

# **Application of Cooperative Learning Mode in Adult Public English Learning in Modern Distance Education**

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**Abstract:** The increase in international exchange has greatly highlighted the important position of English. English has developed into the first language of international communication. Colleges and universities are important places for English learning, but for adult learners, the time away from school is longer, and public English learning cannot be carried out in accordance with traditional teaching methods. The development of distance education provides a good development path for adult English in China, and the application of cooperative learning mode lays a good foundation for the development of English public learning activities. However, from the application status of the cooperative English model, there are still many problems in the application process. It is necessary to study the factors affecting the English cooperative learning model in order to promote the development of adult public English in China.

## **1. Introduction**

The increasing status of China in international exchanges and the increase in international exchanges have increasingly highlighted the importance of English. In the fast-developing market conditions, learning to communicate and communicate in English is not only an important skill that students must master, but also an important skill for the survival and development of members of society. Due to the limitations of traditional education in China, the opportunities and channels for adult learners to learn English are very limited. With the development and progress of science and technology, the emergence of modern distance education provides a good platform for adult English learning in China. Adult learning The person can choose the required content according to his own needs, especially the application of the cooperative learning mode in adult public English learning effectively improves the quality and effect of adult learners' English learning, and not only fully mobilizes the majority of adult learners' English. The enthusiasm and enthusiasm of learning, and the creation of a good atmosphere of English learning, laid a good foundation for the development of English teaching in China.

## **2. Modern Distance Education Adult English Learner Features**

Compared with students in the school, adult learners have limited time to conduct English learning activities, have fewer opportunities to learn, and have a single learning spur. In contrast, students have sufficient time to study and be able to teach teachers anytime, anywhere. Also, adult English learners are often influenced and restricted by various external factors in the learning process. For example, adult learners often have to work and bear the dual responsibility of work and family. For adult learners. Not only must we complete our work, but also take time to study, which will bring severe life pressure and work pressure. Therefore, it is necessary to start from the characteristics of adult learners and understand the aspects of adult learners' English learning to effectively improve the quality and effect of adult English learning in distance education.

## **2.1 The English Foundation is Weak, and There is an Absolute Difference in the Level of Learning.**

In the survey, it can be found that adult learners have not been exposed to English for a long time. It has fewer opportunities to learn English in their daily life or have not created a suitable English learning atmosphere in their daily work which making English learning for adult learners. The level is still at the elementary level, and after entering the society, there is no English learning, and the original English foundation will be slowly forgotten over time. For the majority of adult learners, the lack of English listening and speaking ability and vocabulary is the most common phenomenon in distance education. As an essential primary subject in our country, English is an essential compulsory course for different majors. It often causes learners to suffer in their studies. In addition, compared with full-time students, there are some differences in the learning motivation and knowledge acceptance level of different adult learners. For example, adult learners have a large age span. Therefore, there are essential differences in the individual's memory level during the English learning process, which will make the English learning efficiency of different adult learners have a large gap.

## **2.2 It is Susceptible to External Factors during the English Learning Process**

Adult learners encounter more difficulties in distance education than full-time students, and the actual situation is more complicated. By investigating the majority of adult learners, it can be found that insufficient time for learning is the most significant influential factor for adult learners in public English learning in distance education. This is because adult learners have already done the corresponding work and have rich experience in life and work experience. For them, not only must they complete the tasks assigned by the leaders on time, but also take care of their families, so seek employment. The balance between family and family is an integral part of life for adult learners. This will bring enormous pressure to adult learners. For adult learners, if they want to learn English, they must arrange their working hours reasonably. Only in this way can we participate in the free English learning of distance education.

## **2.3 Have a Clear English Learning Goal and Have Utilitarianism**

Many adult learners do not have a keen interest in English learning, but China's education industry promotes English courses as an essential basic course, so even if many people are not interested in English learning, they still devote themselves to English learning. Unlike students, adult learners' English learning activities have explicit goals. Many adult learners are more concerned about whether the English test can pass because only a corresponding certificate can get a large number of promotion opportunities. Therefore, adults Learners are indifferent to the content of English teaching and do not care about their knowledge of English. It can be seen that adult English distance learning activities have obvious utilitarianism. In the distance education adult public English learning, many adult learners often use the temporary learning method, through the pre-examination assault review to pass the relevant English test, long-term use of such learning methods, will make adult learning English learning content Not systematic enough, and after the exam is over, few students review in time, so the English knowledge of adult learners is gradually forgotten.

## **2.4 Have Strong Self-Control**

The concept of life, values and development of adult learners has been formed. Therefore, it is necessary to formulate similar learning goals in the event of public English in distance education, and the self-control ability of adult learners is stronger than that of students in school. A well-developed development plan has been developed. Therefore, adult learners can achieve their own development goals according to their own strengths and strengths and can find methods and strategies that suit their needs under the guidance of teachers.

## **2.5 Can Not Quickly Adapt to Distance Education**

For adult learners, the influence of traditional teaching thoughts is severe. Therefore, they are more inclined to conventional classroom teaching. The development of science and technology has changed the way of teaching in China. The development of distance education has dramatically improved the way of classroom teaching in China. People can study without leaving home, but such a new way of learning is challenging to be recognized and accepted by adult learners. Therefore, in the distance education process, adult learners need to spend a long time to adapt to the teaching environment of distance education.

## **3. Status of Adult English Learning in Distance Education**

The development of distance education provides a good opportunity for the reform and progress of China's education, and the development of distance education has changed the traditional way of education in China, providing a large number of learning opportunities for the majority of members of society. This is the improvement of China's comprehensive national strength and national quality. The promotion has laid a good foundation. However, judging from the current situation of adult English learning in China, many individuals in the society still have some misunderstandings about public English learning in distance education. In addition, compared with foreign countries, China's distance education started late, and the development system of distance education is still not perfect, which has affected the development and progress of distance education and English teaching in China to some extent. Therefore, it is necessary to deeply study the current situation of adult public English learning in distance education, and analyze the corresponding influencing factors, thus laying a good foundation for the development of English.

Judging from the current situation of distance learning for adult learners in China, many adult learners have not yet realized the role and advantages of distance education and its importance in the cultivation of talents. Such an idea makes many adult learners more willing to accept the tradition. The public English learning style is difficult to accept the new teaching method of distance education. The development of distance education can be said to have greatly changed the traditional teaching methods. However, compared with other countries, the teaching content, teaching plans and teaching methods of distance education in China still need to be further improved, thus providing rich learning resources for the majority of members of society.

Secondly, in the process of distance education, relevant educational institutions did not pay attention to the creation of a good learning atmosphere. In fact, a good language environment plays a vital role in the English learning process, and a good language learning environment enables the majority of learners to learn on the basis of understanding the English cultural background, which not only fully mobilizes the learning of the students. Enthusiasm and enthusiasm, and can improve the quality and effectiveness of English learning. However, from the current situation of adult public English learning, in the process of learning, teachers did not create a good teaching atmosphere, so that adult learners did not fundamentally feel the necessity and importance of English learning.

Finally, in the process of distance education adult English public learning, many adult learners did not develop good study habits. Language learning is a long-term process. The same is true for English learning. To learn English well, you must persist in long-term persistence, continuous learning, continuous training, and develop your own development skills and develop good study habits based on your knowledge. Only in this way can we learn public English knowledge. However, for adult learners, due to time and space constraints, many times can not participate in distance learning on time, and in the distance education public English teaching, teachers are often neglected to manage, making three days of fishing for two days. The situation is very common. This makes adult learners often only know how to learn, and do not have a good learning method.

#### **4. Introduction to Cooperative Learning Model and Its Problems in Adult Public English Application**

The cooperative learning model refers to the cooperation between teachers and students and students, to achieve the goals of the group activities, to cultivate the unity and cooperation awareness of the majority of members, and to promote the improvement of the academic performance of the group members. On the whole, cooperative learning can not only cultivate students' thinking patterns, promote the sharing of resources, but also improve the quality and effectiveness of activities. In the process of distance education adult public English teaching, group discussion and communication between adult groups is very important. This kind of learning mode is convenient for adult learners to formulate corresponding learning tasks according to actual conditions, so that the majority of members can carry out this as the center. Public English learning, the development of this learning model can effectively improve the quality and efficiency of adult public English learning.

The development of the cooperative learning model can fully mobilize the enthusiasm and enthusiasm of the adult colleges to improve the learning quality and learning effect of adult English in China. Although the cooperative learning model has been widely used in China, the results have been minimal and cooperative learning. There are still many problems in the model, which affect the development of adult English in China. In order to improve the teaching effect of the cooperative learning model, it is necessary to analyze the problems that arise in the application of the cooperative learning model. Only in this way can a targeted teaching plan be developed to avoid the appearance of undesirable phenomena. In general, there are several problems in the cooperative learning model in adult public English learning:

##### **4.1 The group assignment is unreasonable**

Many English teachers mainly adopt a random distribution method in the cooperative learning process. In the grouping process, the students' personality, specialties, gender and other factors are not considered. In this way, the study group is formed by the team members who do not know each other and communicate with each other. Certain problems, as well as some adults' English learning levels are generally the same, can not achieve good results in the group discussion process, the goal of cooperative learning is difficult to achieve.

##### **4.2 Adult learners have difficulty grasping the progress of classroom learning**

Judging from the practical application effect of the cooperative learning mode, the teaching process is not excessively lively or quiet, teachers can not understand the communication content of adult learners in a timely manner, and whether the knowledge points are firmly grasped, therefore, it is difficult for teachers to have an effect on classroom learning. Take control. In addition, because adult learners have very limited free time, in daily life, not only must they complete their work tasks, but also take care of their families. Therefore, adult learners participate in discussions for a very limited time and will Have an impact on the content and quality of the discussion.

##### **4.3 Lack of a sound evaluation system**

In the process of distance education adult public English learning, teachers must track the effect of the cooperative learning model. However, for teachers, they are seriously influenced by traditional educational thoughts. They are more willing to adopt the traditional teaching evaluation model in public English learning, which will make the effect of cooperative learning greatly reduced. The use of traditional teaching methods will ignore the group. The personality development of members. What is more, if in the process of cooperative learning, once there are too many groupings, the teacher can only analyze and evaluate the learning situation of some groups, and cannot do all the considerations. In the long run, it will inevitably affect the interest of the majority of adult learners in cooperative learning.

## **5. Application and Improvement Measures of Cooperative Learning Mode in Adult Public English Learning**

According to the above analysis, although the application of the cooperative learning model has strong advantages, if it is not applied correctly, it will affect the effect of adult learners' public English learning. Therefore, it is necessary to analyze the problems that cooperative learning has appeared in adult public English application, formulate targeted learning programs, improve the learning quality of adult public English in distance education in China, and improve the English learning level of adult learners in China. Based on this, the cooperative learning model can be improved from the following aspects:

### **5.1 Scientific Grouping of Adult Learners**

In the process of distance education, adult learners come from all corners of the country. The living environment, educational environment, working environment, free time and adult learners have different levels of knowledge acceptance and learning ability. Therefore, blind learners are familiar with adult learners. Grouping or random grouping is very unfavorable for the development of public English learning activities. Therefore, in the process of distance education adult public English teaching, teachers must first have a general understanding and understanding of adult learners, master the general situation of adult learners, only fully understand the personality characteristics of adult learners and the English foundation and knowledge acceptance. Ability to scientifically group adult learners. For example, according to the learning level and personality characteristics of adult learners, students are grouped according to the principle of combining heterogeneity. Here, homogeneity refers to the same basic knowledge and cognitive ability of adult learners, in group discussion and communication. There is a common language in the process, which is conducive to a good learning atmosphere in the process of public English learning. Heterogeneity means that the hobbies and English levels of the group members are different, but these adult learners can mutually promote each other. Make progress together and promote the growth and development of individual members. In general, heterogeneity plays an important role in the allocation of cooperative learning groups, but at the same time, it is necessary to focus on grasping the average level of English learning in different groups, laying a good foundation for group cooperation and competition. In addition, in the grouping process of the cooperation group, we must pay attention to the importance of homogeneity and help to form a good atmosphere of cooperation within the study group.

### **5.2 Finding Active and Effective Forms of Cooperation**

The cooperative learning model is essentially a process of different information exchange and integration. In the process of cooperative learning, we must find a positive cooperation mode to promote communication and communication between different adult learners. In order to improve the efficiency of cooperative learning for adult learners, the following methods can be used in the public English learning of distance education: the first cooperation preview. Its main goal is to cultivate the intelligence of adult learners and stimulate creative thinking. In English public learning, teachers should choose the corresponding cooperative learning objectives and formulate corresponding cooperation programs, which not only stimulates the enthusiasm of adult learners in English learning. Enthusiasm can also promote cooperation and exchange among different adult learners, grow together and develop together. After completing the collaborative learning goals, teachers and team members will also examine the effects of English learning. The second cooperation show. Its main forms are content explanations, group performances and classroom debates. Teachers must first choose a corresponding topic. Different adult learning groups should use computers and the Internet to communicate and communicate. Team members should actively speak and complete the learning tasks together. Later, different teams will select a representative to showcase their group's learning outcomes, which will not only improve the effectiveness of English public learning, but also exercise the English skills of each team member. The third summary of knowledge. After a period of study, the teacher should ask the adult learners to summarize their

feelings and insights according to the English learning content of the period. The content can be both knowledge and learning skills. The content is shared, and then the excellent summary is presented between different groups to promote the common progress of adult learners. Fourth, cooperative work. In the process of public English learning, teachers can regularly arrange a task and ask the adult study group to complete. In this way, not only can the adult learners' sense of unity and cooperation be cultivated, but also the level of public English learning of adult learners can be improved, and the development and progress of adult public English in distance education can be promoted.

### **5.3 Establish a Scientific and Effective Evaluation Mechanism**

In order to improve the quality of adult English learning, it is necessary to establish a scientific and effective competition evaluation mechanism. The ultimate goal of cooperative learning is to improve the English level of adult learners. Therefore, in the process of evaluating the learning effect, an effective evaluation mechanism is established among different groups to change from individual honor to collective honor. In the evaluation process of the adult English study group, the academic performance of different study groups is an important scoring standard, but it is not the only criterion, and the common progress of the cooperation group is pursued. In addition, a good competitive mechanism must be established. Without competition, there is no progress. Therefore, the existence of competitive activities can promote the growth and progress of adult learners to a certain extent. In addition, certain incentive policies are needed to promote adult learners to actively think, improve their enthusiasm for English learning, and enhance the sense of responsibility and mission of adult learners.

As an important international language, English is a skill that must be mastered by members of the community in communication and communication. In the process of distance learning adult cooperative English learning, the application of cooperative learning mode can not only enhance the learning enthusiasm and enthusiasm of adult learners, but also promote the development of adult public English and promote the improvement of Chinese national quality.

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