into their own attitude, values and behavior norms, so that the norms from external could control to internal constraints. The higher the team members' acceptance of the norms, the greater the cohesion of the group and activity efficiency will be higher.

### **4.2.2** **The Design of Cooperative Learning of Task-based Teaching**

**Approach**

Task design is a key step in the implementation of cooperative learning based on task-based approach. In order to meet the design requirements of the task, teachers should first carefully read the syllabus of the course, on the teaching goal of in-depth analysis, on the basis of it, the general teaching objectives should converted into the

33

Corresponding learning project, which is means the transformation of specific operational tasks. Such as the background knowledge of the text, the theme of the text, new words, grammar and other aspects of the language. Also allow students to prepare for the role play, or on a subject allow students to prepare the debate materials. In short, task design should follow the principles of interest, maneuverability, science, communication and expansibility. Task design should be conducive to the cultivation of students' innovative ability and improve students' ability to solve practical problems by using the target language. At the same time, the teacher should give full consideration to the students' individual differences, suit to the task of teaching design on the basis of this, the different levels of students can through cooperative learning way to inspire each other and help each other, so as to achieve the purpose of improving.

Task design is the basic link of the cooperative learning based on task-based approach mode. Students' cooperative learning is through the completion of a task, that means it is reflected though from carry out the purpose of communication activities. Activity is the main channel to carry out the task of teaching and it runs through the task-based teaching. In the task based cooperative learning, students are not passive acceptance of knowledge, but the initiative to build knowledge through discussion and negotiation of the members of the group. Because the task based cooperative learning is a task to be organized and implemented by the teachers, the design of each task should be in line with the actual language ability of the students. The task of design should follow the teaching purpose and teaching content, not just activities. Vocabulary, grammar, function and meaning should be combined. Each unit' teaching goals, the teaching emphasis and the difficulties are the problem should be considered by the teacher, when they design the teaching task.

Secondly, the input hypothesis theory of the second language acquisition theory proposed by Krashen, which is also named" i+1" theory provides a theoretical basis for the design of classroom tasks. Swin(1995) pointed out, Conscious language acquisition has a facilitation role. Because in the process of the output of target language, Learners will notice that there is a gap between the meaning of language and the language they want to express, that will make them aware of their own shortcomings. On the other hand, in the process of output, learners are able to detect whether their language is

34

Effective and appropriate. cooperative learning based on task-based approach teaching methods will undoubtedly provide students with more opportunities, not only the output of language, but also the opportunities of the purpose, the objects, the language of the generation and the training of thinking skills. However, what kind of tasks can facilitate learners to learn the target languageRobill(2011) pointsoutthatincreasingtaskdifficultyandtuning tasks(suchasincreasingreasoningtasks) cangreatlyfacilitate learners'languageoutput. Therefore, thedesignofthetaskcannotbetoosimpleandcannotexceedtheabilityofstudentsthroughknowledgeprocessingcanabsorbtheinputastheprinciple. Inaddition, taskdesignshouldalsofollowtheinteractivity, authenticity, theprincipleofcontinuity, onetaskcloselylinked, itisnotonlycanhelpstudentsunderstandthetext, butalsotostrengthenthecultivationoftheabilitytothinkontheir.

In accordance with the learning content to set a cooperative task, the members of each group also have to be effective differentiation of the task, the group members are to do three clear and two development: (1) Ensure the learning tasks assigned by the teachers; (2) In the process of completing clear the task of the role of their own; (3) Define the group cooperation behavior; (4) Cooperate the group plan according to the teacher's expectations; (5) Develop personal plans, according to the group cooperation plan and the role of the students. Of course, for the cooperative behavior which is need finished quickly, team members in the actual operation are no time to complete the corresponding 5 points. However, after a period of time for the training of cooperative learning process, students can subtly develop habits and quickly do the three clear and through the identification of their roles to make appropriate cooperation performance.

## **4.3** **Mid-term Teaching Implementation**

Cooperative learning is mainly acquire through the" task" approach, so that students' abilities can be improved in" task solving"，Learning process can be divided into: task acquisition, task exploration task completion and evaluation. So the task

Based cooperative learning process is divided in three parts: before class, class and after class. According to the classification of Wills, the form of a task from the simple to the complex divided into type, for example, sorting and classification, comparison,

35

Problem solving, communication personal experience. The main form of cooperative learning is group competition, team member division, group investigation and so on. Task design is based on task, which involves many factors, such as goal, input, activity, role, background and so on. Put the task based teaching method and the requirements of cooperative learning together. The author believes that the activity design of task based cooperative learning should consider the principle of authenticity, the principle of balance form and meaning, the principle of task interdependence and the principle of positive interdependence. The following FLTRPP English book five (Compulsory) unit 5 The Great Sports Personality of text reading" A Life in Sport" as an example to illustrate how to use task-based cooperative leaning model.

### **4.3.1** **The Purpose of Teaching Activities Design**

### **4.3.1.1.** **Overall design intention**

The curriculum standard determines the overall goal of the English curriculum as the formation of the students' comprehensive language ability. The formation of this ability is based on the integrated development of students' language skills, language knowledge, emotional attitude, learning strategies and cultural awareness. Set up task

And group cooperation in advance is to understand the text better, and reading teaching

Is the best teaching mode to carries the above tasks. In the teaching process, teacher should make students strengthen the sense of reading, teaching reading skills and methods and then set more tasks. This will cultivate students' cooperative autonomous learning ability, critical and divergent thinking, and then students should have evaluation and reflection after class. So the focus of this lesson is how to use the teaching materials and groups effectively and increase learning interest, improve learning motivation, improve student's reading comprehension and language output, and cultivate students' ability to express. From the prediction of pre-reading, scanning, skimming to the paragraph structure analysis to the discussion and to the new topic, and from the sentence pointed out key words and other aspects, strive to make students

Learn how to understand the effect; Students should learn to read the basic steps, that is,

From the whole to the part and then to the details; and according to different activities how to use different reading strategies and other skills.

### **4.3.1.2.** **The specific teaching link and the teaching idea**

Teaching activity sequence is divided into five parts: group introduction, teacher

36

Education, group learning, achievement report and teacher evaluation. The cooperative learning based on task-based approach in teaching activities is the core of the activities. cooperative learning based on task-based approach includes: task arrangement, individual learning, knowledge sharing, group discussion, implementation action, achievement and self evaluation. Teacher needs to observe every link, and gives appropriate guidance and intervention. In the process of group learning, teacher needs to advance with the learning process and according to the learning situation of students to gives formative evaluation and diagnostic evaluation. Teacher should combine the performance in the class to carry on the summary appraisal simultaneously and students should carry on the self appraisal. Finally, teachers should guide students to reflect on the completed learning activities and learning achievements.

### **4.3.1.3** **Teaching objectives and difficulties**

The aim of this article is to prepare the curriculum from the meaning and connotation of the vocabulary reading strategy. The emphasis and difficulties of teaching are reading skills and imitating the second language output and learn the spirit of the article.

|  |  |
| --- | --- |
| Instruction al objectives | (1)To identify new words phrases and to infer the effect in reading |
| (2)Use scanning, skimming and other reading strategies correctly and flexible |
| (3)Understand the career experience and business fighting of the prince of gymnastics Li Ning |
| (4)Analyze the structure of the article ,make a correct and reasonable inference of deep meaning according to the meaning of the words on the  surface |
| Focal  points | (1 )Learn how to talk about sports celebrities as well as their personal influence |
| (2) Use scanning, skimming and other reading strategies correctly and flexible |
| Difficult points | (1) Let students make a correct and reasonable inference according to the meaning of the words on the surface |
| (2) To cultivate students' sentiment ,love sports, learning athletes' hard struggle  spirit。 |

Table 4-2 Teaching objectives and difficulties

37

### **4.3.2** **Before Class**

Before class, teachers should arrange interesting tasks, ask student to think about the movement of interest and famous athletes, collect and organize related words about sports. The purpose of this is to activate the original knowledge related to the text in the students' mind, and arouse the students' concern about the theme" movement and success" and further guide the students to carry on a more thorough discussion, so as to achieve the effect of the students' psychological schema on the topic of the text. And another purpose is to help students to know the problem, provide the topic to activate their mind related knowledge reserves, and to encourage students to predict the content of the article according to the topic. This will inspired the students' desire for knowledge and learning motivation, strengthen the students' active thinking to facilitate the students to read the text of the overall planning, the overall grasp, so as to improve the effectiveness of classroom teaching. The groups assigned the task under the leader of the group. This process requires teachers to design problems as close to the main content of the text, and it will help students to preview before class, but also to facilitate the introduction of new lesson in the class

### **4.3.3** **In Class**

Teaching was divided into three stages: Are-task, Task-cycle, Focus Language

(Willis1996) In the Are-task, teachers provide useful linguistic information. In Task-cycle stage, teachers as collaborators, facilitators help students in the group with students as the center to complete the task and report, it will make students increase the opportunities for cooperation and improve autonomous and cooperative learning ability; And at the stage of Focus Language, teacher s emphasize the use of linguistic forms and actively construct knowledge of language. In this part of the language input, the teacher should consider the student's" Recent Development Zone", The task that the teachers should design is in line with the students' cognitive level and have some difficulty. So that they can participate in and promote them to develop on the basis of the original cognition levels.

At this stage, teacher sets the task from global reading, language focus and text extension three parts. The teacher should guide the students to recall the knowledge and vocabulary phrases related to the task, and set the context to the text; students required to use the form of group skimming and scanning reading skills, from the text

38

Level to understand the text and to understand the effect of the text. Then the teacher should task the students to read the text once again, through a series of activities in front of the students on the topic, the article structure and language knowledge have a comprehensive understanding, that is, the students already have the language input process. At the same time, teacher should classify the tasks, analyze strengthen the students' language knowledge, guide students to more in-depth comprehensive understanding of the text of the main thrust, and then arrange the students to discuss

The topic of" Sport": 1. Why does Li Ning want to start a sport clothing company2. Whyheissuccessful3. What can welearn from LiNingStudents should gradually clear thetask of thetarget, then thereporter of each group should do the

Presentation of the content of discussion to the class. Finally, the group should be asked to discuss the structure of the text, the gist of paragraph, summed up the key of the text, difficult and important language points. These tasks combine oral expression and reading training organically, strengthen the process of language training, and realize the unity of language form and language meaning, it is beneficial to improve students comprehensive ability to use language, to cultivate students' creative thing and ability of summarizing the text. This phase is obviously different from the

Traditional teaching method, The teacher does not explain in detail every single word or

Phrase of the text, but according to situation of the students to complete the task, check missing trap and summary on the main content of the text, language difficulties and focus. Finally, teacher should appropriate advice and guidance to the students.

### **4.3.4.** **After Class**

After class tasks give first place to the problem solving task、exchange of personal experience task and creative task. It helps to cultivate students' ability to use comprehensive language, it is a an important part of developing students' ability of thinking and analyzing problems and solving problems, and it is also a good opportunity to infiltrate emotional education. There are two main tasks in this section: group discussion and new topics for the article. The discussion topic: What can we learn from Li NingInparticular, thetaskofselectanewtopicisconducivetothestudentstodeveloptheirthing, andactivelyparticipateinclasscommunication. Andthensetasidethenextclasstask, twominutesofspeech. Itisaboutthesportstarbeadored by the students. They should use the description in the text, and it can

39

Strengthen the reading of this class. In the teaching process, teacher will play a function of encouragement, guide, help monitoring, participation, feedback and evaluation of the role. In the liberal teaching process, students will exercise the ability of analyze problems and solve problems in English, and they will develop the ability to explore

Knowledge, access to information and autonomous learning in constant discovery. The three parts all linked with each other, the task tier upon tier, correlative dependence and front and rear connection. At the end of the class, students should take self assessment

And group interaction. Teacher, mainly in the form of evaluation and classroom tests to examine the effect of students' learning. The next part focuses on the evaluation of task based cooperative learning

## **4.4** **Evaluation After Teaching**

The evaluation of cooperative learning in English class can make the students pay more attention to the behavior of the cooperation process, and let them experience success in the experience of cooperative learning. Evaluation also allows teacher to obtain accurate feedback information, and allows students reflect on the organization of the cooperative group and the design of the task. This could help us to make adjustments to the curriculum timely and develop more effective cooperative learning based on task-based approach methods.

### **4.4.1** **The Principle of Evaluation**

The concept of learning process evaluation was first proposed by Tylor Federich(1911). He believes that the purpose of the examination is to understand the progress of students'learning20years later, Ralph Tyler(1930) put forward that the evaluation of the core is evaluation to completion rather than for the distinction and identification of students(cited in Wang Hua, Fu Changhong 2006. Hein& Price(1994) thought that the students engaged in any activity can be used as evaluation (quoted from Guo Qian Yang Zhiqing,2003). Formative assessment is the constructivism theory which is carried out in the teaching process, and based on the people oriented. It emphasized the evaluation of students' learning process, monitoring and evaluation of students' learning progress, including the evaluation of students' emotions, attitudes and strategies and other aspects of development (Zhou Pingdi, Qin Xiubai 2005).

Task-based cooperative process evaluation to construct theory and multiple

40

Intelligence theory, cognitive theory found teaching mode and cooperative learning strategy as the main basis, outstanding students' main body status, allowing students to research problems, tap their potential. cooperative learning based on task-based approach process evaluation include the evaluation of learning out comes for the group,

Such as task design, division of labor classroom demonstration effect, the task of innovation aspects(Cui min, Tian Pin2010), This kind of appraisal method is advantageous to excavate the student potential and causes them to give full play to the

Initiative and the creativity. It is beneficial for students to develop the learning habit of critical thinking, cultivate the sense of cooperation, and improve the ability of comprehensive language application. At the same time, it can train students' language and communication skills, improve students' ability of adaptation, and further promoter the development of students' diversification.

Cooperative learning based on task-based approach process evaluation and assessment results combined to make up for the traditional evaluation mechanism generally pay more attention to the students' writing grades and test scores, because this mechanism to pay more attention to students' cooperative learning in the process of evaluation.

Constructing the evaluation system of English process through the group cooperative learning, exert process evaluation to supervise, guide and encourage the teaching process is to solve the problem in the teaching and so as to realize the teaching mode of teaching and learning in English class.

### **4.4.2** **The Construction of Evaluation System in the Process of Task-**

**Based Cooperative Learning**

Group cooperative learning as the basic unit of activity, to cooperate the task for the main study way, use between teachers and students. Students between multilateral interaction effects to facilitate learning, through individual and group cooperation, group and class participation, the final completion of a learning mode fro learning objectives. In addition, the teacher also comprehensives evaluation of each student to participate in cooperative learning in the completion of the task of the weight, quality and effectiveness of the process of evaluation. Another important stage in the evaluation process is to get on the students to learn the process of data and information, including the influence on students' understanding of the curriculum,

41

Feedback teaching actual effect, and gaining the changes of students' learning to teaching improvement and provide reference, and provide information for students to reflect on and correct learning etc. The author attempts to explore the construction of process evaluation system in the task based cooperative learning model in the aspects of evaluation orientation, evaluation content and evaluation model.

### **4.4.2.1** **The construction of rational process evaluation guide**

Traditional curriculum evaluation only pays attention to students' mastery of knowledge. Teachers are accustomed to the quantitative assessment of students' knowledge and skills, such as" understanding"," memory"," application"," analysis" and so on. And then according to the content and requirements of the objective test preparation and quantitative test (Yang Qi 2009). Traditional curriculum evaluation only requires students to get more excellent grades (academic achievement), ignore the evaluation of students' learning process, ignore the students' emotion, and experience the development (Liang Huiyan, Gao Lingbiao 2006). Criteria for the evaluation of the comprehensive English group cooperation through the evaluation of students in the completion of the peculiar to the actual task performance, the ability to apply knowledge to the students, practical ability and innovation ability, cooperation ability, organization ability, learning emotional level and learning philosophy and value view to make assessment. It is not concerned with memory and reproduction of knowledge and skills, it is the practical ability of students to apply knowledge and skills. The evaluation of the students' thinking level, creative ability, emotional attitude and values of the development of the situation and the trend (mother Xiao Yong, Xue Jing 2007). Classroom process evaluation will be integrated into the daily teaching, so that students in a more realistic evaluation of the environment for their own and others to evaluate. Evaluation between teachers and students is the interaction between students and students to effectively feedback, so that students actively, actively and effectively promote the development of teaching (Wang Wei 2009). Therefore, the process of evaluation fully embodies the" people-oriented" concept of teaching and actively explore the evaluation process can in order to deepen the reform of English curriculum examination system, embodied in the people-oriented dynamic evaluation mechanism, stimulate interest in learning, to cultivate comprehensive qualities and abilities, to further improve the quality of English Teaching of opening up new ideas.

42

Teachers should have a comprehensive evaluation of the ability of, determined in advance the items of evaluation criteria and evaluation, group tasks and goals to finish as a guide, a reasonable evaluation of the group cooperative learning in the process of task allocation, cooperation of division of labor, unfold in the classroom, active participation, integration and upload to deal with the problem, solve the problem.

### **4.4.2.2** **The construction of dynamic evaluation content**

Cooperative learning evaluation content includes the process evaluation and summative evaluation, the evaluation process is dynamic and diverse, is to include the evaluation of group cooperative learning in the completion of learning tasks, objectives and tasks to complete the effect and quality to make a comprehensive evaluation. The specific content of process evaluation of each group is class before, class in an class After three links. More detailed evaluation and supervision of the content including members of each group in class demonstrated the use of language fluency, accuracy, mastery; each of the completion of the classroom tasks and objectives of the organization, cooperation, and classroom activities show the innovation, team cooperation characteristic aspects. In the dynamic assessment of teachers should be responsible for evaluated the quality to complete the task of learning (including oral and written), but it also recorded the task target show the learning effect and group tasks done coherence and skilled, is actively involved in collaborative activities and on class level of contributions.

The score of final exam of students in addition to the concentration test and writing performance at ordinary time, students in the classroom learning and activities involved in the record is also the main basis for the evaluation of the process. It includes evaluating the quality and effectiveness of the group tasks that are covered by the group before and after class. Because these three aspects can show the process of cooperative learning in high school students' organizational ability, language expression ability, classroom control ability and cooperation consciousness and other comprehensive ability. With the change of the task of the group learning, the difference of the present form, the evaluation will be adjusted in real time in a dynamic way. But on the whole content evaluation around in a stage of the learning process of the team(goal establishment, the formulate of the plan, completed task strategy selection, etc.) and the outcome of the show (expansion of vocabulary, text processing,

43

The exercises, other related content, display form). Practice has proved that the dynamic process evaluation contents easy to adjust the teaching schedule, improve the teaching method and the ability to deal with the problem flexibly, that is to say that the process evaluation" advance with the times" can promote the cultivation of students' learning ability and the strain capacity.

### **4.4.2.3** **The construction of diversified three-dimensional evaluation system**

Cooperative learning process evaluation can be divided into self-assessment, peer assessement, teacher assessment three main forms. Comprehensive English group cooperative learning should be constructed by the combination of process evaluation and final evaluation. The so-called self-assessment is the evaluation of the students in the process of cooperation achievements (Zheng Xiulian, Meng Xingcan 2015). After the team to complete the task, each member should fill out the" Evaluation form of self-expression "(Table 4-3). Teachers can guide students to control their own group tasks and objectives, reflect on the learning process, self inspection of their individual tasks and complete the task of the relevant circumstances, the objective evaluation.

Self-Assessment Worksheet

Please answer the qustions after finishing the team work. Name: Class

1. What kind of task did I finish in teamwork?(20%)
2. What language items have I leant in this cooperative activity?(20%) 3.What specific skills have I improved in this teamwork?(20%)
3. What contribution did I make to help team member’s presentation?(20%)
4. What problem do I need to improve in my future study?(20%)

Table 4-3 Evaluation form of self-expression

Peer assessment refers to the students to other peers in the group cooperative learning achievement are summarized and evaluated, including group recording before class preparation, task division of labor, classroom activities in interaction, and complete information about the target task effect. Members of the group of supervision and oversight.

Teacher evaluation refers to the students' learning attitude, learning method, learning process and learning effect of students' learning attitude, learning method, learning process and learning effect. In addition, teachers can use on the expression of

44

Members of the group of classroom language fluency and accuracy with Hall impromptu oral evaluation of opportunities for students in class and outside cooperation learning, organization and complete the task, the overall goal to complete, for descriptive evaluation and grade evaluation, and with the church to the evaluation process of students (presentation of teaching contents, teaching organization question discussion).

We set up a multi-dimensional evaluation system for the group cooperative learning process (table 4-4). To team performance as the foundation, the group evaluation and individual evaluation as a group activity performance reward basis, the combination of learning process evaluation and assessment of learning outcomes. The team collective evaluation and evaluation of individual members of the group of combination of multi-dimensional evaluation system to promote students pay more attention to the process of cooperative learning, make them aware of the significance of cooperative learning process, consciously participate in team learning evaluation and care more about the process in the group cooperation learning experience a sense of achievement. At the same time, also make team members recognize that the team is a collaborative learning communities, personal goal implementation must rely on the realization of collective goals.

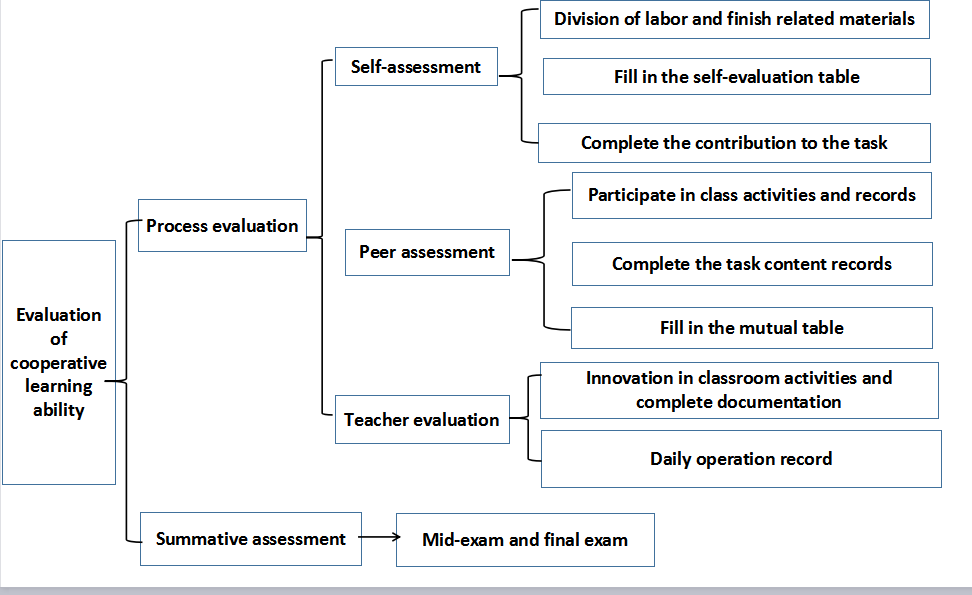


Table4-4 Cooperative learning process evaluation model

45

Process evaluation has been through the teaching process of group cooperative learning, which provides the most realistic and effective information for teachers and students, and the significance of process evaluation goes beyond the evaluation itself.

Although it still has many problems, but the proper use of this process evaluation model not only for teachers in a timely manner to understand and grasp the learner's learning progress, more conducive to language skills the students themselves better development is a promotion evaluation form. It is not only beneficial to the students' language ability, the formation and development of self evaluation ability, which is more conducive to the sustainable development of learners. Its role is mainly to change the teaching evaluation concept, to change the classroom teaching in a single end of the evaluation method.

In summary, the students' self-evaluation, peer evaluation, the process of teacher evaluation is the process of mutual cooperation, it is a show that the knowledge and development of the process of cooperation. From the perspective of students, they will find the strengths of peers and their own shortcomings through self-evaluation, and they will awareness of cooperation with others, as well as how to improve the ability of language use is important. From the teacher's point of view, the evaluation of the organization and monitoring of the cooperative learning process needs to communicate with the students. This process also urges teacher to reflect on and improve the teaching methods. Construction of the diversification of the form of curriculum evaluation, namely, the diagnostic evaluation and the organic combination of the process evaluation and summative evaluation is an effective way of evaluation.

## **4.5** **Summary**

From the observation and process tracking of the classroom teaching, cooperative learning based on task-based approach can greatly mobilize the enthusiasm of students, stimulate students' learning enthusiasm, the classroom activity is high, this is the maximum to improve the efficiency of the classroom. In the teaching, the author observe at various of phenomena in cooperative learning based on task-based approach timely and make improvements and adjustment of the task timely. To the application effect of cooperation on task-based learning teaching mode in English teaching in senior school, the author will make further investigation and analysis.

46

#### **Chapter Five Data Analysis and Discussion**

## **5.1** **Questionnaire Analysis**

After sixteen weeks of practice observation, the author makes a questionnaire to the two classes from the following aspects: the questionnaire before English class status (1-6 title), students of English classroom cooperative learning attitude (7-8 title), before cooperative learning objectives and grouping (9-12 title), the evaluation of cooperative learning (self evaluation (13-15 Title), cooperation evaluation (16-18 title)) and reflection (19-20 title), as well as the encountered problems in the process (21-23 title). Then, in the view of the state of the classroom, the cooperative learning attitude of the cooperative learning based on task-based approach mode is analyzed whether the students have emotional fluctuations, learning interest and motivation, and the ability of autonomous cooperative learning is enhanced. After the semester of the cooperative learning based on task-based approach mode of teaching research, the author conducted a questionnaire. The total number of questionnaires is 95, 95 is recovery, the recovery rate is 100%, there are three questionnaires unqualified, the effective questionnaires were 92 parts. Then the data were collected and the data were recorded in by Windows 22.0 SPSS for statistical analysis.

### **5.1.1.** **Item Analysis**

First of all, the item and factor analysis of the project reliability index(descrimination) of the questionnaire is as follow.

### **5.1.1.1** **Discrimination test**

47

Table 5-1 Project analysis table（n =105）

| Project | D | Project | D | Project | D | Project | D |
| --- | --- | --- | --- | --- | --- | --- | --- |
| p1 | 0.455 | p7 | 0.528 | p13 | 0.389 | p19 | 0.538 |
| p2 | 0.325 | p8 | 0.333 | p14 | 0.342 | p20 | 0.546 |
| p3 | 0.501 | p9 | 0.493 | p15 | 0.617 | p21 | 0.505 |
| p4 | 0.415 | p10 | 0.395 | p16 | 0.431 |  |  |
| p5 | 0.405 | p11 | 0.535 | p17 | 0.464 |  |  |
| p6 | 0.498 | p12 | 0.553 | p18 | 0.529 |  |  |

According to the general principle of psychometrics, self questionnaire item discrimination index D which is higher than or equal to 0.40 is considered to be very good discrimination, 0.30 <d <0.40 distinction is good, 0.20 <d <0.30 discrimination is acceptable, d <0.20 discrimination difference, must be removed. the question of volume of all items and total score correlations are greater than 0.40, i. e., the prediction of which are good consistency, there is no need to delete title in this step.

### **5.1.1.2** **Exploratory factor analysis**

The first analysis is the suitability test of the factor analysis of remaining 21 questions. Result of inspection: KMO coefficient is 0.804, significantly is 0.000. (KMO statistic is the correlation between the simple correlation coefficient and the size of the partial correlation coefficient between each variable, the values of KMO is close to

1. Under normal circumstances, KMO> 0.9it means it is suitable factor analysis; 0.8 <KMO<0.9is suit, more than 0.7is acceptable, 0.6means the effect is very poor，

Under 0.5 means the following is not suitable for factor) All the above indicators show that the sample is suitable for the factor analysis.

Principal component analysis was used to make a preliminary analysis for the questionnaire, and it could be found that there are 8 factors and the characteristic value is greater than 1.

Through the observation of gravel figure (Figure 5-1) found that the first five factors of the characteristic value of a steep drop, from the beginning of the sixth factors, the distribution of characteristic values become more gentler. Each factor to the cumulative total Standard Deviation and the total Standard Deviation of the increase is little, extracted 4, 5 factor for comparison respectively, it is found that the structure of the 5 factor scale is reasonable, it is decided to extract 5 factors. Maximum Standard

48

Deviation rotation, items with low load or no significant difference in the load on multiple factors were excluded, with the principle of covering the most comprehensive meaning with the least amount of topics, and the last 14 items are retained. Five factors name the current situation of the English class (including three projects), learning attitude, including three projects, cooperative learning before (including four projects), cooperative learning evaluation (including three projects) and reflection (including a large project). They can explain the Standard Deviation of the cumulative contribution rate 67.599%. (The factor variance contribution rate reflects the amount of information contained in the information, and it is a measure of the relative importance of the factors. Form the analysis results can be seen: 1. Through the principal component analysis, 5 faactors were obttained. 2. The maximum variance of the common factor is reached. The highest cumulative variance contribution rate has been achieved, which

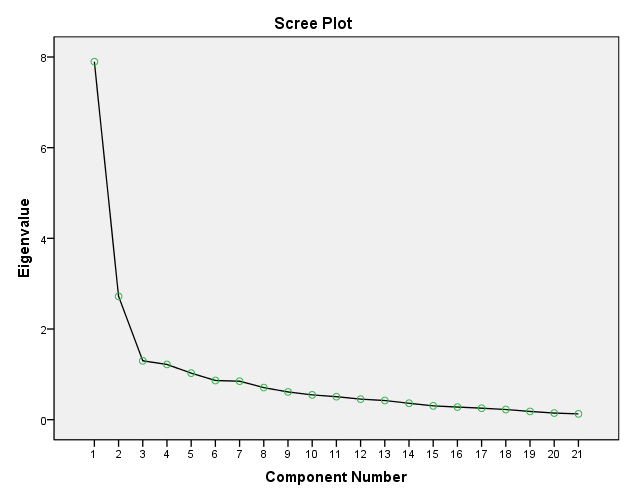


Figure 5—1

Shows that the transformed factor structure retains more original Cumulative variance contribution rate has been reached 67.599%, It shows that the transformed factor structure retains more original information).

49

### **5.1.1.3** **Questionnaire reliability test**

First of all, the final questionnaire(question 14) for reliability is determined analysis. Using internal consistency reliability, the calculation of the Krumbach alpha coefficient is shown in Table 5-2. A reliability coefficient is more than 0.8 the questionnaire is good, 0.7-0.8 is still acceptable range, a subscale of the best above 0.7.

0.6 and 0.7 is acceptable. If subscales of the internal consistency coefficient in 0.6 or less total scale coefficient below 0.8, should consider new revision or add delete item. The results showed that all dimensions of the questionnaire and the overall consistency of the questionnaire are higher, which could be considered as the standard.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Class status** | **Learning attitude** | **Before cooperative learning** | **Cooperative learning evaluation** | **Self-examina tion Total**  **questionnaire** |
| **Cronbach's**  **α** | **0.7324** | **0.8764** | **0.8821** | **0.7945** | **0.8012**  **0.803** |

**Table** **5-2** **Internal consistency each dimension and total questionnaire（*n* =203）**

### **5.1.1.4** **Construct validity test**

On the basis of this, the structural validity of the questionnaire was further investigated. Through calculating the correlation between the factors and the total score of fatigue. The results are shown in Table 5-3

50

Table 5-3 **The correlation matrix of each factor and total score of cooperative learning（*n***

=203)

|  | 1 | 2 | 3 | 4 | 5 6 |
| --- | --- | --- | --- | --- | --- |
| 1Total score | — |  |  |  |  |
| 2Class status | 0.861\*\*\* | — |  |  |  |
| 3learning  attitude | 0.898\*\*\* | 0.721\*\*\* | — |  |  |
| 4before  Cooperative learning | 0.867\*\*\* | 0.736\*\*\* | 0.700\*\*\* | — |  |
| 5Cooperative  Learning evaluation | 0.735\*\*\* | 0.516\*\*\* | 0.584\*\*\* | 0.413\*\*\* | — |
| 6self-examin  ation | 0.832\*\*\* | 0.734\*\*\* | 0.575\*\*\* | 0.385\*\*\* | 0.768\*\*\* — |

**Annotate: \*\*\**p*＜0.001**

Table 5-4 shows that the correlation between each factor. the total score is higher. It can be considered that each factor is consistent with the whole concept and direction, among the factors, there is a moderate degree of correlation, which indicates that the questionnaire has a good construct validity.

### **5.1.2** **Questionnaire Analysis and Discussion**

### **5.1.2.1** **Class situation**

From class model of class two and class four, class two is supplemented by students as the main teacher to discuss learning, class four is the traditional teacher to explain the main, the students discuss the supplement. Survey results show (5-4) that: the class two' s atmosphere are more relaxed and harmonious than class four's. According to the affective filter theory, active classroom atmosphere could reduce the pressure of students and then it can improve students' learning enthusiasm, initiative and creativity. It has a positive effect on increasing of students' learning input.

51

The proportion of the number of points of view of the two classes in the previous teaching is essentially flat which is the number of people who occasionally answer questions. Cognitive psychology research shows that the information should be kept in memory, and it associates with the memory. The learner must carry some form of cognitive restructuring or purification of the target material (Wittroch, M. C., 1978). Refinement theory is the theory of cognitive development of students. Cognitive psychology studies have indicated that if information want to be stored in memory and linked to the original information in memory, the learner should be engaged in a cognitive restructuring or refinement of some kind of material. One of the most effective ways to refinement is to explain to other people. It helps to deepen the memory effect of cognitive restructuring.

Long term studies of peer - to - peer activities have found that both the teacher and the students can benefit from the achievements. Expressing their views could help them absorb language input and promote cognitive restructuring. It also shows the

Necessity of cooperative learning in English learning process., The students make full

Use of the interaction within the group cooperation, mutual teaching, mutual learning, mutual inspection, in order to achieve the refinement of the already constructed knowledge, and it can be more accurate, more profound and more firmly grasp and use it. According to table 5-5, the expression of opinion survey finds that the two classes are basically the same. The number of people who often express their views and always express their views, add up to only about 25%, the number of people who occasionally express their views is half(Figure 5-2). So students do not express their views also shows that students' autonomous learning ability is not high, autonatic construction ability is not strong, the feedback on language input is not very obvious and the divergent thinking has not been greatly improved the language input feedback obviously, divergent thinking has not been greatly improved.

Table 5-4 Classroom Environment

|  | Numbe  R of people | Proporti on | Numbe  R of people | Proporti on | Number  Of people | Proporti on | Numbe  R of people | Proportio n |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class2  （45） | 1 | 2.22% | 3 | 6.67% | 37 | 82.22% | 4 | 8.89% |

52

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |
| Class 4  （47） | 3 | 6.38% | 4 | 8.51% | 19 | 40.42% | 21 | 44.68% |

Table 5-5 The number of students express the views in the classroom

| Always | | | Often | | Sometimes | | Never | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number  Of people | Proporti on | Numbe  R of people | Proporti on | Number  Of people | Proporti on | Numbe  R of people | Proporti on |
| Class 2  （45） | 5 | 11.1 | 7 | 15.6 | 23 | 51.1 | 10 | 22.2 |
| Class 4  （47） | 5 | 10.6 | 7 | 15 | 23 | 48.9 | 12 | 25.5 |

### **5.1.2.2 Students**’**attitude towards cooperative learning based on task-based teaching approach in English class**

Group dynamics point out that when all people with a target and efforts, it will form a collective power is formed. This power can overcome the drawbacks of individual work and the people unite with each other, learn from each other, mutual encouragement, finish the task with high efficiency. So the right tasks basd on task-based teaching approuch can make students more active and learning motivational. SPSS analysis in Table5-6 shows that more than 64% of the students are more interested in the task of teaching design, and the chance to answer questions in class increased, but there are still 35.5% of the students who are not very interested. These people are not interested in English, the topic or the task itself is the need for further investigation. On what kind of tasks can improve students' learning motivation is still to be studied.

53

Table 5-6 Class Two：The number of students interested in the cooperative tasks

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Particularly  interested |  |  |  |  |
|  | 3 | 6.7 | 6.7 | 6.7 |
|  | More interested | 26 | 57.8 | 57.8 | 64.5 |
|  | Not very interested | 14 | 31.1 | 31.1 | 95.6 |
|  | Not a bit of  interested | 2 | 4.4 | 4.4 | 100.0 |
|  | Total | 45 | 100.0 | 100.0 |  |

The constructivist learning environment consists of four main attributes: situation, cooperation, conversation and meaning construction. The creation of learning situation and joint participation in discussion activities reflect the cooperative learning. The performance of self cooperative learning, there are 48.9% students in Class two can take the initiative to actively cooperate with, but 42.2% of the people are passive.

(Table5-7) By ourselves, the traditional education in student autonomy is not strong,

But it won't be able to raise up with a short period of time with motivation and interest. The autonomy of student is not strong has a certain influence to cooperative learning. There is a need for the habit of training with a long time, requires the joint efforts of the teachers and students in the reform. In addition, the author also believe that, from an objective point of view, these students are not clear about the division of labor and the task of the target.

54

Table 5-7 Class Two in the performance of cooperative learning

| Frequency | | | Percent | Valid Percent | Cumulative Percent |
| --- | --- | --- | --- | --- | --- |
| Valid | Could take the initiative to participate ,actively cooperate with each  Other ,and strive to complete  Their own tasks |  |  |  |  |
|  | 22 | 48.9 | 48.9 | 48.9 |
|  | Passive acceptance with  Group activities | 19 | 42.2 | 42.2 | 91.1 |
|  | Easily distracted ,has  Nothing to do with me | 4 | 8.9 | 8.9 | 100.0 |
|  | Total | 45 | 100.0 | 100.0 |  |

### **5.1.2.3** **Goal setting before cooperative learning and group division**

The research shows that (Table5-8、Table5-9)，students is not clear about the teacher's task, there are more than half of the students believe that part of the task is clear, which led to the deviation of the division of labor within the group. A part of the students do not know how to complete the task or answer any questions, which led to the effect of cooperative learning greatly reduced. There are often and occasionally a division of number of the total number of 17.8% and 33.3%, and the number of accounts of group division is almost no 35.6%. This shows that teacher needs to be effective in guiding the students after the task arrangement, so as to make the students to carry out a clear division of group. As the group did not have a clear division of labor, in the cooperative learning process often leads to themselves, the phenomenon of fragmentation unable to truly cooperation. So it is important that in the group in accordance with the principle of the same group of heterogeneity is a reasonable combination of the basis of a clear division of labor. The leader of the study group needs to organize the ability, learning foundation is good, in the teacher assignments after the fastest according to the member role assignment task, and supervise the

55

Completion of the task. In the form of group cooperation and in the guidance of teachers, through the group of students to explore and mutual activities to complete the learning task. (Table5-10) When organizing the group cooperative learning, the members of the group should have a specific clear division of labor, a reasonable division of labor is one of the important measures to improve the efficiency of cooperative learning.

Another situation is that, not all students can express their views when they answer the question. Fully listen to a person's percentage is 13.3%. This shows that some tasks only one or a small number of people seriously. When the team to give the correct answer. Students on subjective that the successful conclusion of the task, this does not answer the question of the students, the cooperative learning based on task-based approach is learning to avoid the" safe haven". [14] This shows that some tasks only one or a small number of people seriously. When the team to give the correct answer. Students on subjective that the successful conclusion of the task, this does not answer the question of the students, the cooperative learning based on task-based approach is learning to avoid the" safe haven". In the teaching, the teacher will design a variety of tasks, subjects, but learners should to establish their own tasks included in the task, clear their own problems to solve, as well as to achieve the goals of the methods and ways.

Learners also need to constantly reflect on their own and other people's opinion of rationality, to see if they are consistent with their own experience, whether it is consistent with the facts of the experience, as well as whether the inference contains a logical error.

Because constructive learning is not simply to let learners to occupies other people's knowledge, but to construct their own knowledge and experience, to form their own opinion. Learners' self-monitoring and regulation of the learning process, in part, requires learners to complete them individually, and also requires the learners' teams to design and control them, especially when they work together to accomplish certain tasks.

Moreover, this situation is also relate to the discussed and the time and the grouping. In the course of the discussion on the uneven distribution of time, the teacher put forward the task after the discussion and without direct interference is one of the

56

Reasons for the students to discuss the task is not clear. According to Table 5-8, it can be seen that there is no teacher intervention group cooperative learning accounted for 51.1%. In addition, in the 16 weeks when the experiments were carried out, more than half of the course is grouped according to the seat, not to say that this grouping is not correct, just a complete according to the students' cognitive, interest groups currently in the classroom implementation and some difficulties and need to further study the implementation and solved.

Table 5-8 The students have the objectives and content of discussed

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Totally Clear |  |  |  |  |
|  | 9 | 20.0 | 20.0 | 20.0 |
|  | Partly clear | 23 | 51.1 | 51.1 | 71.1 |
|  | Not too  clear | 7 | 15.6 | 15.6 | 86.7 |
|  | Have no  concern | 6 | 13.3 | 13.3 | 100.0 |
|  | Total | 45 | 100.0 | 100.0 |  |

Table 5-9 Teacher give the students independent thinking time or not

| Frequency | | Percent | Valid Percent | Cumulative Percent |
| --- | --- | --- | --- | --- |
| Valid The teacher asked the  12 | | 26.7 | 26.7 | 26.7 |
| Question then discuss | |  |  |  |
| Independent thinking first  11 | | 24.4 | 24.4 | 51.1 |
| And discuss it later |  |  |  |  |
| Teacher and students think |  |  |  |  |
| Together ,and then give some | 17 | 37.8 | 37.8 | 88.9 |
| Necessary tips and discuss |  |  |  |  |
| The teacher give the |  |  |  |  |
| Example first and then | 5 | 11.1 | 11.1 | 100.0 |
| discuss |  |  |  |  |
| **Total** | 45 | 100.0 | 100.0 |  |

57

Table 5-10 Cooperative learning group members have a clear division of labor or not

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Often have | 8 | 17.8 | 17.8 | 17.8 |
|  | Sometimes | 15 | 33.3 | 33.3 | 51.1 |
|  | hardy | 16 | 35.6 | 35.6 | 86.7 |
|  | Just listen to one's  opinion | 6 | 13.3 | 13.3 | 100.0 |
|  | Total | 45 | 100.0 | 100.0 |  |

### **5.1.2.4** **Self evaluation of cooperative learning ability and evaluation of cooperative learning**

According to the theory of constructivism, autonomous learning is the foundation of cooperative learning. It can be seen in Table 5-11 that the students can take the initiative to complete the study in class 2 is 39 people, accounted for the total number of 86.66%, while class 4 for 29people accounted for the total number of 61.7%. The autonomous learning ability of class two is slightly strong, which shows that cooperative learning has led to the rise of independent learning ability. When the students run into a stone wall in learning, the students in class2 have to consult and discuss the total number of 53.33%, the number of turn to the teacher for help is 28.89%. And class 4 has the number of communicate with other people is 40.42%, the people ask the teacher accounted for 51.06%.

(Table5-12) The number of cooperative mutual in class two mean the cooperation of them are stronger. However, some students ignore to the difficulties directly, their learning habits and their ability to work independently need to improve, for this part of the students, teachers in teaching could not ignore them

58

Table 5-11 Initiative in learning

| Active completion | | | Could completion | | Had to complete | |
| --- | --- | --- | --- | --- | --- | --- |
|  | Number of  people | Proportion | Number of  people | Proportion | Number of  people | Proportion |
| Class 2  （45） | 10 | 22.22% | 29 | 64.44% | 6 | 13.33% |
| Class 4  （47） | 7 | 14.89% | 22 | 46.81% | 18 | 38.30% |

Table 5-12 The approach to the problem or obstacle

| Panel discussion | | | Turn to the teacher  For help | | Direct neglect | | Consult other  people | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| N | Umber of  people | Proporti on | Number of  people | Proporti on | Number of  people | Proporti on | Number of  people | Proporti on |
| Class 2(45) | 12 | 26.67% | 13 | 28.89% | 8 | 17.78% | 12 | 26.66% |
| Class  4(47) | 18 | 38.30% | 24 | 51.06% | 8 | 17.02% | 1 | 2.12% |

A reasonable evaluation mechanism is an important way to improve the effect of cooperative learning, which is usually evaluated by students and students, groups and groups and even some evaluation is between groups and teachers.

Evaluation should be reasonable, comprehensive and fair and it can promote the development of cooperative learning. In the cooperative learning, the main body of evaluation should be diversified, and it should not only be the main body of evaluation by the teacher. From the questionnaire(table 5-13) it is found that teachers in the evaluation process is not only the subject of the evaluation of the evaluation process, students believe that effective evaluation is also due to the reasons for the time does not work. In the practical English classroom cooperative learning, teachers should eliminate the previous" dictatorship" behavior, so that students try to be judges, the

59

Other team members in the overall performance of the learning process to make evaluation. Table 5-14 can be seen that the evaluation of students is only 4.4%, most of the students think that they are not enough for the evaluation of the students.

Students as the main body of evaluation, you can find yourself to learn what methods and ability, this is the new curriculum reform emphasized. Not only the evaluation of the team award, it is best to create outstanding individual awards, and fully mobilize the enthusiasm of each group and individuals, so that the evaluation really become the driving force of cooperative learning.

Evaluate promote the teaching, and the feedback promote cooperation in which is reflected in the cooperative learning of the class is particularly important, but also lack of it. The contradiction between the evaluation and teaching is the most prominent conflict group divided and evaluation group evaluation, reward individual oriented behavior, not only it will dilute the identity of the individual team members, but also it will dilute the competition between the group and the group, will weaken the positive interdependence between the group members, the real cooperation to promote the interests of the victims. Teacher's understanding on the importance of the evaluation of unexpectedly is highly consistent, that it is important or very important, visible, evaluation feedback is nowadays cooperative learning classroom weakness is also the main source place of its inefficiency. Cooperative learning advocates process evaluation rather than routine evaluation. Process evaluation believe in equal chances of success, its original intention is respect for differences, not all do the same thing, not a standard to measure, identity is effort rather than the rest on our laurels, bench marking is yourself. Work with responsible behavior in the process of evaluation of monitoring members in the process of cooperation, so that everyone to do his duty. Moreover, the main object of the process evaluation of cooperative learning is the cooperative group, not the individual. It takes the cooperative group as the unit, the individual progress rate into group contribution rate, so complementary evaluation mechanism and make individual goal and group goal, individual effort and group contribution.

60

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | often | 13 | 28.9 | 28.9 | 28.9 |
|  | Negative  criticism | 3 | 6.7 | 6.7 | 35.6 |
|  | No response | 9 | 20.0 | 20.0 | 55.6 |
|  | Depending on  time | 20 | 44.4 | 44.4 | 100.0 |
|  | Total | 45 | 100.0 | 100.0 |  |

**Table5-13After the group discussion in English class, Whether the teacher can organize the students to evaluate the achieve ment of cooperative learning effectively.**

Table 5-14 **The kind of evaluation mode adopted in English Cooperative Learning Class**

Cumulative

Frequency Percent Valid Percent Percent

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Valid | Teachers’ evaluation of | | | | |
|  | 19 42.2 42.2 42.2 | | | | |
|  | students’ performance | | | | |
|  | Mutual evaluation between | | | | |
|  | students and students |  |  |  |  |
|  | Inter group interaction | 13 | 28.9 | 29.5 | 76.2 |
|  | Self fating | 10 | 22.2 | 22.7 | 100.0 |
|  | Total | 44 | 97.8 | 100.0 |  |
| Missing | System | 1 | 2.2 |  |  |
|  | Total | 45 | 100.0 |  |  |

2 4.4 4.5 46.7

61

English

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Responses | | | | |
|  |  | N | Percent | Percent of Cases |
| M  members | Discuss the time is not  sufficient | 15 | 17.0% | 35.7% |
|  | Topic of discussion is boring | 8 | 9.1% | 19.0% |
|  | Distribution group is not  reasonable | 12 | 13.6% | 28.6% |
|  | Lack of coordination of  members | 12 | 13.6% | 28.6% |
|  | It is difficult to communicate  It my classmates in English | 20 | 22.7% | 47.6% |
|  | Disorder of classroom order | 9 | 10.2% | 21.4% |
|  | other | 12 | 13.6% | 28.6% |
|  | Total | 88 | 100.0% | 209.5% |
| A. Dichotomy group tabulated at value 1. | | |  |  |

We conducted an investigation into the problems in the current situation of cooperative learning based on task-based approach in English classes.35.7% of the students think that the discussion in the classroom is not sufficient, 19% of the students think that the topic of discussion is boring, 47.6% of students feel that it is very difficult to communicate in English. In such a state of cooperative learning, it is indeed difficult to improve the performance. (Table 5-15)

According to Rodgers's students centered theory, students need to learn to take the initiative and pay attention to the impact of interpersonal cooperation on the learners. Cooperative learning is through the cooperative interaction of each member of the team learning, so that students can learn from the understanding, the use and sublimation of the real master of the knowledge learned, the construction of the

62

Meaning of knowledge. But from the students' questionnaires, the external motivation is not obvious, and there are 57.2% of the unreasonable distribution among the groups. As a test standard of language acquisition, language output is very important.

Swain believes that language input alone is not enough to enable the two language learners to acquire fluency and accuracy of the language, the acquisition is still not successful. To enable learners to acquire the language successfully, it is necessary to force the learner to carry out a large number of language output exercises. It is easy to found from the table 5-15, the largest single option is that it is difficult to communicate with students in English. Second language learners in order to achieve the goal of the task, on the one hand, to pay attention to learning the language of the expression of the language input, on the other hand, the use of the target language to express their meaning. As the recipient of the language input, the second language learners are bound to pay high attention to the input of each other when they communicate with each other. When the received language input appears to understand the barriers, the second language learners will be used to repeat, ask questions and other means to negotiate with the meaning of the peer until you can understand the input. So the students' language output ability is poor and the students' cooperation is difficult. And the students do not communicate with the language so that the output of the language can not be improved.

In addition, from the perspective of teaching, analysis of the causes of the problem of cooperative learning based on task-based approach, it can be divided into the following aspects:. In terms of time, due to the teaching schedule and teaching objectives of the impact, teachers is difficult to give students enough time to very in-depth discussion, so it is often lead to discussion" cop out". As far as the content is concerned, the teacher is not well prepared for the content to be discussed, and the importance of" preparing the students" is ignored. In terms of the division of the group, due to the grouping of the majority of the students are grouped according to seat adoption, not in accordance with different members of the interests and hobbies and personality differences groups, so it is difficult to other members of all of a sudden and group between produced in thought. From the point of view of the classroom order, if it is normal students listening to the teacher carefully, then all of the students are facing the teacher, student's every move is easy to panoramic view of the teacher, so the

63

Students will not engage in too much. But if it is a cooperative, and several classmates nearby will sitting together, the teacher is very difficult to distinguish students in the deserted or in the discussion, resulting in the cooperative learning classroom order and chaos.

According to Krashen's theory, the psychological state of self-confidence is helpful to language acquisition. As far as the students are concerned, the students are not confident in their mental state because of their personality and back ground, so they have problems in the cooperative learning based on task-based approach. From a subjective point of view, this problem is largely due to the teachers and students are not attached to the fundamental importance of cooperative learning, teachers and students involved are only floating on the surface. In such a state of mind to carry out cooperative learning based on task-based approach, it focus on the spread of a" good" condition for students.

The theory which is supported by the theory of psychological linguistics is the theory of deliberative opportunity. According to the point of Crookes and Gass (1993), the acquisition of language is closely related to conscious attention; there is no awareness of the existence of this conscious attention, language acquisition can not be talked about. They further point out that, for learners, language input is the prerequisite for learners to" notice" to this input. The role of negotiation is to make learners aware that they are not part of the language's success. In this sense, negotiation can be viewed as an inducement of language acquisition. Other researches carried out by the long and Porter (1985), Piea and Doughty (1983), have revealed that the study reveals the compared to the teacher as the center of language activities, in a task for the activities of the center, the learners will have more opportunity for negotiation (for example to clarify, inquiries, confirmation, etc.), and in the process of communication will also repeated more turn taking and language.

Swain(1995) has pointed out that the conscious language output can promote the acquisition of language. In the process of outputting the target language, the learner will notice that there is a gap between the meaning of the language they want to express and the language that can be expressed. It will make them aware of their deficiencies. So it is good for the students that they can be aware of the lake of their

Cooperation output in the language, and it is also helpful for students to take the

64

Initiative to work out the output and take the initiative to carry out language learning.

### **5.1.2.6** **Reflection on Cooperative Learning**

From the previous four parts of the questionnaire found that cooperative learning based on task-based approach effect was focused on to improve the students' autonomous and cooperative learning habits, learning interest, etc.; improve the learning motivation of students, it could mobilize the enthusiasm of the students, so it is popular with the students. But in view of the problems appear in the cooperative learning is worth our reflection.

In the development of cooperative learning model, it is not suitable for all the class to use the cooperative learning based on task-based approach. In author's opinions, most of them are applicable. It is mainly will be used properly in the increase of students' interest, improve the enthusiasm and help the language out put of the class. But in the survey questionnaire(Table 5-16) the two options which is the value of the problem, and the students interested in the activities and carry out cooperative learning are not much enough chosen by the students. It shows that there is not enough practice to discuss and cooperate with the team under the local restrictions. Maslow(1954) 's Need hierarchy theory explained that all kinds of needs could stimulate the motivation of students. Social needs makes students need to learn English,

But the need for high school students is not very urgent, Many students do not like to

Learn English so they haven't the sense of social demand for English. The change of teachers' role in the cooperative learning based on task-based approach, take the students as the center, the students' respect needs to be satisfied, So the learning motivation could improve together. So the main purpose of cooperative learning based on task-based approach is just the active classroom atmosphere, and in the value of knowledge self-absorption, the process of language output is self-realization of meet the needs.

From the questionnaire shows that dialogue practice and role performance accounted for a large proportion of the cooperative learning based on task-based approach. It shows that the main purpose of the task is to increase the task of language output exercises. In order to accomplish the task, each student needs to receive and transmit the linguistic information. It means in this process, learners are not only the recipients of the language input, but also the output of the language information. In the

65

Attention received on the basis of language input and language comprehension input, students on their existing interlanguage system on language meaning, all levels of linguistic forms, syntactic structure and discourse integration, adjust, and then the output language.

At the same time, the operation mode of the task-based language teaching method provided by Willis will provide the teacher with the comprehensible input in combination with audio-visual senses, student interaction can be understood and focused on form in the form of input and other forms of language in input into the previous task, the task cycle and language focus three stages. And in the cycle stage of the task to match or group activities in the form of second language learners to provide more contact with language input, language output and significance of the opportunity to negotiate. Mutual transformation of language input and output, ad infinitum, enter - feedback - adjustment - input - output language communication in this cycle process, learners constantly adjust the existing interlanguage system. In communicative language outpust in language, acquired language.

From the perspective of constructivism, role performance is an effective method for teachers to provide a kind of simulation to provide students with active language construction in real language environment. From the point of view of the theory of motivation and social cohesion, the students' ability to cooperate with the performance of their own group output can be improved. After the performance, the competition will be compared with his group, and then it will be improved. But this kind of form is limited to students' development of divergent thinking, and the innovation of the new teaching mode is less than the traditional teaching mode. The effect of the absorption of the students' language knowledge is yet to be found.

At present, the role of cooperative learning in teaching senior high school is obviously. Teacher uses the cooperative learning to guide students to solve practical problems in life, so as to enhance the students' sense of responsibility and the spirit of cooperation. In addition, an important objective could not to ignore is that the cooperative learning is to improve the students' knowledge and skills from. In the table can be seen that when the difficulty of learning, students can be completed independently, teachers could stimulate students' interest, most of the students think that the teachers will choose to organize cooperative learning. And other times, such as

66

" when the students have different views on the problem""students need to further guide, have a deeper understanding""classroom atmosphere is not active"," when the question of value", only a minority of students think teachers will organize cooperative learning, this shows that the in the minds of cooperative learning of teacher has a certain mindset It must be in certain circumstances to use cooperative learning. Survey, students to cooperative learning in learning achievement did not increase recognition. Only 23% of the students agreed to participate in the cooperative learning, English has improved, only 18% of the students think of cooperative learning, learning self-confidence increased. And that is not the case. The concept of cooperative learning is through and classroom always, never put it" label", the chance to" means"," formal".

A reasonable grasp and manufacturing cooperative learning can improve the effectiveness of cooperative learning in a large extent. (N represents the number of options for this option, Percent represents the percentage of options, Percent of Cases represents the percentage of the total number of selected options )

Table 5-16 Teacher in the case of cooperative learning activities

|  |  |  |  |
| --- | --- | --- | --- |
| Responses | | | |
|  | N | Percent | Percent of Cases |
| Conversation practice | 21 | 23.6% | 50.0% |
| Role performance | 12 | 13.5% | 28.6% |
| Learning task is  difficult | 15 | 16.9% | 35.7% |
| Classroom atmosphere  Is not active | 20 | 22.5% | 47.6% |
| Trigger interest | 10 | 11.2% | 23.8%  26.2% |
| Valuable question | 11 | 12.4% |

67

|  |  |  |  |
| --- | --- | --- | --- |
| Total | 89 | 100.0% | 211.9% |
| A. Dichotomy group tabulated at value 1. | | |  |

In the cooperative learning based on task-based approach, the teacher and the student's response is not expected to be as good as the results. First of all, From the author's observations and interviews with the teacher, it is found that students in the learning interest and classroom atmosphere has significantly improved, but the other aspects of the effect is not significant. The survey of student found that, 13.2% of people think that the new teaching model to improve their academic performance, 30% of people thinks that can improve the output of second language and remember the relevant knowledge of English. (Table 5-17) The enhancement of students 'Cooperative learning ability is less than 20%. This shows that in motivations, cooperative learning based on task-based approach has the largest impact and second language take second place. In the autonomous and cooperative learning habits and self exam quality education aspects is not obvious in the short term .

|  |  |  |  |
| --- | --- | --- | --- |
| Responses | | | |
|  | N | Percent | Percent of Cases |
| Improve academic performance | 17 | 13.2% | 40.5% |
| Improve the ability to use  English | 20 | 15.5% | 47.6% |
| Remember knowledge about English | 20 | 15.5% | 47.6%  66.7% |
| Enhance learning interst | 28 | 21.7% |  |
| Know how to cooperate with  others | 19 | 14.7% | 45.2% |
| Enhance the self-confidence of  learning | 14 | 10.9% | 33.3% |
| other | 11 | 8.5% | 26.2% |
| Total | 129 | 100.0% | 307.1% |
| A. Dichotomy group tabulated at value 1. | |  |  |

68

## **5.2** **Achievement Analysis and Discussion**

The class two as the experimental class, the average of scores is 68.04. Control class should be choose in class one and class four because the average of scores are 71.2and 68.43. Because the English teacher in class two and the teacher in class four have a closer teaching experience and teaching mode, and the teaching time of them are the same, and the average scores of the final exam in second semester of grade one are closer. So the class four as the control class.

It is can be seen from table 5-18 that the average scores of experiment and the control class in the second semester of grade one was essentially same, But the average

Score and pass rate could not see the correlation between the results and the new teaching method. Put the scores of each student in final of the second semester of grade one and the mid-score and final score in the first semester of grade two input SPSS (table 5-19) and it is concluded the average.

The average score of final exam of class four in the first semester of grade one is higher than the class two. Observe the fluctuation of the score of the class, the small variance means learning situation of class is preference. But it is not obvious that the variance of Standard Deviation which is found in the form. The Standard Deviation of

The mid-exam of class two in the first semester of grade two is a trend of the big change, So from the test results could not explain the cooperative learning based on task-based approach for students in English has a role in promoting.

Table 5-18 The score of two class in the second semester of grade one

| class | Number of exam | Average of the mid-exam of second semester | Average of the final exam of second semester | Mid-exam of second semester pass  rate | Final exam of second semester pass rate |
| --- | --- | --- | --- | --- | --- |
| Class 2 | 45 | 68.04 | 88.14 | 2% | 35.09% |
| Class  4 | 47 | 68.43 | 86.20 | 12% | 28.57% |

69

Table 5-19 Report

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | The final exam of the second semester of grade  one | The mid-exam of the first semester of grade  two | The final exam of the first  Semester of grade two the |
| Class | |  |
| Class Two | Mean | 88.1491 | 90.5088 | 78.3070 |
| N | 45 | 45 | 45 |
|  | Std.  Deviation | 19.78545 | 20.86682 | 16.45523 |
|  | Minimum | .00 | .00 | 39.50 |
|  | Maximu  m | 114.00 | 118.50 | 112.50 |
| Class  four | Mean | 86.2065 | 90.6196 | 77.2500 |
| N | 47 | 47 | 47 |
|  | Std.  Deviation | 18.64659 | 17.48402 | 16.25209 |
|  | Minimum | 22.50 | 58.00 | 41.00 |
|  | Maximu  m | 117.50 | 119.00 | 110.00 |

But from the other score distribution chart we found that the pass rate of the two classes and distribution of scores is uneven. Table 5-20 and Figure 5-2 are the number of each score scatter in semester and the end of the semester of class two and class four. The horizontal axis represents 0-29, 30-39, 120-150segment of scores, and the vertical axis is the number of this range. From the Figure 5-2, we could see the score of class two in the first semester of grade one, the distribution of 40-49,50-59 has the large number of students and class four is also have the largest number of students in this area. The scores of the first semester of grade two between70-79 has increased significantly. The distribution of grade four is not very obvious. This shows that with the same examination, class two compared with class four, the average students' scores of final exam of second semester of grade two have a significant increase. This shows that after the implementation of the task based cooperative learning model, compared to class four, class two students have some progress, and the output of the second

70

Language acquisition has a certain increase, the ability of second language acquisition has improved (Figure5-3).

Table 5-20

| Class | Factional segment | 0-  29 | 39-  39 | 40-  49 | 50-  59 | 60-  69 | 70-  79 | 80-  89 | 90-  99 | 100-  119 | 120-  150 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class 2  （45） | The final exam of the second semester of  Grade one | 0 | 2 | 9 | 11 | 9 | 3 | 7 | 4 | 2 | 0 |
|  | The mid-exam of the first semester of  Grade two | 0 | 1 | 4 | 7 | 7 | 15 | 5 | 4 | 2 | 0 |
|  | The final exam of the first semester of  Grade two | 0 | 1 | 1 | 4 | 3 | 12 | 16 | 7 | 1 | 0 |
| Class  （47） | The final exam of the second semester of  Grade one | 0 | 1 | 5 | 7 | 12 | 5 | 4 | 5 | 3 | 1 |
|  | The mid-exam of the first semester of  Grade two | 1 | 6 | 3 | 7 | 13 | 8 | 6 | 3 | 1 | 0 |
|  | The final exam of the first semester of  Grade two | 1 | 5 | 11 | 12 | 5 | 4 | 5 | 2 | 2 | 0 |

71

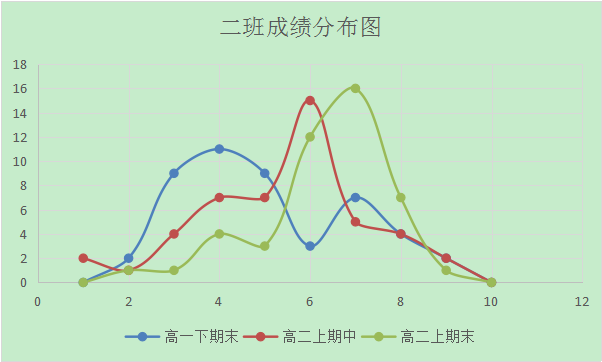


Figure 5-2 Score distribution chart of Class Two



Figure 5-3 Score distribution chart of Class Four

## **5.3** **Suggestion**

Quality teaching practice shows that learning can achieve the best results require the following conditions. The content of the study is of significance to the individual. The learning content is in the students' zone of proximal development, and the students

Are willing to meet the challenge from the study; Learning content suitable with the

Students' development level. In accordance with their own style of learning, students

72

Have the opportunity to choose their own and experience the sense of autonomy; New knowledge is built on the basis of the learned knowledge. It is also offers opportunities for social interaction and enable students to obtain effective feedback. Students will learn and apply strategies, to create a positive emotional atmosphere. At last, class environment can help students to achieve their learning goals. This is consistent with the social interdepence theory. In the task -based cooperative learning, if we want to achieve good results in language acquisition, we only require teachers to design suitable learning tasks in class teaching. And this will happen when students are actively involved and properly functioning within the group. So the cooperative learning based on task-based approach is an effective teaching activity. It uses the heterogeneous learning group as the basic form of the system to use the dynamic factors of interaction between teaching and learning. To promote student learning, the score of group performance as the evaluation criteria, the teacher and students achieve the teaching objectives together. The author thinks that the structure design of the cooperative learning group and the design of the group activity is the guarantee of the active participation of the learners in the cooperative learning and the operation of the good cooperation. In order to ensure the effectiveness of cooperative learning, the following strategies are suggested in the guidance:

1. Guiding the rational division of labor within the group, promoting the development of the team members rely on each other. Cooperative learning team members of the mutual dependence is an important guarantee for cooperative learning can be effectively carried out. In the teaching design of group cooperative learning, teacher should design clear learning objectives and learning task for each study group, and through the guidance of learning team members to the task of leaning for a reasonable division of labor, the different members have different roles and different tasks and ensure students won't because task allocation and learning effect is reduced, so as to establish among the members in a mutually dependent relationship. The author found through the teaching experiment research that: The division of labor will lead to the nature of the role. The more clear the boundaries of learning tasks and learning tasks undertaken by each role, the more clearly the division of labor within the group. The role of each team member will keep the longer, so the relationship between the members of the group will be stronger. In the cooperation learning in order to keep the

73

Members of the division of labor and the role of persistence, the teacher should also use encourage group members joint score evaluation mechanism, the members of the different roles are encouraged to contribute to the common achievement of team learning.

2. Designing challenging learning tasks, stimulating students' intrinsic motivation according to the challenging learning goals. Teacher should design cooperative learning tasks in the students'“nearest Development Zone", so that the task of learning is challenging for all students. Of course, this requires teacher has a clear understanding of the level of knowledge of the students, it is also a challenge to the teacher. The development of Vygotsky theory and the task of the critical areas of the teaching method refers to the improvement and not only refers to the improvement of the level of knowledge, but also the overall ability of the increase. In the teaching of two language teaching, it is not only to look at the language level of learners, but also the ability of learners to think, decision making, problem and so on. The evaluation and teaching of the learners is also divided into the overall ability.

3. Designing open learning tasks, ensuring that students participate in a group cooperative learning task should not only have one answer to soluted. The closed task requires only the team to find a correct answer or procedure. Therefore, in the learning process, there may be such a situation. That is, some students already know the right answer, or soon they can get the right answer, while others are not In this case, the student who does not know the answer depends on the student who knows the answer, but the academic help to those who already know the answer is not much. In this case, cooperative learning is not expected to exist in interdependence, the team effort is just an illusion, not a real existence. So, more than the answer, a number of ways, the difficulty of the open learning tasks, to provide the possibility of a successful development of cooperative learning.

4. Design the level of learning tasks, and promote the students to help each other in the process of cooperative learning, cooperative efforts is necessary.

A good group cooperative learning task should make the team as a whole together to complete the collaborative efforts, each member of the team is able to master the information and skills required to learn from the task of learning. In the learning process of the task, the assessment of the individual must ensure that any team

74

Members are responsible, not to escape the task, and give the task to others. Teacher should study the task carefully, and ensure that the preset goal will let the team member work together and interdependence. Therefore, the cooperative learning tasks should be able to be divided into a series of interrelated and hierarchical sub tasks. Each member of the group according to their own knowledge and skills of the actual situation, then choose suitable for their own sub task, independently completed and published opinion, make different contribution to their own, under the auspices of the leader, all members of the group according to each member's opinion, integration into cooperative learning task of the final solution. As in the preceding example teaching cooperative learning group, in accordance with the data collection, analysis, divergent thinking, design, organization, and implementation of equal into a number of sub tasks, according to students knowledge and skills, division of labor, allowing students to make different contributions.

The combination of preset, adjustment, and dynamic generation. Based on the understanding of students' cognitive readiness level and learning interest and to develop learning goals, consider the challenge and combination of open and hierarchical, teachers and students together to design learning tasks, but these learning tasks are predetermined. In fact, no matter how carefully preset students' learning tasks, there are always some unexpected results appear. For example, as one of the results of teaching, students may become more dependent on or more independent, more conservation or more creative and more critically or more without judgment, the learning task is more interested in or even without interest. In the specific classroom activities, teacher need to pay attention to the situation outside of those expectations. Adjust the negative effects of the learning content, and strive to avoid the negative effects appear. A certain knowledge and skills are the conditions for cooperative learning. Students should play their due role in the cooperative learning, they should carry out independent study outside of the teaching time of teacher's control, it is good for the development of their own knowledge and skills.

The joy of learning could inspire students' intrinsic motivation, the motivation should be cultivated, and the challenge level of the team cooperative learning tasks should be matched with the level of knowledge and skills of students. Due to the wide range of differences between students' knowledge and skills, it is required to design a

75

Variety of learning tasks with different levels of challenge under the guidance of challenging learning objectives.

## **5.4** **Summary**

From the data, the author found that cooperative learning based on task-based approach model has a certain effect on the promotion of English Teaching in senior high school. Students have obvious progress in emotional filtering, language, output, learning motivation, cooperation and mutual aid ability. But the individual's thinking ability and expression and the conditions of the group also need further studied.

In short, the survey questionnaire shows that Cooperative learning provides different levels of English and different characters to participate in the study to the students. Students' learning goals become more clear, their level of potential has been excavated and developed, and contribute to the development of position emotional quality and enhance the sense of cooperation and team spirit. And the change of academic performance is not obvious. It means the task based cooperative learning has a role in promoting to the input and output in English acquisition of the language, but the effect is not particularly evident, and the time of experiment only lasted for one semester. So it can not get more data to support the improvement of English test scores has relationship with the cooperative learning based on task-based approach.

76

#### **Chapter Six Conclusion**

## **6.1** **Main Findings**

Through the actual observation of the task-basked cooperative learning and analysis of questionnaire and analysis of the scores,, cooperative learning based on task-based approach is not only a kind of teaching model, teaching method or

Teaching strategy, but also a kind of education thought. Its significance lies not only in improving the students' academic performance, but also more importantly, in the effective intervention of teachers, cooperative learning has a more profound and lasting influence on students' emotions, attitudes and values. cooperative learning based on task-based approach is in accordance with the needs of Maslow's theory of humanistic psychology, Rodgers's student center theory. In the student centered mode of cooperation to meet the needs of students, improve learning motivation. Classroom atmosphere is active, students' interest and enthusiasm are fully stimulated to lay the

Foundation for the improvement of learning efficiency.; Students can overcome the

Low learning efficiency caused by the lack of self confidence and emotional filtering,; and students can build, internalization and absorb the task of teacher layout and output language knowledge better. Cooperative learning face the differences between the students and the class, the differences and a kind of effective learning resources, rational respect for differences and differences. cooperative learning based on task-based approach provides students with different levels of English and a variety of personality to participate in the study and experience the opportunity to succeed. Such as the theory of negotiation mechanism said: in the joint, inquiry, the process of expression to make their learning goals more clear, their potential has been mining and development, and contribute to the development of positive emotional quality. The new teaching model of individual differences in respect and care, constructive interpretation of the class teaching of teaching students in accordance with their aptitude, cooperative learning is effective strategy of exploring students' educational resources. Through cooperative learning, students with different learning abilities and

77

Different knowledge structures can be complementary to each other and the

Cooperative learning in the group make students have a further understanding of knowledge, Under the influence and the help of learning partners, students can effectively improve their learning ability and learning methods. With the Social

Activities increased, students' social communication ability, cooperation consciousness and team spirit will improve and they will also get more exercise. The confrontation of different thinking can effectively activate different students' thinking, so as to improve the students' learning efficiency, the second language acquisition is more progress than even before. Therefore, the basic problem of improving the practical effect of the cooperative learning based on task-based approach is to set up the correct view of cooperation from the value level. The longer the students are in the classroom atmosphere, the more it can make them deeply understand the value and significance of" study". Learn from each other, common development, and ultimately achieve good level of language acquisition is our ultimate goal.

## **6.2** **Limitations and Deficiencies**

Although it is proved bye experiment that the cooperative learning based on

Task-based approach model has the ability to improve the class atmosphere and cultivate the students' comprehensive language application ability, and improve their comprehensive English. It can also encourage students to improve their learning

Methods, to cultivate students' interest in learning. Even more, it can improve the learning motivation and autonomous learning ability which can help the development of English teaching and learning. However, in the process of English Teaching in senior high school, it is necessary to further empirical research based on the task of

Cooperative learning mode. Because the author as the graduate is limited by the condition of the teaching and could not assign the task, and the time of the experiment is not particularly long. There are many inevitable factors in the process of the

Experiment. The author thinks that some aspects of this model still need to be improved in the teaching. Such as which degree learners make this mode more effective. Not only in reading class, is it effective in the listening, writing or communication classTheseproblemsneedtobefurtherexploredandimprovedbythemajorityofresearchers.

78

In Meri Er-Hamming(2002) 's book *teaching revolution,* when it discusses the task and team work skills, it mentions that group tasks should be based on individual tasks. But in the experiment, there was only have the small group tasks without the personal tasks. The task of each person in the group should be how to do or what to extent is generally by the own decision of the group. And the task distribution of the group is not necessarily reasonable every time. so it can be seen from the survey questionnaire that the task is not clear makes the operation of student activities at a loss.

According to Maslow's theory of demand motivation, as the highest level of human needs, self-realization plays an important part in the motivate of the motivation. But some tasks are not conducive to stimulate students' imagination or too simple for

Cooperative learning. This makes the learning burden of students in the class to become

Heavy, and result poor effect of cooperative learning based on task-based approach .

The group has assessed too much and individual performance has not been reflected in the assessment. In order to achieve good scores, in more cases, information collection before the class and the tasks like repeat or play the role always be done by the good students(some groups take turns to finished the tasks.) So, in order to get the group evaluation, poor students will reduce the frequency of participate in the activities. This will give the students inert to opportunity. So the group evaluation should be combined with personal assessment.

In a word, the quality of education is the main driving force for the survival and sustainable development of education. Comprehensively improve the quality of

Education, the development of quality education, is the world's basic education in the field of universal pursuit. Quality education needs high quality teaching., The so-called high-quality teaching, that is, high quality, high efficiency, high level, high level of

Teaching. The cooperative learning based on task-based approach model is effective and worth promoting, But teacher should according to the characteristics of the students, the content of the teaching material and the teaching goal should be adjusted

Properly, but also with the other teaching mode from the reality, and gradually in the specific teaching practice, the cooperative learning method to be perfect, the formation of mature teaching model and good results in teaching.

79

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82

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85

**Appendix**

高中英语基于任务型教学法的合作学习问卷调查表

亲爱的同学：

你好！

为了更加深入的了解高中英语教学的现状，探索更有效的高中英语教学的方法，请你参加到此次问卷调查中来，此材料只作为调研之用，不需要署姓名和班级，每一选项无好坏之分，请你根据自己的真实情况填写，填写请不要与别人讨论，在此，衷心的感谢你的积极配合。

1. 我以往上的英语课，通常以（ ）

A. 老师的讲解为主B. 学生的讨论为主

C. 老师讲解与学生讨论并重D. 学生自学为主

2.我在学习英语时班级的课堂环境通常是（ ）

A. 紧张有压力B. 严肃认真C. 轻松融洽D. 沉闷乏味

3.在英语课堂上，你表述自己观点吗（ ）

A总是B经常C偶尔D从不

4.在老师的指导下，我在英语课上与同学进行合作学习的机会多么（ ）

A. 每节课都有B. 经常有C. 几乎没有D. 只在来人听课时有

5.你个人的学习主动性如何（ ）

A．主动完成学习任务B．能够完成学习任务C．不得不完成学习任务

6.你是怎么理解基于任务型教学法的合作学习（ ）

A.不需要自己独立完成任务的学习方式

B.可以减少自己任务的学习方法方式

C.以学生自主为中心的多人学习方式

D.分成小组的学习方式

7.你对合作学习中老师设置的任务感兴趣吗？( )

A.特别感兴趣B.比较感兴趣C.不太感兴趣D. —点也不感兴趣

86

8.你觉得自己在任务型合作学习中的表现（）

A.能够主动参与，积极配合，努力完成自己的任务

B.被动接受，配合小组活动

C.不积极去做，把任务留给别人

D.容易走神，与我无关

9.老师设置任务后，在与小组合作之前，我对所讨论的内容和目标（ ）

A. 很明确B.部分明确C. 不太明确D. 毫不关心

10. 在老师设置学习任务后，合作学习中小组成员有明确的分工么？（ ）

A. 经常有B. 偶尔有C. 几乎没有D.完全听某一个的意见

11. 在我们班的英语合作学习一般怎样进行分组？（ ）

A. 按座位分B.按性别分C.按学习成绩分D. 按观点兴趣分

12. 进行小组合作学习之前，老师给学生独立思考的时间么？（ ）

A.老师提出问题就讨论

B. 先独立思考在讨论

C.老师和同学共同思考给一些必要提示，然后讨论

D.老师先给出范例然后讨论

13.在英语课合作学习的过程中，组员都能积极的发表自己的观点么？（ ）

A. 所有人都能B. 部分能C. 完全听某一个人的意见D. 都不能

14. 在英语课堂的讨论中，当别人发表与我相反的意见或批评我的观点时，我通常会（ ）

A. 虚心听取，达成一致B非常气愤，严厉驳斥

C.请求老师帮助D.不予理睬

15. 在英语合作学习的过程中小组遇到问题或故障时（ ）

A. 小组成员一起讨论解决B. 向老师求助

C. 直接忽略D.请教另外小组同学

16. 英语课堂上在小组讨论后，教师是否能组织学生对合作学习成果进行有效的评价？（ ）

A.经常B. 否定批评C.没有反应D.视时间而定

17. 在英语合作学习课堂上采用那些评价方式？（ ）

A. 教师对学生的表现进行评价B. 生生互评C. 组间互评D. 自评

18. 向全班进行学习成果汇报时，你觉得什么方式可以应用？（ ）

A. 每个小组派代表说，其他成员可以补充

87

B.自主发言

C.小组成员每个人说一些

D.固定一个人说

19. 英语课堂中，老师经常在何种情况下开展合作学习的活动？（ ）可多选

A. 对话练习

B. 角色表演C. 学习任务难度大，学生无法独立完成时

D课堂气氛不活跃时

E. 引发兴趣

F.有价值的问题

21.在英语合作学习的活动中，我遇到的主要问题是什么？（ ）可多选

A.讨论时间不充分

B.讨论话题没意思

C.分配小组不合理

D.小组成员配合的不够

E.课堂秩序紊乱

F.由于英语表达不好，很难和同学交流

G.其他

22.对于英语课堂的合作学习，你有怎样的建议

23.你喜欢小组之间的竞争吗，请说出理由

88

## 攻读硕士学位期间所发表的学术论文

攻读硕士学位期间所发表的学术论文

1 王维纳.英语教学之路上的语言变体——中式英语和中国英语， 大庆师范大学学报[J]. 2015(05):80-83.

89

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90

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91