

An analysis of the implementation of group cooperative learning in college English teaching

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Abstract: *Since the rise of cooperative learning in the United States in the early 1970s, it has attracted the attention of researchers and made substantial progress in theory and practice. At present, it has become one of the mainstream teaching theories and strategies. Previous studies have focused on the theoretical discussion of classroom group activities and the application of foreign language classroom, but a systematic, effective and consensus classroom group cooperative learning model has not yet been constructed, which is difficult to effectively guide college English teachers to understand and carry out classroom group cooperative learning in theory or practice. This study tries to intensify the research in this weak field, and perspective the cooperative learning in college English classroom from the perspectives of educational psychology, second language acquisition theory, social psychology, etc., so as to construct a model of cooperative learning in college English classroom with strong theoretical deduction and good operability, and strive to present some characteristic theoretical constructions.*

Keywords: *college English, Cooperative learning*

1. Introduction

Defining the concept of the research object is the starting point of academic research, which reflects the researcher's unique research perspective and orientation. Researchers focus on cooperative participants, cooperative skills, academic background and other factors to define cooperative learning.

1.1 The three representative definitions.

"Cooperative learning is a teaching activity with the participation and guidance of teachers, which takes heterogeneous learning groups as the basic form, systematically promotes students' learning by using the interaction between teaching dynamic factors, takes group achievements as the evaluation standard, and the group members achieve the teaching objectives together, and at the same time has a positive impact on students' cognition, emotion, self-confidence and peer relationship". Cooperative learning, also known as cooperative learning, is based on modern social psychology, educational sociology and cognitive psychology, based on the study and utilization of interpersonal relationships in classroom teaching, guided by goal design, driven by the cooperation between teachers and students, students and teachers, based on group activities, based on group achievements as evaluation criteria, and based on standard reference evaluation, in order to improve students' academic performance, improve class atmosphere and cultivate students' good psychological quality and society.

1.2 The definition of cooperative learning in this study.

In this study, combining the micro definition and macro definition of predecessors, in a concise, organized and logical way, we try to give a new definition to cooperative learning: cooperative learning is a teaching strategy that makes full use of interpersonal relationship in classroom teaching. Students are divided into study groups under the guidance of teachers, aiming at completing the learning tasks assigned by teachers, and taking team achievements as assessment and motivation for students. Only when students have good cooperative cognition, cooperative emotion, cooperative skills and cooperative behavior can they complete cooperative learning. This definition is characterized by firstly pointing out that cooperative learning, as a teaching strategy, is characterized by making full use of interpersonal relationships, and then logically pointing out the roles of teachers and students in classroom teaching interpersonal relationships: teachers act as instructors, guide how many students to form a study group, determine what the learning tasks of each group are, and how to assess team achievements and reward team members; As the concrete implementers of cooperative learning tasks,

students must have good cooperative cognition, cooperative emotion, cooperative skills and cooperative behavior under the guidance of teachers, so as to complete the learning tasks assigned by teachers and achieve the predetermined teaching objectives of teachers. This definition not only explains the essence of cooperative learning at the macro level, but also defines the roles and requirements of the subjects of cooperative learning at the micro level, which integrates theory with practicality and is relatively scientific.

2. The eight links of cooperative learning mode in college English classroom

Practice and research show that if people want to acquire a language, they must repeatedly use language materials and rules to express their thoughts, and gradually master the use of language in a large number of language communication exercises. This language acquisition device determines that if learners want to master English listening, speaking, reading and writing skills skillfully, they must participate in a lot of English communication training and learn to use English correctly through repeated expression and constant error correction. Cooperative learning, an English classroom teaching design that allows students to actively participate in language learning, is in line with language acquisition device's initiative. Whether this theoretical concept can achieve a good teaching effect in college English class depends on whether the cooperative learning system is designed reasonably, and whether teachers and students can realize their role functions, complete their respective tasks and better achieve teaching objectives.

The system construction of cooperative learning in English classroom teaching can be divided into many links. First, establish the pyramid organization level of cooperative learning. The pyramid network of cooperative learning is divided into four levels. The first layer is the highest level of the network, which is acted by one person, and is the general manager of cooperative learning in English classroom. Only English teachers can take up this authority. English teachers are responsible for developing curriculum resources of cooperative learning, managing and guiding classroom cooperative learning, and increasing the progress of cooperative learning in groups and the participation of members in activities. The second layer is the five student leaders elected by the class. These five people are the people that the whole class likes and trusts, are enthusiastic about learning and class affairs, and have high authority in the minds of the students, so they can be selected first from the class cadres. The five student leaders are directly responsible to the English teacher in charge, supervise and record the cooperative learning of each group, and regularly report the cooperative learning of each group to the English teacher. The third layer is a group leader selected by each study group. The student has relatively excellent English scores, cheerful personality, warm and generous, strong communication skills and good interpersonal relationship, and is responsible for the specific activities of cooperative learning. The fourth layer is the members of the cooperative group. Each study group is composed of four students, which is composed according to the principle of 1/2/1, that is, one gifted student takes one poor student and then two ordinary students. They carry out cooperative learning under the supervision and management of the group leader. After completing these levels, a complete pyramid organization of cooperative learning was established. This link focuses on establishing the basic structure of cooperative learning group, setting up relevant staffing, determining the respective responsibilities of personnel, and forming a learning group with distinct levels, clear division of labor and high efficiency.

Second, train the team leader at the third level. The leader of the group is the direct person in charge of cooperative learning, and whether he is familiar with the law of cooperative learning and timely controls the learning process determines the success or failure of cooperative learning. "Generally, students with good grades, collective honor, strong sense of cooperation, good oral expression ability and organizational ability should be selected as group leaders". From this point of view, the key to the successful development of cooperative learning is the quality of the third-level team leader and his mastery of cooperative learning skills. After training in cooperative learning skills, the team leader with high English level, strong sense of honor and outstanding management ability knows how to summon members to carry out cooperative learning, control the division of labor and cooperative activities of the whole group, motivate members to speak and give each student appropriate opportunities, which directly affect the effect of cooperative learning. Therefore, the leaders of the third level should be trained strictly until they master the cooperative learning skills.

3. Establish the content of each cooperative study

Cooperative learning requires every student to actively participate in it and form a strong interactive atmosphere, so as to play its due role. Teaching content should meet the interactive requirements of cooperative learning, be open and discursive from multiple perspectives, and be close to students' real life. "The designed problems should be equivalent to students' intelligence, experience and knowledge structure". This kind of learning content can stimulate students' interest in learning and cooperation and exchange, and make students join in cooperative learning happily.

Fourth, make cooperative learning cards. Let students make their own cards according to the teaching content and requirements, for example, write the words or grammar that the teacher just explained on the cards, and carry out cooperative learning on the cards, and "create a learning situation" through group communication and interaction. This learning situation simulates life situations, allowing students to use words and grammar to communicate in the construction of life situations, thus improving the accuracy and efficiency of language learning. An unexpected result of cooperative learning with cards is to teach students to reconstruct their own knowledge structure, learn to systematically summarize and summarize knowledge points, and turn teachers' knowledge into their own knowledge, that is, to master the training goal of autonomous learning in essence.

4. Carry out demonstration

Demonstrate students to master the essentials of cooperative learning. English teachers should decompose the teaching content, and the decomposed parts should be moderate in capacity, logical and easy to systematize. Then, the English teacher writes the pattern of making cards, presents them on stage, and studies and demonstrates them in cooperation with student representatives. After the demonstration, we can discuss with the students to see what doubts there are, adjust the demonstration contents and methods according to their feedback, and conduct a cooperative learning demonstration carefully to complete the training of students with high quality.

5. English teachers play the role of guide

English teachers should be good at acting as guides in cooperative learning. As the chief person in charge of cooperative learning, English teachers should not only formulate the contents and objectives of cooperative learning and control the time and process of cooperative learning, but also use certain methods to guide students to treat cooperative learning correctly so as to ensure the realization of teaching objectives.

5.1 The organic combination of objective reflection and subjective guidance.

The purpose of English teachers' guidance to students is to adjust and change students' cognition, concept and behavior of cooperative learning, so as to meet the requirements of cooperative learning. In real classroom teaching, some students don't know enough about the characteristics and importance of cooperative learning, which leads to procrastination and laziness in learning behavior. As long as others participate in cooperative learning and complete the tasks assigned by teachers, they will hang high; Some students are introverted, do not like to interact with others, reject collective life, and have an indifferent attitude towards cooperative learning. These students' inaction and free-riding behavior will lead to the classroom "silence" when the situation is serious, "that is, in the activity group, most of the team members don't speak or can't speak at all, and they are unwilling or unable to use English to communicate and discuss with their partners, resulting in the ineffective development of group cooperative learning activities". These problems are not conducive to the normal development of cooperative learning. English teachers need not cover up, but can reflect all kinds of problems of cooperative learning to students in class, put facts and problems in front of students, and let them reflect deeply, so as to understand the causes and harms of the problems. After students understand that these problems hinder cooperative learning and are detrimental to their own development, teachers should guide them to think about how to solve problems and promote cooperative learning. Teachers should clarify the requirements of talents' English application ability and social communication skills in the era of globalization, so that students can understand that if they want to gain a place in social competition after graduation, they must have skilled cooperation skills, team awareness and strong English application ability. Through such objective reflection and subjective guidance, under the

rational spirit of "economic man", the advantages and disadvantages of ideas and behaviors make students change their attitude towards cooperative learning, comprehend the concept of cooperative learning, and actively practice cooperative learning.

5.2 Set an example to stimulate yearning.

The role model is an advanced model in cooperative learning, and the study group serving as the role model has strong cohesion, and can quickly implement the English teacher's intention and complete the learning task efficiently. Under the influence of group motivation, conformity is common. "Conformity is not only to act like others, but to mean that individuals are influenced by others' actions". According to the herd theory, group members will not only be influenced by excellent students' cooperative learning, but also by advanced group cooperative learning as a whole. The power of example is great, which can lead the trend of cooperative learning. English teachers can set up one or two role models in the whole class, praise and publicize them, and arouse students' yearning for excellent grades. Students control, adjust and improve their cooperative learning behavior by observing, understanding and experiencing the learning behavior of role models, and improve the overall appearance of cooperative learning driven by role models.

6. The practice of graded college English teaching in normal colleges and universities

6.1 In the stratification of students.

In the first week of freshmen's enrollment, we sort each student according to the English scores of the college entrance examination, and at the same time, combine the English oral test scores, and conduct a comprehensive test on each student's English ability. On the premise of seeking students' personal wishes, according to the proportion of about 30% and 70%, non-foreign language students and non-art students are divided into A and B levels, and art students are divided into C levels. Three-level graded teaching is carried out and dynamic management is carried out. In the future teaching, if students with unsuitable levels are found, they will be adjusted in time.

6.2 In the specific curriculum

As a normal college, college English courses are divided into basic courses and extended courses, which are offered for four semesters with a total of 14 credits. The basic courses include four courses of college English I, II, III and IV, while the extended courses include intensive reading, European and American cultural history and other language skills, culture and professional courses. Each student can choose to study independently according to the curriculum requirements. At the A level, by accelerating the teaching speed and expanding the study of courses, students with spare capacity can enhance their English application skills and further improve their English level to meet the "higher requirements". At the B level, students can improve their English listening and speaking abilities by accelerating the teaching progress and improving their basic language learning, so as to meet the "higher requirements". At C level, through normal teaching progress and basic language course study, students can master the basic language requirements of "listening" and "speaking" and meet the "general requirements".

7. Organization and Management of College English Graded Teaching

Graded teaching is of great practical significance in college English teaching reform. Carrying out graded teaching is not only beneficial to students' individual growth, but also beneficial to teaching students in accordance with their aptitude and promoting teachers' ability and level. How to organize and manage graded teaching not only tests the comprehensive organization ability of the school, but also concerns the great plan of students' growth and development.

According to the graded teaching of college English in a normal university studied by the author, the teaching organization and management of the school are powerful, the departments and departments implement specific plans effectively, teachers teach students in accordance with their aptitude, and students' individualized development is effective, which initially achieves the goal of graded teaching.

1) In the specific organization and management, in the curriculum arrangement, break the boundaries between majors and classes, adopt modular way to arrange classes, specify English teaching

hours, and divide college combinations.

2) The implementation of hierarchical teaching, the implementation of dynamic management, allowing individual students to fine-tune the learning level. Those who have difficulties in learning and fail to pass the examination can be transferred to the teaching classes with lower requirements after their application and school approval at the beginning of the semester. Excellent academic performance, under the premise of class capacity, upon my application and school approval, can be transferred to a higher level of teaching classes.

3) College English curriculum assessment adopts the combination of process evaluation and summative evaluation, and attaches importance to the cultivation of students' comprehensive language application ability, especially listening and speaking ability. Among them, process evaluation includes students' performance in classroom teaching, computer-aided testing, project-based task-based activities and so on; The summative evaluation takes the form of level test, and evaluates the objectivity of students based on the teaching content.

4) Students of Grade A and Grade B who meet one of the following conditions can apply for exemption from the next semester's college English course, and the application procedures should be handled at the beginning of the next semester. The whole school won the second prize and above awards in national competitions such as the National English Speech Contest and the "FLTRP Cup" National English Writing Contest. The CET-4 score of the national college English test reaches 550 points or CET-6 score reaches 500 points. The comprehensive scores of exempted students in college English courses are counted as 90 points.

8. The implementation of college English graded teaching problems and improvement methods

There are problems

1) Lack of self-confidence, affecting some students' language learning enthusiasm.

Under the principle of teaching students in accordance with their aptitude, we graded students according to their scores and language abilities. After grading, the enthusiasm of class A students is aroused, but class B, class C, especially class C students sometimes have a feeling of giving up on themselves, and feel that they are the last, so they don't have to study hard. At the same time, due to the lack of role models, class C lacks motivation and enthusiasm for learning, which has a negative impact on language learning.

2) Lack of class cohesion, affecting the quality of classroom teaching.

In the specific grading practice, students from several different majors or even different departments are combined across majors and departments. Students study together in class, but there is no more communication after class, which leads to the lack of cohesion and compatibility among students. In the long run, students lack deep communication, which directly causes students to be difficult to actively participate in the curriculum, or interactive teaching projects have poor effect and serious impact.

3) Improving methods.

In view of the above problems, the leaders of departments and colleges have organized special teaching and research discussions for many times, made specific analysis and negotiated solutions, and put forward targeted opinions and suggestions on graded teaching.

4) Explore cooperative learning in groups.

Drawing lessons from the experience of small teams in the project system, we continue to divide several study groups into small study teams, and give full play to the team cohesion and cooperation spirit, thus breaking through the problems of insufficient confidence of individual students and insufficient class cohesion in the graded teaching.

5) To further improve teaching methods and strengthen classroom management.

The key point is to strengthen teachers' classroom control ability. Consolidate the core position of teachers in the classroom, at the same time, strengthen lesson preparation and knowledge development, use vivid and interesting examples to drive the classroom atmosphere, arouse students' enthusiasm and initiative, let students participate in the classroom, and let them establish a sense of ownership, instead of passively listening to lectures. In this relaxed and happy atmosphere, the students are more

motivated to learn, and the teachers' teaching enthusiasm is higher, so as to achieve a win-win goal.

In a word, in the future education and teaching, especially in normal college English teaching, teaching students in accordance with their aptitude and graded teaching is an important way for us to focus on development. To push forward the teaching reform in depth, we need to make constant efforts and try constantly, and explore a more perfect graded teaching mode through the accumulation of achievements one after another, so as to make efforts to improve students' comprehensive language quality.

9. Conclusion

Under the guidance of English teachers, students form a correct concept and attitude towards cooperative learning. Under the control of this concept and psychology, learning behavior is conducive to the smooth implementation of cooperative learning and the realization of cooperative learning effect. Coupled with the leading role of role models and the drive of herd mentality, college English classroom teaching is carried out in an orderly manner according to the established teaching plan to achieve the expected teaching objectives.

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