

# Research on the Application of Group Cooperative Learning Mode in College English Teaching in the Age of "Internet +"

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**ABSTRACT.** *The advent of the "Internet +" era has had a profound impact and positive promotion of the reform of the English teaching model. This paper expounds the practicality of the group-based cooperative teaching mode in the "Internet +" era; then it briefly introduces the specific process of the group teaching in the college English course teaching practice using the group cooperative learning mode.*

**KEYWORDS:** *"Internet +", group cooperation, learning mode.*

## 1. Introduction

The advent of the era of "Internet +" has had a profound impact on the rapid development of all areas of society and played a positive role in promoting it. This kind of influence and promotion is also very significant for college English teaching. Relying on the convenient network environment and abundant digital resources, the teaching mode of college English course has undergone many innovative reforms and changes. Some advanced teaching models, such as mooc, micro-class, blended teaching and other new teaching models, have injected new ideas and impetus into the development of English teaching. At the same time, some of the traditional teaching mode with information technology integration, not only make the absence of some of the original and barriers has been effectively improve and perfect, further created many new practical function and value system, make the traditional teaching mode in the form of new college English teaching process more efficient. Internet + group cooperative learning model is such a new teaching model after nirvana. Based on the author's teaching practice, this paper expounds the effective application of this teaching model in college English teaching.

## 2. Advantages and disadvantages of the traditional group cooperative learning model

Group cooperative learning model is a traditional English teaching model. Cooperative learning theory originated in Britain in the 1960s and America in the 1970s. It is mainly organized in the form of group learning, requiring team members

to share goals and resources, participate in tasks together, communicate directly and learn cooperatively. Take the group achievement as the evaluation standard, achieves the teaching goal together the teaching activity. Group cooperative learning mode is widely used in English teaching, but its actual effects vary greatly. Due to the cooperative learning group is a group activity, in the process of learning is very stress between team members and the interaction between the teacher and students and communication, in task allocation, task collaboration and resource sharing, unity and coordination study the time and place, and other links and factors that need to be team members work together to in step to make the group learning task smoothly and achieve the desired effect. However, in practice, if the above mentioned factors cannot coordinate with each other, the effect of cooperative learning will be poor. Many students, especially the rather reserved character, students are not good at cooperation with others is very difficult to into the team's collective activities, so that it can make the group cooperative learning become a mere formality, only a part of people representing the whole group to complete the task, the final evaluation result is not accurate, in this case, the teacher can't really understand the completion of the task for each of the students and the knowledge of the situation. Therefore, although the grouping cooperative teaching model can effectively mobilize the classroom atmosphere and stimulate students' enthusiasm for independent learning in English classroom teaching, there are some students who fish in troubled waters and passively cope with group activities. In a class with a large number of students, it is difficult for teachers to control the participation of each student in group activities.

### **3. The practicability of the Internet + group cooperative learning model**

The arrival of the information age has brought innovative development and application space for the grouping cooperative learning mode, which makes this traditional teaching mode, with the support of information technology and network media, make full use of advantages and avoid disadvantages, and better serve classroom teaching and students' independent learning activities.

First of all, in the Internet era, the amount of information has exploded. In order to quickly sort out the most comprehensive and accurate information and data among the complicated information and materials, it is faster and more efficient to rely on the collective power than to fight alone. The members of the team can work together and perform their respective duties. The retrieval, classification, screening, identification, sorting and streamlining of materials and information can be completed in cooperation with each other. This not only ensures the completion time of information collation, but also locks the accuracy of information under the protection of group wisdom.

Secondly, using the network platform and various social software, the communication and discussion between team members are no longer restricted by time and place, and the information transfer between them is more rapid and convenient. While ensuring the timeliness of information transmission, the more important role is that some students who are not good at social activities and have

difficulty in communicating with others in face-to-face situations can participate in group discussions and other group activities more freely through social software. This solves the problem that in traditional group activities, some students' participation in group activities is almost negligible or even just playing the audience.

Thirdly, from the perspective of teachers, it is more difficult for teachers to control the learning situation of each student when the teacher-student ratio is greatly different. Although teachers can communicate with each student concretely through the network media, it is difficult for teachers to timely respond to each student's questions in the case of one-to-many communication. If students ask questions in groups or communicate and discuss with teachers, this problem can be solved better. At the same time, teachers can also help the group leader to supervise and manage students' learning.

Last but not least, the highlight of group collaborative learning is the presentation of the final research conclusion or the report of the learning results. Students can cooperate with each other to present their learning gains in a more three-dimensional and diversified form than individual presentation. In the network environment, teachers can assign students a variety of learning tasks. Many learning and practice activities that cannot be completed in the traditional classroom or can only be completed by virtualization can now be presented more vividly and innovatively in groups with the help of network technology. At the same time, students present their homework in the form of courseware demonstration, and the process of making products also promotes their learning and application of multimedia technology.

#### **4. The application of Internet + group cooperative learning model**

##### ***4.1 Group allocation and management***

The author teaches the public English course of the university. The teaching class consists of three administrative classes with a total number of 90 students. Due to the large number of students, the management of classroom order has now risen to almost as important a responsibility as the teaching task. Group cooperative learning mode plays its unique role in this link. Divide 90 students into 10 groups and choose one leader from each group. The teacher-student ratio went from 1:90 to 1:10. In addition to teaching activities, daily management also takes the group as the unit, and the group leader is responsible for the system, including absence, lateness and other situations can be assisted by the group leader management. This greatly reduces the workload of teachers in classroom order management. Using social networking software, each group establishes an online group, and teachers join each group to guide and urge students to learn independently online. Compared with one-to-one guidance for each student, guiding students to learn in groups greatly reduces the workload of teachers and improves the efficiency of online communication between teachers and students.

#### ***4.2 Group cooperation and supervision***

After the formation of the study group, the learning tasks of the group members were mainly completed in the form of mutual cooperation. Some basic knowledge contents required repeated practice by each member and mutual supervision among the group members. Group learning tasks include listening, speaking, reading, writing, and doing. Each part requires students to cooperate with each other to complete the task. Due to the particularity of English learning compared with other subjects, most students find it difficult, boring and difficult to stick to it in the learning process. Pairs or study groups are better at solving related problems. Students are encouraged and led by their peers in the learning process, and can discuss and study when they encounter difficulties, which gradually changes and improves their interest and enthusiasm in learning English.

#### ***4.3 Group tasks and activities***

The assessment method of students' English course performance is the final exam plus the usual score, with a proportion of 6:4. Students' completion of learning tasks in the study group is the basis for their scores at ordinary times. Therefore, students attach great importance to the study tasks in the group, and their participation degree is high. According to the course content, the assignment of group learning tasks is divided into four parts: pre-class preparation, in-class presentation, after-class analysis and discussion, and after-class improvement and summary. The first two parts mainly completed the content of language knowledge learning and training, while the second two parts, as the expansion part, mainly guided students to improve their cultural knowledge and feelings.

Group learning tasks will be posted through group social groups. In the preparation part, the teacher will assign students to complete vocabulary and basic grammar cognition, oral training and background information collection related to the course topic. In the part of vocabulary and grammar cognition, students are required to check each other in pairs. The oral training part also requires two or three students to complete the dialog together. Background information can be collected by the group leader assigned group members to cooperate with each other. The completion of each link should be uploaded to the group in the form of audio, video, document, etc. The teacher should check and give the scores one by one.

In the presentation part of class, students are required to report and present the learning content of the preview part before class and the conclusion report of the topic discussion after class. In order to arouse students' learning enthusiasm, group PK was adopted to evaluate the group's performance, and students were encouraged to display the group's task results in various forms. In order to achieve the best effect, students will carefully prepare the presentation part, make courseware with multimedia technology, or link to network resources, prepare costumes and props, etc., and display the materials collected by students through rich pictures, sounds and videos. Through the performance of sketches, cross talk, drama and so on to express students' understanding of the learning content; Through the debate between

the two groups to show students' understanding of the text topic, and in the performance of the sketch or debate can use information technology to achieve better classroom effect. Through these rich and colorful task content and task form active classroom atmosphere, but also mobilize students' learning enthusiasm, greatly improve the enthusiasm of students learning English.

In the after-class analysis and discussion section, the teacher will design a discussion topic around the subject of the course, or select a topic of discussion value according to the content of the course for students to think and discuss. The discussion process is mainly completed online with the help of network media. Students discuss in groups, and the teacher will participate in each group discussion to answer the students' questions. In the end, each group will make a group report on the discussion results and report the summary in class. Meanwhile, each member of the group will complete a summary essay. The essay is uploaded to the group platform for teachers to review online.

The after-class improvement summary part is the extension and extension part after the completion of the main content of the course. The teacher will recommend some literature and cultural knowledge resources related to the subject of the course or guide the students to find relevant materials for extensive learning to enrich their knowledge reserve. On this basis, it is suggested that students carry out some expansion practice in groups. For example, dubbing English films, imitating a piece of literature or movie classics, learning to sing a famous English song, reading a classical English poem, etc. Due to the difficulty of this part, students choose to participate voluntarily. In the preparation process, team members give full play to their strengths, division of labor and cooperation, and strive for perfection. Team members are responsible for preparing props and costumes, making background courseware, arranging script lines, and background music. The performance process is recorded on video and sent to public groups, so that students can feel a sense of accomplishment when they appreciate their performance and have more participation in the class.

## **5. Conclusion**

In the context of information technology and curriculum integration, grouping and cooperative learning model plays its unique role in college English teaching. The grouping and cooperative learning mode realizes the teaching concept of "double subjects" with teachers as the leading role and students as the learning subjects, which greatly promotes the teaching efficiency of teachers and improves the enthusiasm of students for autonomous learning. With the continuous development and innovation of network technology, the Internet + group cooperative learning mode will also emerge at the right time with more flexible and changeable application modes suitable for English teaching, better serving English teaching activities in universities.

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