

Research on the Problems and Countermeasures of Group Cooperative Learning in College English Classroom Teaching

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Abstract: Group Cooperative Learning Has Become a Common Teaching Mode in College English Classroom Teaching, But There Are Many Problems in Group Cooperative Learning Because Teachers Do Not Master the Mode. Based on a University, This Research Has Carried out a Systematic Study on the Problems of Group Formation in English Classroom Teaching. the Research Showed That Most of the Groups Are Randomly Organized by Teachers, There is No Clear Labour Division among the Members in a Group, and the Efficiency of Cooperative Learning is Very Low. the Paper Suggested That the Formation of a Group Should Take into Account the Gender, Character, Ability, Academic Performance and Other Factors of Students, and Strive to Meet the Requirements of the Formation of Heterogeneous Groups and Homogeneous Groups.

1. Introduction

Cooperative Learning Originated in the United States in the Early 1970s, and Made Substantial Progress from the Mid-1970s to the Mid-1980s. It Has Become a Creative and Effective Teaching Theory and Strategy. Due to Its Remarkable Effect in Improving the Social and Psychological Atmosphere in the Classroom, Improving students' Academic Performance in a Large Area, and Promoting Students to Form Good Non-Cognitive Quality, It Soon Attracted the Attention of All Countries in the World, and Became One of the Mainstream Teaching Theories and Strategies in the Contemporary Era, Even Known as the Most Important and Successful Teaching Reform in the Past Decade. Since the End of 1980s and the Beginning of 1990s, Although the Research and Experiment of Cooperative Learning Have Also Appeared in China and Achieved Good Results, There Are Still Many Problems in the Current Teaching Practice. This Study Takes Group Cooperative Learning in a College English Classroom Teaching as an Example to Examine the Problems Existing in the Formation of a Group, and to Put Forward Targeted Solutions, Providing Useful References for the Future Research of Group Cooperative Learning.

2. Study on the Connotation of Group Cooperative Learning

Although Cooperative Learning Has Been Developing for Several Years Since Its Birth, It Has Not Yet Been Defined as a Common Concept. in the Discussion about Cooperative Learning, Domestic and Foreign Scholars Expressed Differently. from the Perspective of Foreign Scholars, the Main Founder of Cooperative Learning, David Johnson and Robert. Johnson of the United States, Believed That Cooperative Learning is the Use of Small Groups in Teaching, in Which Students Work Together to Maximize the Learning of Themselves and Others[1]. Professor Robert Slavin, One of the Leading Representatives of Cooperative Learning, Believed That Cooperative Learning Refers to Classroom Teaching Techniques in Which Students Engage in Learning Activities in Groups and Receive Rewards or Recognition Based on Their Overall Group Performance[2]. Sharan, s., Another Representative Figure of Cooperative Learning, Defined Cooperative Learning as Follows: Cooperative Learning is the General Term of a Series of Methods for Organizing and Promoting Classroom Teaching. Collaboration between Students in the Learning Process is a Fundamental Feature of All These Approaches. in Class, Cooperation among Peers is Realized by Organizing Students in Group Activities, Which Are Usually Composed of 3-5 Students.

Groups Act as Social Organizing Units Where Students Learn through Peer Interaction and Communication, as Well as through Individual Research[3]. Light,P.h. a Famous English Educator and Mevaech,Z.r. Another Important Representative of Cooperative Learning, Proposed Their Definition of Cooperative Learning. Collaborative Learning is a Learning Environment in Which Students Work Together in Groups to Achieve a Common Goal[4].Chinese Scholar Baoxia Ran (2016) Believed That Group Cooperative Learning is a Novel Teaching Method under the Background of Class Teaching System, and It is Also an Indirect Recognition That Classroom Teaching is the Premise of Basic Teaching. Teachers Take students' Learning Groups as an Important Driving Force to Constantly Promote the Teaching Process[5].According to Juan Xu (2014), Cooperative Learning in a Group is a Kind of Classroom Teaching Activity That Takes Group Activities as the Main Body, and is Controlled by Teachers[6].According to Tan Wang (2002), Cooperative Learning in a Group is an Organizational Form of Classroom Teaching in Which Students Take a Group as a Unit, under the Guidance of Teachers, Continuously Discuss How to Accomplish Certain Learning Tasks Together by the Members of the Group, and Continuously Promote the Development of students' Cognition, Emotion and Attitude[7]. According to Lihua Zhang's (2011) Research, Croup Cooperative Learning is an Innovative Teaching Strategy. Students Are Divided into Several Study Groups According to Certain Requirements by Taking the Class as the Unit, and Study Together According to the Tasks Set by Teachers, So That Each Student Can Play His or Her Part in Cooperative Learning[8]. Mengyao Liu (2013) Believed That Group Cooperative Learning is a Kind of Teaching Activity and Strategic System Which Takes Group Performance as an Evaluation Basis, and Combines Various Dynamic Factors into Teaching[9].Therefore, It Can Be Seen That Group Cooperative Learning is a Teaching Mode with Students as the Main Body and Teachers as the Guidance to Complete the Teaching Together.

To sum up, the academic circle has not reached a consensus on the connotation of cooperative learning. On the one hand, we say that different researches stand in different perspectives to study and analyze cooperative learning from different perspectives, which will naturally give different explanations. On the other hand, the research history of cooperative learning is relatively short, people's understanding of it is still developing and deepening. In general, the definitions emphasize the centrality of students and promote collaborative learning in groups.

3. Research Design

3.1 Research Objects

The research object of this study is non-English major college students, the specific sample is a college 904 sophomore students, a total of 20 classes. Among the 904 subjects, 416 were male, accounting for 46% of the total, and 488 were female, accounting for 54% of the total.

3.2 Research Contents

This study focuses on the following four aspects: First, who is the leader to the group formation in college English cooperative learning? Second, what are the principles of group formation in college English cooperative learning. Third, whether the number of group members is reasonable in cooperative learning of college English or not. Fourth, whether there is a clear labor division among group members in cooperative learning of college English.

3.3 Research Methods

This study mainly uses the questionnaire survey method, classroom observation method and interview method to carry out relevant research. The questionnaire survey method is mainly used to collect relevant information by conducting a questionnaire survey on the group cooperation learning of 904 randomly selected students in college English classroom teaching. The classroom observation method is mainly to randomly select 10 classes out of 20 classes to conduct the classroom observation research combining quantitative and qualitative research. The interview method is that in 20 classes, 5 students are randomly selected from each class, a total of 100

students and 10 teachers from 20 classes, we shall conduct an interview research, so as to make up for the deficiency of classroom observation research and obtain relevant information fully and comprehensively.

3.4 Research Process

A total of 904 questionnaires were distributed to the research group and 904 were recovered, with a recovery rate of 100%. There were 904 valid questionnaires, with an effective rate of 100%. The author made classroom observation on 20 randomly selected classes and conducted interview research on 10 teachers. Members of the research group conducted an interview study on 100 randomly selected students.

4. Research Results and Analysis

Group formation is a prerequisite for cooperative learning. Therefore, the research group made a comprehensive study on the group formation of 20 classes from the following four aspects: the main body of group formation, the number of members in a group, the division of labor and the principles of group formation. The results are shown in table 1.

Table 1 Research Results Of the Group Formation.

Research contents		Class total	Percentage
Formation of learning group	Teachers organize groups randomly	11	55%
	Teachers organize groups carefully	4	20%
	Students are free to form groups	5	25%
Size of learning group	2-3 people	11	55%
	4-5 people	8	40%
	More than 6 people	1	5%
The group has clear labor division or not.	Yes	6	30%
	No	14	70%
Principles of group formation	Principle of proximity	11	55%
	Efficient principles	9	45%

4.1 Research Results

As can be seen from the statistical results in table 1: (1)In terms of group formation, there were 15 classes led by teachers, accounting for 75% of all the classes tested. Among them, 11 classes were set up by teachers through a random combination, and 4 classes were set up meticulously. Another five classes of groups are organized by students. (2)In terms of group size, there are 11 classes with only 2-3 students in each group, 8 classes with 4-5 students in each group, and one class with more than 6 students. (3)In terms of division of roles, there is no clear labor division among the 14 classes, and only 30% of the classes have clear labor division among the members. (4)In terms of the principle of formation, 55% of the classes adopted the principle of proximity, and another 45% of the classes formed groups according to the principle of efficiency.

4.2 Result Analysis and Discussion

First, most of the groups are set up by teachers, which is mainly because teachers, influenced by traditional education concepts, take it for granted that everything in the classroom should be decided by teachers, while students only complete learning tasks within the framework planned by teachers, and students' subjectivity is completely ignored. Second, the vast majority of teachers simply randomly assigned learning groups, especially those divided by seating, for a variety of reasons. On the one hand, some teachers just want to prove that there are groups in their class, just to prove to others, but they don't really play the role of groups in actual teaching. In the interview, a teacher said, "I don't think group cooperative learning is a universal teaching model. Without group cooperative learning, I can't have a good English class? However, in order to cope with the school inspection, I still divided a number of groups in the class, but I usually do not do it". On the other hand, some teachers know little about group cooperative learning, which is only in the literal sense,

which makes it difficult for them to implement grouping scientifically. “In terms of group cooperative learning, we only do it with our own understanding and have not received any special training in this teaching mode. To be honest, a lot of our teachers don't know how to do it scientifically.” Studies have found that the teachers who make students form a group freely are all young teachers, and it is just accepted from the new teacher training organized by the school, as they say, “In orientation, we systematically studied the cooperative learning group model, fully understand the pattern of operation steps and can use this kind of teaching mode basically.” Third, generally speaking, a learning group composed of 4-6 people, which can ensure the effective operation of the group learning, and there is a clear labor division among the team members. The survey found that only eight of the 20 classes were divided according to this principle, and 70 percent of the classes had no clear labor division among the group members. This is mainly because most teachers know little about the learning model of group cooperation. Fourth, the research showed that teachers usually use the proximity principle to let two students at the same table form a group, regardless of whether the operation of the group is effective. In fact, this practice is not correct, and teachers do not know how to assign the roles in a group.

5. Research Recommendations

In view of the fact that a scientific group is the primary condition for the efficient operation of group cooperative learning, combined with the results of this study, the following suggestions are proposed in this paper: First, gender collocation must be reasonable. If the proportion of boys and girls in a group is reasonable, it can effectively mobilize every boy and every girl's learning enthusiasm; Second, result collocation must be reasonable. Every group should have students with excellent, average and learning difficulties, so as to ensure that every group is homogeneous. On the one hand, excellent students can drive students with learning difficulties, and on the other hand, they also can effectively organize the development of cooperative learning. Third, ability collocation must be reasonable. Each group should have students with strong practical ability, students with strong ability of expression and students with strong ability of organization and coordination, which can ensure an efficient operation within the team. Fourth, personality collocation must be reasonable. Try to make sure there are some introverts and some extroverts in each group. If the group members are all introverted students, it is not conducive to the discussion, while if the group members are all extroverted students, it is not conducive to the conclusion. Fifth, association collocation must be noticed. We should try our best to arrange the students with tacit understanding and good relationship in the same group, so as to avoid the communication obstacles of the students and ensure the smooth communication. Sixth, try to control the number of the team at 4-6, which can ensure that everyone has something to do, and can ensure everyone can do things.

In general, it is necessary to ensure that the overall level of each group is basically similar, so as to meet the requirements of intra-group heterogeneity and inter-group homogeneity.

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