

Strategies for Cooperative Learning in Grammar Teaching of Senior High School

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Abstract

Grammar knowledge influences students' listening and reading comprehension of sentences, paragraphs, and discourse, as well as their accuracy in speaking and writing. However, in senior high school, grammar teaching pays attention to grammar knowledge, with examination as the ultimate goal and score as the only assessment standard. Most of the time, teachers choose to directly outline the important and difficult sentences, explain the sentence structure and fixed collocation and ask students to take notes to learn new knowledge points and review to consolidate the knowledge points that they have already learned. The result is that students' participation is not high and their interest in learning is not strong, which leads to low learning efficiency and is not conducive to cultivating students' motivation and enthusiasm for English learning. To change this situation, this essay conducts the method of literature review to explore the effect of cooperative learning on grammar teaching of senior high school and put forward some strategies for the application of cooperative learning in grammar teaching.

Keywords

Senior High School; Grammar Teaching; Cooperative Learning.

1. Introduction

According to the requirement of new curriculum standards, the study of English grammar knowledge in senior high school is the extension and continuation of the compulsory education. Students should further consolidate and properly use the grammar knowledge learned in compulsory education through various English learning and practice activities in a richer context, learn to understand and use the new grammar knowledge in the context, and further develop their awareness of English grammar. It proposes that in the teaching process, teachers need to create conditions for students to develop their learning ability, and take the cultivation of students' learning ability as an important goal of teaching so as to cultivate students' ability of cooperative learning, independent learning and inquiry learning.

The main purpose of this paper is to explore the effectiveness of group cooperative learning in high school English grammar teaching, and to explore strategies of applying group cooperative learning to high school students' English grammar learning.

2. Literature Review

2.1. Definition

2.1.1. Grammar

The definition of the grammar is not static. It will change with time and people's views on it. And this paper applies the definition of Chomsky.

Chomsky (1965) holds that grammar is a system of rules that determine how sentences are to be formed, used and understood, which is known as "syntax".

G. Leech (1982) has defined that grammar is a mechanism by which language works and which is used to communicate with other people.

Halliday (1985) sees it as the study of how syntax (form), semantic (meaning), and pragmatic (use) work together to enable individuals go communicate through language.

2.1.2. Cooperative Learning

Cooperative learning, also called the collaborative learning, is based on social psychology, pedagogy, modern cognitive psychology. The foundation is to study and make use of the interpersonal relationships in the classroom teaching. The design goal is the forerunner. The cooperation between students and teachers, student cooperation and teacher cooperation are the basic power. Group activity is the basic teaching way. Group score is the evaluation standard with standard reference evaluation as the basic means to improve the students' academic performance, improve the social psychological atmosphere, and form the student's good psychological quality social skills as the fundamental goal. It is a creative and effective teaching theory and strategy system (Wang Tan, 2002).

2.2. Theoretical Basis

Social constructivism.

Social constructivist learning theory believes that the acquisition of knowledge is constructed by the individual subject rather than passively received. The key to the initiative is that the subject measures the knowledge provided by others and gives it meaning based on his/her own previous knowledge and experience. Therefore, it is impossible to directly impart the meaning of knowledge to students through teacher's explanation. The meaning of knowledge must be actively constructed by students based on their personal experience (Gong Yafu, 2002). In other words, social constructivism believes that learning or acquisition is a process that individuals construct together with others in a social environment, so that individuals and groups can develop from it.

According to Vygotski's definition of the zone of proximal development, in short, the difference between the current level of students and the level that can be achieved through the help of others is the zone of proximal development which is the basis for emphasizing the role of "intermediary" that uses symbolic language to help learners enter the zone of proximal development in the scaffolding. In other words, the people who have a good command of knowledge provide help and support to the relatively unskilled people at the necessary time, which will help these relatively unskilled people to get closer to their zone of proximal development. However, it should be noted that help must be provided only when necessary, and can be withdrawn only when the people who are given help show signs of being able to control themselves and complete the task independently. In this process, learners can slowly approach the higher level of the zone of proximal development.

In the process of group cooperative learning, different learners have different zone of proximal development, and the overlap of different zone of proximal development is conducive to mutual help and progress between individuals.

To sum up, for one thing, social constructivism emphasizes the influence of students' prior knowledge on the learning of new knowledge. Similarly, when senior high school students learn grammar through group cooperation, discussing the more difficult grammatical knowledge, they learn the new grammatical knowledge actually based on the grammar learning methods and grammatical knowledge learned in junior high school. And the teacher needs to design some interesting activities before the learning or create a relaxing and interesting environment to activate students' prior knowledge. For another thing, social constructivism emphasizes the zone of proximal development. This shows that students have room for development and progress, and different students have different development spaces, which require teachers to

teach according to the learning characteristics of students. Of course, this also shows that teachers should give full play to students' learning abilities and characteristics when grouping. Social interdependence theory.

In the early 20th century, Kofka, a representative of the Gestalt school, put forward the viewpoint of "group dynamics as a whole", emphasizing the importance of group power (Wu Xinchun & Guan lin, 2010) In 1949, Dodge improved Kofka's view and put forward the theory of social interdependence. The theory shows that positive mutual dependence and negative mutual dependence are two forces that promote interaction and reverse interaction. Positive interdependence is a positive energy that helps group members to support each other and make progress. Negative interdependence is a negative force that makes members learn separately and independently, with little learning effect (Wang Tan, 2002) Interdependence is a key element for the success of group cooperation. In order to achieve the common teaching goal, there is mutual dependence in resource integration, information exchange, cooperation skills and processing skills. Members in the group depend on each other, and individual progress depends on overall progress to truly achieve academic mutual aid (Shen Quan, 2003) The theory of social interdependence emphasizes the mutual dependence and common progress of group members, and each member must contribute his own strength to the success of the group. For example, students must actively express their opinions when discussing grammar. If their peers have questions, they must also provide timely help and answers. Only in this way can the effectiveness of group cooperation be brought into play.

From the theory of social interdependence which supports the effect of group power, we can conclude that students can be influenced by other group members. Owing to there are positive and negative effects, teachers shouldn't be a bystander but guide students to cooperate.

2.3. Previous Studies on Cooperative Learning

In foreign countries.

At the beginning of the 17th century, the Czech educator Comenius created a class teaching system. He pointed out that if conditions permit, students of the same age and knowledge level should be organized into the same class, and the teacher Teaching is planned in a planned way, and teachers and students can communicate and supervise. He suggested that in order to effectively strengthen management, students can be divided into different classes according to different grades for learning.

In the 1940s, Dodge put forward the theory of cooperation and competition based on the theory of development motivation. It had a huge impact on the spread of cooperative learning. This theory showed that cooperative learning, a new type of teaching method, can improve the performance of traditional teaching methods. Inadequate, it is a teaching mode that effectively improves the quality of teaching.

Johnson and Johnson (2000) studied the effects of cooperative learning teaching method on students' achievement. The findings of these research studies also showed that cooperative learning method was more useful as compared to whole class traditional methods of teaching.

In China.

In the 1990s, many schools developed this teaching method in order to find suitable teaching methods. As the first experimental base in my country, Hangzhou No. 11 Middle School conducted a teaching experiment. After the experiment, the teachers and students unanimously responded: "By adopting the cooperative learning method, students are more active than before. (Wang Tan, 2001).

In 1993, the Ministry of Education began to implement the project "Cooperative Teaching Research and Experiments" in Beijing, Tianjin and other places. Language, mathematics, and foreign language were the main experimental subjects, and then gradually extended to other

subjects. This experiment lasted for six years. After the experiment, cooperative learning has been clearly defined, and educators have a new understanding of this teaching method (Zhou Wei & Jiang Huahua, 2014).

From the above studies, we can see that a number of research studies demonstrated that cooperative learning has more positive effect on students' achievement in grammar of English language when compared with the whole class traditional instruction.

3. Strategies for the Application of Cooperative Learning in Grammar Teaching

As for senior school students, they have learned the relevant grammatical knowledge in junior school. The prior knowledge that students have is not only conducive to their own later learning, but also plays an important role in the learning of other students, and is a resource for common learning. In the process of completing tasks, students have the opportunity to express themselves through participation in communication, interaction and cooperation. In order to make cooperative grammar learning more effective, teachers should do a lot of work.

3.1. Designing Approachable but Challenging Learning Tasks to Involve Students' Cooperation

Cooperative learning not only emphasizes the guidance of teachers, but also emphasizes the cooperation of students. However, in the traditional grammar teaching process, many teachers pay more attention to cooperative learning between teachers and students. Therefore, the understanding and application of cooperative learning between students need to be strengthened and deepened. To achieve this, teachers should design approachable but challenging cooperative learning tasks within the students' learning ability according to the students' level, which is conducive to the participation of students at all stages and levels in classroom learning.

3.2. Design a Variety of Classroom Activities to Arouse Students' Interest

The group cooperation can provide students a supportive and relaxing environment to learn. The pressure of learning under the traditional teaching model will decrease because the decrease of opportunity for them to make mistakes in front of the whole class and they can adjust the learning tempo according to their needs. Teachers should design a variety of different classroom activities to create a relaxing and harmonious environment for students' English learning. In such an environment, students dare to ask their own questions, and work together to solve problems to improve problem solving and analysis and expression skills.

3.3. Balance Teachers' Guidance and Students' Autonomy

It means that in the process of cooperation, teachers should not only guide students to actively participate in discussions, but also allow students to learn to think, learn to express, and learn to communicate which will not only promote the mastery of knowledge, but also promote the enhancement of learning ability. Therefore, in actual grammar teaching process, on the one hand, teachers must urge students to maintain autonomy and independence in the learning process, on the other hand, they must encourage students to solve learning problems through group cooperation, which requires English teachers to actively guide and regulate in the classroom.

4. Conclusion

To sum up, we can conclude that the cooperative learning is beneficial for students' grammar learning. It is difficult for the traditional grammar teaching to attract students' attention

because the less participation of students. While in the cooperative learning model, student is the center who can put up his/her own question and deal with the problem together. Their confidence and interest in learning can be enhanced and their proficiency and level of language will be improved during the process.

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