

Analysis of the Application of Cooperative Learning Method in English Teaching

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Abstract

Cooperative learning is a form of teaching activity that takes group as the basic form and uses classroom interaction to promote students' learning so as to achieve common teaching objectives. This paper will look at the advantages and disadvantages of the cooperative learning method. In general, cooperative learning is a method worth studying, which has a lot of inspiration for current foreign language teaching. For example, cooperative learning can provide a variety of activities and increase the frequency and diversity of language learning. Cooperative learning can help improve the ability of cooperation and communication among students. Cooperative learning can reduce students' learning anxiety and make them devote themselves to study better. Cooperative learning can give students more opportunities to communicate in class and promote student center.

Keywords

Cooperative Learning; Classroom Teaching; The Teaching Method.

1. The Definition of Cooperative Learning

Cooperative Learning method (Cooperative Language Learning) is the late 1960s, early 1970s in the United States, is a teaching method, can also be called cooperative learning (cooperative learning). Olsen and Kagan define it as an organized group learning activity where learning relies on socially structured information exchange among group learners, each of whom is responsible for his own learning and motivated to increase the learning of others (Olsen and Kagan 1992:8). Advocates of cooperative learning draw heavily on the theoretical work of developmental psychologists Jean Piaget (1965) and Lev Vigotsky (1962), both of whom emphasized the central role of social interactions in learning. A central premise of the cooperative approach is that learners develop communicative competence in a language through dialogue in the context of social or instructional structures, in addition to which cooperative learning seeks to develop learners' critical thinking skills, which are seen as central to any form of learning. One approach to critical thinking teaching adopted by advocates is called the question matrix (Wiederhold 1995), which is based on the well-known classification of educational objectives designed by Bloom [1995]. The most common and advocated group activities in cooperative learning method are peer and group activities. Its main purpose is to provide opportunities for naturalistic second language acquisition through the use of interactive peer and group activities; Provide teachers with a method that enables them to achieve this goal and can be applied to a variety of curriculum Settings; Focus on specific vocabulary items, language structures, and communicative functions through the use of interactive tasks that provide learners with opportunities to develop successful learning and communication strategies; Improve learner motivation and reduce learner stress and create a positive emotional classroom atmosphere. Cooperative learning method includes five indispensable key contents, namely: Also positive interdependence, promotive interaction, individual accountability, social skills spent in time, group processing of activities.

2. The Advantages of Applying Cooperative Learning in English Teaching

2.1. Cooperative Learning Can Provide a Variety of Activities and Increase the Frequency and Diversity of Language Learning

A central premise of the co-op approach is that learners develop communicative competence in a language through dialogue in the context of social or instructional structures, and co-op also advocates a matrix of questions based on Blum's classification of educational objectives to promote critical thinking. According to Bloom's taxonomy, students' cognition can be divided into six levels: memory, understanding, application, analysis, synthesis and evaluation. The setting of activity types and questions can refer to the six levels of question types. Starting from the simple to the deep, students can learn the text content, the general idea of the article or paragraph, learn the details of the text, and infer the author's writing intention from the memory and understanding questions. Use and analysis questions, guide students to practice and apply the language and text content they have learned, analyze the text deeply, and form a new cognition; Evaluation and creation questions, guide students to evaluate the emotional attitude and values conveyed by the author in the text, process the learned knowledge, learn to transfer and apply, and generate new works. In addition, there are various types of activities in activity grouping. Some mainstream cooperative learning activities include students' group achievement division activities, cooperative projects, three-step interview activities, group game competition activities, block splicing activities, co-learning activities and so on. A variety of educational objectives and activities can help students increase the frequency and richness of language contact and use.

2.2. Cooperative Learning Can Help Improve the Ability of Cooperation and Communication among Students

This is a special and humanistic educational goal in the cooperative learning method. Student learning should not only refer to the growth of language knowledge and skills, but also include emotion, attitude, cultural awareness and so on. This is the biggest advantage that cooperative learning can bring. On the one hand, students communicate with each other in the process of cooperative learning, transforming the original classroom language of the teacher into the unique "student language" among students. Some of the contents taught by the teacher that they understand in class can be solved by communicating with the group members, and the students are often more impressed. In addition, the understanding level of the group members is more consistent, and they know more about the details which are not mainly covered by the teacher but are very important for their understanding. On the other hand, cooperative learning can also better promote the understanding and friendship between classmates. In the process of cooperation and communication between each other, there must be emotional collision, which is not in the traditional class. Students in the cooperation, mutual help, positive atmosphere, in the day and night to get along with the common study and communication, enhance the emotional exchange between each other, cultivate the spirit of cooperation and collaboration between each other.

2.3. Cooperative Learning Can Well Reduce Students' Learning Anxiety and Make Them better Engaged in Learning

In the traditional class, there will be some students who have their own ideas to speak but dare not, because there are more brave students who are willing to speak in front of them, they will always hide behind others, afraid of being called by the teacher, more afraid of taking the initiative to answer questions. In the form of cooperative learning, everyone has the absolute right to participate and speak. In this non-threatening, mutual-aid learning atmosphere, students can freely express their ideas or ask others for help. In group work, students can relax,

feel less anxious, and have more opportunity and time to prepare their own answers. In traditional class, students face the whole class when answering questions, while in group cooperation, students face several group members. It is not like answering questions judgemental, but more like exchanging ideas with each other. According to Krashen's affective filtering hypothesis, anxiety will filter out learning, while a relaxed learning atmosphere can well reduce the filtering, that is, promote students' learning and improve their learning efficiency.

2.4. Cooperative Learning Can Give Students more Opportunities to Communicate in Class and Promote Student Center

The cooperative learning method has changed the single mode of "teacher tells, student listens" in the traditional classroom and emphasized the student-centered teaching. First, the law of classroom learning activities for learners to participate in the actual language provides plenty of opportunities in communication, and communication opportunity to not only the traditional single interaction between students and teachers, also includes the bidirectional communication between students and students activities, play well in the discourse between students ability and communication skills. At the same time, in order to complete the task of the group, the group members explained to each other, clarified, explained, suggested, etc., which showed the various functions of language widely. Secondly, the cooperative learning method creates a relatively relaxed environment, and students are willing to participate and grasp the opportunity first. The members of the group help each other and transform the competition between individuals into the competition between groups. The various forms of group activities enhance students' interest in learning and self-confidence. Third, cooperative learning puts more learning responsibilities into the hands of students themselves, which increases students' self-learning ability. Whether students passively accept or actively learn in learning is an important criterion to measure the teaching effect. In the traditional classroom, more students belong to the former; In the cooperative learning method, teachers are more likely to inspire students, attach great importance to students' subjective initiative, increase their own awareness of language learning, so as to promote autonomy in learning.

3. The Disadvantages of Applying Cooperative Learning in English Teaching

3.1. The Grouping Method is Not Sound

The success of cooperative learning group is one of the factors that directly determines the success or failure of the application of cooperative learning style. How to decide whether to divide the group into two people group, three people group or four to five people group? However, there is no complete grouping mechanism in the cooperative learning method. Because different number of group members will cause different cooperation problems, for example, two people is the simplest way to group, which can promote the cooperation of both parties to the greatest extent, and maximize the sense of communication and participation opportunities. However, this way is not suitable for all activities. On the other hand, the group members are also the determining factor, which is very uncertain for each class. For example, in the group activities of cooperative learning, some students are not willing to compromise with each other because they have some antagonism, which leads to disputes among internal members and too many differences, resulting in internal friction. Or the other extreme and the attitude of "I will always support you" to several people, so that in the process of cooperative task, no matter whether it is correct or not, the ultimate goal of cooperative learning can not be achieved.

3.2. Promote Cooperation Within Groups and Competition between Groups

The original background of cooperative learning method is to avoid competition and internal friction among students. The emergence and application of cooperative learning method can indeed solve this problem well, and some other problems are gradually exposed along with the application process. Within the group, the cooperation between the group members can indeed be well established in the ideal situation, and other undesirable situations should not be ignored. For example, in the group, participants with weak ability may feel isolated and neglected in the whole activity, and their participation and gain will be relatively low. In contrast, the more able participants may be influenced by the less able participants to lower their expectations and participation in the activity. On the other hand, cooperative learning promotes the cooperation within the group, and the existing competition is transferred to the group. In the activity, if the group with strong ability is always better than the other groups, it will make the other groups lose confidence, thus leading to the marginalization of the activity.

3.3. It is Difficult for Teachers to Manage the Classroom

If the groups are properly grouped, the students can smoothly enter the cooperative learning state, and the teacher's task is to observe the group activities at all times, provide motivation and guidance, and ensure that they can complete the task on time. For teachers, one several team management is not easy, teachers need to have a higher plan, organization, leadership, communication and interaction skills, from the preparation before class to class teachers, as well as to the class needs to be highly concentrated, requires a lot of time, is it possible to make a class of resource and energy cooperation study achieve a successful result. Before class, teachers need to carefully plan the role that students need to play in cooperative activities, need to use the materials, need to complete the teaching objectives, etc.; In class, teachers need to give clear teaching instructions, observe the cooperation of students to complete the situation, whether need to be corrected, whether all students are well in the participation and input, if there is an emergency should be how to solve and so on; After class, teachers need to think about how to give feedback to promote the progress and development of all students to the greatest extent. Teachers also need to do a good job of after-class reflection and so on. Therefore, it is very demanding for teachers to implement the cooperative learning method.

3.4. The Evaluation Mechanism of Cooperative Learning is Not Mature

One of the five important elements of cooperative learning method is activity evaluation. At the end of each activity, the members of the same group can be evaluated, as well as other members of the group can be evaluated, and the evaluation is emphasized to help students build up confidence, overcome shortcomings, so as to achieve the learning goal. The specific implementation of this burden falls on the teachers. In the actual classroom, the situation is often different. First, if students are to conduct self-evaluation and mutual evaluation, first of all, what are the evaluation standards? If it is an open situation, how should the evaluation standards be set? Secondly, whether every student has evaluation literacy? Second, if teachers are asked to evaluate after class, how should teachers choose? Whether a group should be evaluated or each member of the group should be evaluated, or a group or a group of students should be evaluated; Thirdly, how to combine formative evaluation and summative evaluation in cooperative learning, how to achieve continuous evaluation and how to achieve diversified evaluation are all problems that need to be solved. The improper use of evaluation mechanism will easily make students lose interest in this way of learning.

4. Conclusion

In conclusion, through the way of cooperation between cooperative learning method to advocate students to promote the development of the individual, the theory innovation of

classroom study way, highlights the advantages of group activities, embodies the affective function of classroom teaching, also opens up a new role of the teachers and students in the classroom role, promote the concept of student-centered, It has a great positive impact on foreign language teaching and is an effective teaching strategy. However, the cooperative learning method is not perfect, it has its essence, but also need to remove the dregs. In a word, cooperative learning method has given the current teaching reform a lot of beneficial enlightenment, worthy of careful study and reference.

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