

Research on the Construction of Academic English “Golden Course” under the Collaborative Task Based Teaching Model

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Abstract: The collaborative task based teaching model is a teaching optimization model based on constructivist learning theory. Through this model, learners can be placed in a dominant position in classroom teaching, which can not only improve teachers' teaching organization ability, but also it will improve the learning atmosphere in the classroom, especially enhancing students' autonomy, enthusiasm, and ability to acquire knowledge through multiple channels, in order to achieve the best learning outcomes and high level competence, which accords with the criterion of “Golden Course”.

Keywords: Collaborative Task Teaching, Academic English, Golden Course.

1. Introduction

In 2018, Wu Yan, Director of the Higher Education Department of the Ministry of Education delivered a speech at the 11th China University Teaching Forum, elaborating on the connotation of “Golden Course”, namely, “High-order property, Innovation and Challenge”(Wu, 2019). Afterwards, the education reform action of eliminating “Water Course” is rapidly unfolding in universities across the country. Based on their own teaching development positioning and training objectives, different colleges and universities which have different majors proposes unique construction standards of “Golden Course”. Exploring the application of collaborative task teaching model in the teaching of new liberal arts and science and engineering undoubtedly contributes to the improvement of the humanistic literacy for students, the depth of Academic English curriculum, and the quality of learning English teaching, which is of great significance.

2. The Theoretical Foundation of Collaborative Task Based Teaching Model

Constructivist learning theory advocates student-centered learning and strengthens the promoting effect of students' learning motivation on the acquisition process. This theory believes that individual learning activities involve actively participating in cognitive practice activities, maintaining interaction with the surrounding environment, and ultimately improving communication skills. In task-based teaching mode, learners will try their best to mobilize various language and non language resources around them in order to complete tasks, in order to achieve the goal of solving a certain communication problem. Thus, constructivist theory provides theoretical support for task-based teaching models.

The experiential learning theory in education believes that learning is based on people's direct experience, as well as their behavior and reflection. Experiential foreign language learning is a practical activity for learners in a foreign language learning environment. It does not simply rely on teachers teaching knowledge points and grammar in the classroom, but rather emphasizes learners' personal

experience and practical application of the language. Based on this theory, task-based language teaching has clear teaching objectives, and learners' language proficiency can be participated in and practiced through various specific learning tasks.

3. The Specific Implementation of Collaborative Task-based Teaching Mode

Group discussion is the most commonly used way of collaborative learning. Its organizational form is convenient and free. Group discussion is divided into two stages: free discussion and class report. Group discussions can stimulate learners' awareness of classroom participation and cultivate their language application abilities, exercise their language expression skills, and enhance their sense of cooperation with classmates.

3.1. Division of Collaborative Groups

The specific implementation of collaborative task based teaching mode requires the establishment of many learning groups throughout the class. Group allocation is the foundation for learners to participate in classroom activities and also a specific measure for implementing collaborative learning. The grouping of cooperative learning should follow the principle of “intra group heterogeneity and inter group homogeneity”. Intra group heterogeneity refers to the ability of members within a group to complement each other despite varying levels. When forming a group, appropriate consideration should be given to the gender, academic performance, personality traits, and other aspects of the members within the group to ensure the differences and complementarities between each member. “Inter group homogeneity” means that the overall level of each group in the class must be basically consistent, in order to ensure the participation of all members in task activities. The group size is generally suitable for 4-6 people. Our university's college English teaching classes are all large classes with around 80 people. After grouping, the large class is divided into about 20 groups. If there are too many team members, some students will have less opportunities to participate, and there

are too few people to achieve the effect of cooperative learning. After the group is designated, it is best for members of the same group to sit in close proximity to each other, so that they can communicate and discuss during class and work together to complete learning tasks. In addition, teachers can be responsible for selecting a suitable leader for each group. The selection of team leaders should take into account their performance, academic performance, interpersonal relationships, organizational skills, and other aspects. The responsibilities of the team leader include organizing group activities, assigning specific learning tasks, synthesizing the opinions of group members, and communicating with teachers.

3.2. Allocation of Learning Tasks

Students' cooperative learning is embodied by completing the tasks assigned by teachers, or by carrying out purposeful communication activities. In task-based cooperative learning, students do not passively accept knowledge, but actively construct knowledge through group members' discussion. The design of tasks should follow the principles of interactivity and continuity. The completion of learning tasks not only helps students understand the content of the text, but also cultivates their independent thinking ability and group collaboration awareness.

Take the classroom teaching of *Academic English* (Science and Engineering Edition) at University of South China as an example. Teachers have implemented a combination of small group tasks and large group tasks in their daily classroom teaching, effectively enabling students to not only complete knowledge learning and transformation, but also experience teamwork, to improve students' overall quality of integrating into the team and contributing personal strength. For example, in the text 8 *How Nanotechnology Works*, there is an exercise that involves searching words which contain the same affixes with 12 words in the text, with at least 4 new words identified for each affix. In this exercise, the teacher randomly divided the entire class into 6 groups, with each group receiving 2 words. After class, the teacher searched for words with the same affixes, and the more new words with the same affix they have found, the better. In the next class, when each group of students shared words with the same affix, each group found dozens of words with the same affix, which greatly exceeded the number of four words originally specified in the book. This not only expanded the students' knowledge, but also changed passive learning into active learning, which greatly stimulated students' learning interest and learning initiative, and achieved very good results.

In the process of teaching Academic English, teachers assign students several teaching tasks according to the teaching plans or objectives of each unit in the textbook. The group leader is responsible for assigning specific tasks, and each group member should clarify their responsibilities in the learning group and strive to complete the assigned tasks. Then, the group members discuss and integrate information collectively, and report the task results to the whole class. Finally, the teacher provides feedback and evaluation on the quality of completing tasks for each group.

Take the University of South China as an example again. The Academic English course focuses on training students in a series of processes such as academic topic selection, literature reading, academic writing, listening, and oral academic reporting. In order to achieve this training goal, the teacher assigned a group task to the entire class in the first

class. The group independently selected an academic topic that was relevant to their major and had a certain degree of popularization of science. Students are allowed to finish the task within 15 weeks. So they searched for materials, wrote research reports, produced presentation PPTs and videos. At the end of the semester, each group gave an academic presentation. In this way, the educational goal of "three comprehensive education" has been achieved both in the ideological and political aspects of cultivating students' teamwork spirit, as well as in the knowledge and ability levels.

4. Issues to Pay Attention to in the Practice of Collaborative Task Based Teaching Model

In order to achieve good teaching results through group collaboration, attention should be paid to the following aspects:

Firstly, choose tasks with moderate difficulty. Task based cooperative learning is organized and implemented around different tasks designed by teachers, so the design of each task should conform to students' actual language ability. The process of completing tasks will make students more confident in the content they have learned, and thus improve their language application.

Secondly, control the level of participation in activities. Group collaborative learning should be a process in which group members work together to complete a learning task and experience learning. It is an interactive language communication process. In group activities, learners with high participation will receive better exercise and acquire solid knowledge, while learners with low participation are afraid to participate in discussions and cooperation with classmates due to fear of exposing their knowledge defects, which is not conducive to the development of their learning abilities. Therefore, in the process of teaching practice, teachers must appropriately regulate the participation of each group member to ensure equal student participation as much as possible.

Thirdly, the task results have a certain degree of openness. Before conducting group discussions, teachers can assign the tasks to be discussed to students in advance, allowing them ample time to review relevant materials. The process of reviewing materials is also a process of cultivating students' independent participation in learning. Each student, with sufficient preparation, engages in discussions, which helps them express themselves more confidently. Moreover, the openness of tasks also cultivates students' innovative consciousness, making their thinking more active, and fully reflecting their personalities.

5. Ways to Construct Golden Course

To align with course objectives, meet learners' learning needs, and promote learning achievement of learners' learning abilities, Academic English "Golden Course" adopting mixed online and offline teaching pattern.

5.1. Combining Mobile Learning and Improving the Implemented Tasks

Now, mobile learning has entered the teaching process of academic English, and mobile phones and the internet have become important tools for students to learn English. This not only promotes communication and communication between

teachers and students, but also facilitates students and teachers to browse information and read books in a timely manner, making it convenient for students to learn anytime and anywhere. Teachers can use the internet for online teaching, expanding the classroom to include the school library, playground, dormitory, and any other places with internet access. Portable communication methods, rich learning resources, and diverse evaluation methods have injected new blood into English classrooms, leading the rapid development of English classrooms.

In the task driven teaching mode, students can use the “mobile phone+internet” approach for blended learning. Teachers should actively guide students to complete their learning tasks through mobile learning. Mobile teaching equipment can help students complete simulated language training, allowing students to use task driven methods, dialogue performance methods Complete learning through teaching methods such as project-based teaching and group collaboration. In English classrooms, the teaching philosophy of “teachers are the guides of the classroom, and students are the main body of the classroom” should be followed. Teachers should help students complete their learning tasks. Teachers use multimedia resources for English teaching, which can facilitate students to use the internet to communicate and communicate with teachers in a timely manner after class. Teachers can also use modern multimedia equipment to transform teaching scenarios, turning the classroom into a training room for students to engage in oral training. This scenario can be created through video, and then teachers can share and comment with students. This not only stimulates students’ initiative and enthusiasm for learning, but also improves their ability to use English.

5.2. Conducting developmental evaluation

Teachers should supervise students to complete each stage of student tasks. After each stage of task is completed, teachers should remind students to summarize their learning situation in a timely manner, explore the advantages in the task execution process, and continue to work hard. They should reflect on the shortcomings that arise in a timely manner and correct them in a timely manner. In addition, teachers should also summarize and evaluate the completion of the entire task, objectively evaluate the completion of each stage, use scientific methods to analyze the stage design, and improve the execution of teaching stage design. In the process of evaluating students, teachers should not only make reasonable evaluations themselves, but also pay attention to students' self-evaluation and mutual evaluation. They should promptly identify and solve problems that arise during the teaching process, and also publicly collect relevant suggestions from students, summarize experiences and lessons, and further promote students' all-round development. Teachers should provide a comprehensive evaluation report on the entire teaching process, which is conducive to the good development of English teaching.

In the teaching case of large-scale group activities in the previous section, University of South China has effectively adopted the methods of process evaluation and developmental evaluation. After the group academic presentation in the last class, the teacher first commented on the performance of each group, praised their strengths and characteristics, and provided some suggestions to improve the research report.

Moreover, in the PBL grouping task of this course’s online teaching platform, each group member can rate themselves, rate group members, and rate other groups and their group members. This has formed a comprehensive, multi angle, and multi-level evaluation system of “students - groups - teachers”, which not only ensures the fairness of the evaluation, but also ensures the integrity of the evaluation system. Students are also a form of peer learning in the evaluation process. And all of this is achieved based on a hybrid teaching model of online and offline.

6. Conclusion

In short, the collaborative task based teaching model not only exercises students’ ability to summarize and relate knowledge, improves their autonomy and efficiency in learning, but also promotes students to improve their learning methods, cultivate participation and cooperation awareness, and enhance their comprehensive language application abilities. Of course, teachers should also realize that any teaching mode is not static, and should make appropriate adjustments based on the characteristics of students, the content of textbooks, and teaching objectives, as well as be combined with other teaching modes. Only in this way can the task-based collaborative learning teaching model really play its role and achieve good teaching results.

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