

Teaching Research on Group Cooperation Mode in English Teaching

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Abstract. Language is the bridge to communicate with the world, and English is recognized as a global language in the world. The importance of its status is self-evident. However, most of the existing traditional English education models in our country are lacking, which leads to the low enthusiasm of students to learn English. The teaching mode of group cooperative learning is a new type of creative and efficient learning teaching theories and methods that are widely used in many countries in the world. It can give full play to the positive function of the group, improve the learning motivation and ability of the individual, change the information source of the teacher monopolizing the whole classroom and the student is in a passive position, thus stimulating the initiative and creativity of the students. This paper studies the teaching mode of group cooperation in English teaching through questionnaires and other methods. Studies have shown that through the group cooperative learning method, the experimental class has greatly improved in terms of learning interest, self-exploration ability and cooperative learning ability.

1. Introduction

With the continuous improvement of China's international status, in the context of globalization, politics, economy, diplomacy and other fields have begun to develop rapidly. Therefore, under the requirements of the new era and the new era, China's English education has become an important cultural development. field. In traditional college English education, many English teachers only pay attention to the teaching of translation and grammar, and only pay attention to teaching texts. This kind of translation teaching method, which looks very mature and has been used for a long time, actually ignores the students listening and speaking. The cultivation of other aspects of competence is not only easy for students to lose interest in learning English, but also lacks in specific ability cultivation. In addition, this teaching method does not improve students' ability to read professional literature. Many students still find it very difficult to acquire professional knowledge. As an important tool for communication and information acquisition, English should be able to achieve basic communication after having passed the basic steps of English teaching. It has certain listening and speaking skills and communicative competence, and can obtain English information through self-learning. It includes professional books and literature that can read and translate English freely, and the ability to read, understand, and translate English materials.

The university English subject system is constantly evolving. In the past, people only thought that college English was a tool-based course without discipline. Through nearly three decades of teaching research and practice, English teaching and cognition have undergone tremendous changes. College English has evolved into a systematic, relatively independent discipline. Since the 1980s, English as a public foundation compulsory course has been set up in colleges and universities, and it has become a constant and influential course, occupying an important position in China's higher education teaching system. The study of English as a subject is also becoming more and more extensive. Li Yuyun and others take the study of English teaching methods and content categories as the main research perspective[1], and believe that teaching evaluation can only and must be based on teaching methods and content . Zhao Yongqing, Sun Xin believes that this kind of research route has experienced a process from teaching practice, rising to theoretical guidance and practice, and finally returning to teaching practice[2]. The research content and form are also simple routes from simple to complex. Kumaravadivelu uses the macro-strategy framework theory to solve the problem of imbalance in the proportion of such various types of research[3], and provides a new idea to coordinate the various elements of foreign language teaching as a whole.

The group cooperative learning method refers to a teaching method and concept that can effectively guide and promote classroom learning. The form of its completion is mainly the learning method completed by the cooperation of the group members in the classroom. By adopting the teaching method of taking students as the main body of learning, all the students are divided into different group modes, and the interaction between four to six peers begins, the common learning objectives and tasks are formulated, and the teaching tasks are carried out step by step. Teaching strategies for mutual supervision and progress among students. Dr. Davison, a well-known American cooperative education research expert, summarized the group cooperative learning method into seven elements [4]. First, the beginning of cooperative learning must be a face-to-face communication between the members. Second, from the development, discussion and resolution of the problem, the cooperation of the group is required. Third, the atmosphere in cooperation can help better communication between team members. Fourth, in order to accomplish the target task, personal responsibility awareness is required. Fifth, the team members will be mixed. Sixth, identify the skills in cooperation before proceeding. Seventh, between the team members and the team, they must rely on the joint efforts of each other. As the most successful teaching reform since the twentieth century, the concept of group cooperative learning law has been continuously supplemented and improved by the vast number of educational researchers. Wang Tan, a Chinese scholar and director of the Shan Dong Institute of Educational Science, believes that cooperative learning is a teaching strategy system designed to promote students' mutual cooperation in heterogeneous groups, achieve common learning goals, and reward the group's overall results. [5-6]. He Gaoda believes that cooperative learning is a learner-centered, learner interaction as the main organizational form, problem-centered learning design and learning model, and based on certain communication procedures and methods[7], through group motivation, form cooperative learning. The environment encourages learners to jointly complete the teaching strategies of learning tasks in heterogeneous groups.

Since the 1970s, the theory of group cooperative learning has been widely concerned and studied by many foreign scholars. So far, there have been more comprehensive research results. However, from the perspective of China, cooperative learning is relatively rare in terms of research time and attention. At present, most of the relevant research in China is based on foreign research results. As a core figure of cooperative learning, John Brothers has established a teacher training course for teachers to help them learn how to effectively carry out cooperative learning courses, and further study their intrinsic essence by summarizing the practical experience of cooperative learning, and then Relying on the theory of supporting cooperative learning and verifying the effectiveness of the school [8]. This kind of theory combined with practice, the practice of support theory teaching procedures marks the initial milestone of the systematic formation of cooperative learning theory. Hua Nan pointed out in his research that group cooperative learning is widely used in modern English classrooms as a creative and efficient teaching model [9]. However, its feasibility and effectiveness require further research, especially for large classes in non-English majors. In his research, he experimented with courses in two large classes with more than 100 students. In order to make the experiment practice and persuasive possibility, the author uses questionnaires, data collection and analysis, pre- and post-predictive comparison results and other research methods, which finally shows that cooperative learning has certain effectiveness in large classroom English teaching and promotes learners. Academic achievement. M.N. Gomleksı [10] compared the cooperative learning method and the traditional teacher-centered teaching method to improve students' English vocabulary knowledge and active passive voice teaching, as well as students' attitude towards English learning. The results show that statistically significant differences favor the experimental group's dependent variables, improve vocabulary knowledge and learn related English tenses. The results of the attitude scale study show that the experience of mutual discussion and learning has a significant positive impact on the attitude of engineering students in learning English, and promotes better interaction among students.

2. Methods

2.1 Documentary Method

This will be the basis for the completion of this research series on a large number of documents, reports, statistical data, and meeting documents related to work process curriculum development and action-oriented teaching methods. This will not only enable the author to grasp the results and materials related to this research, but also provide ideas for the author to establish the framework of this research, and make corresponding theoretical preparations.

2.2 Questionnaire Method

To summarize and organize the data and other data, to understand the current basic situation of English classroom teaching and vocational students' attitude towards English learning, the psychological needs of students, to find the existing problems, based on real data, to objective facts Elaboration and summary of the results.

2.3 Experimental Method

This paper attempts to carry out the case study method through the comprehensive process of research. Through the most realistic cooperative learning experiment method, through the scientific cycle course observation, the absolute real big data is collected and analyzed, and the final conclusion is drawn. It is demonstrated that it provides sufficient material and solid foundation for the arguments in this paper. The rational allocation of the previous group members and the rational design of the classroom content were the experimental basis, and the analysis of the English scores and interest of the students in the two classes was analyzed.

2.4 Group Cooperation Implementation Path

(1) Correctly position the teacher-student relationship. The concept of group cooperative learning, the completion of cooperation tasks and the process and methods of cooperation need to be carried out in an orderly manner based on teachers. Therefore, teachers are an indispensable part of the whole cooperative learning, and an important part of determining whether the group cooperation learning can be carried out smoothly and whether it can be successful. And the teachers' own professionalism and the knowledge and cognition of group cooperative learning and the development of group cooperative learning play an important role. In the group cooperative learning process, whether the teacher's own positioning is correct directly affects the development of the teaching process.

(2) Reasonable design of teaching plans. For group cooperative learning, ensuring the efficiency of time is also one of the important factors to ensure the smooth completion of teaching. Before the official start of cooperation, you need to do the preparatory work in the early stage.

(3) Conduct evaluation and feedback in a correct and timely manner. If a group cooperative study wants to achieve a certain teaching effect, a reasonable evaluation system must be established. After the group's collaborative study, students can simulate the tutor's review to comment on the same group and his group. Through the group self-assessment, each member can deepen understanding of the cooperation tasks of the group and be more proficient in mastering what they have learned. While evaluating his group, he can also objectively discover the problems and advantages of his group's cooperation tasks, and have more reference for the future learning tasks of this group.

(4) Cultivate students' self-reflection and sense of responsibility. In the process of cooperative learning, students should be encouraged to reflect on their own self-reflection. Failure of any of the team's cooperation to complete the team's tasks will result in failure of the entire team's cooperation. The root cause of the proliferation of responsibility in group cooperative learning is that the individual responsibility of members in the group is not strong. Since each group member has different English-based differences and personality differences in the process of cooperative learning, it is inevitable that there will be cases in which individual group members speak more actively and individual group members have relatively few statements. Therefore, in this case, the members with lower sense of individual responsibility are provided with the conditions for staying outside and enjoying the benefits. In this case, the relevant scholars are more supportive of the idea that each team member must have a clear responsibility for the task of cooperative learning. Each

team member completes his or her tasks as required, and will minimize the problem of the imbalance in the proportion of assignments, so that each member can try his best to realize the sense of responsibility of his master.

3. Experiments

This experiment is based on the cooperation mode of college English teaching group, through the students' interest in learning, self-exploration ability and cooperative learning ability, to verify the role of English teaching mode in this mode in college English teaching, and to continuously improve in the process, this perfect teaching mode.

The experiment selected two classes of English majors with the same English and similar English learning level to conduct experiments. One class used traditional teaching mode teaching and the other adopted group teaching mode. The subjects were surveyed before and after the experiment. The survey consists of two main parts. The first part is the role of the teaching model used in the experiment on the various aspects of the learning process in the experimental group and the control group, including academic achievement, interest in learning, self-learning ability and cooperative learning ability. Part of the investigation is the adaptation of the experimental group to the English teaching in the new mode.

4. Results and Discuss

100 questionnaires were distributed in the experiment, 92 were recovered, the recovery rate was 92%, and 92 valid questionnaires, the effective rate was 100%. The first part of the questionnaire survey experimental data analysis is shown in Table 1:

Table 1 Early experimental survey questionnaire

| Questionnaire | Mean | | Standard Deviation | |
|--|------------|---------------|--------------------|---------------|
| | Test Group | Control Group | Test Group | Control Group |
| Do you like English classes? | 1.92 | 1.87 | 0.790 | 0.800 |
| Do you learn before you take English class? | 1.42 | 1.33 | 0.612 | 0.589 |
| Is your English self-study ability strong? | 1.79 | 1.62 | 0.674 | 0.621 |
| Are you active in English class? | 1.77 | 1.83 | 0.707 | 0.683 |
| How do you master your English classroom knowledge? | 1.69 | 1.74 | 0.516 | 0.569 |
| Do you like group learning methods? | 2.32 | 2.11 | 0.773 | 0.701 |
| Are you interested in the current class of teachers? | 1.53 | 1.42 | 0.646 | 0.574 |

Through the analysis of the above table, it is concluded that the average value of the experimental group and the control group are 1.92 and 1.87, respectively, indicating that the attitudes of the two classes in the English class are basically the same, and the preference for the course is generally below. In the classroom activity, the average value of the two classes is 1.77 and 1.83 respectively, and the activity of the two classes needs to be improved. The acceptance of cooperative learning, the average value of both classes exceeded 2, indicating that most students still like the way of learning cooperative learning. From the analysis of the data in the above table, the initial levels of the two groups are comparable.

At the end of the experiment, the interest and attitude of the experimental group and the control group at the end of the semester were compared and analyzed. The analysis results are shown in Tables 1 and 2:

Table 2 Experimental group and control group English class attitude data

| Questionnaire | Class | N | Mean | Standard Deviation | Standard error of mean |
|------------------------------|---------------|----|-------|--------------------|------------------------|
| Do you like English classes? | Test Group | 50 | 2.516 | .674 | .0926 |
| | Control Group | 47 | 1.879 | .772 | .1021 |

Table 3 Difference test of learning attitude between experimental group and control group

| | | Levant test of variance equation | | Mean equation's test of t | | |
|------------------------------|---|----------------------------------|------|---------------------------|--------|----------------|
| | | F | Sig | t | df | Sig(Bilateral) |
| Do you like English classes? | Assume that the variances are equal | .201 | .647 | -4.214 | 96 | .000 |
| | Assume that the variances are not equal | | | -4.214 | 96.214 | .000 |

It can be seen from Table 2 and Table 3 that the difference test between the two groups shows that the P value of the equal variance is less than 0.05, indicating that the experimental group and the control group have significant differences in the degree of preference for the English class, showing that the experimental group students English classes prefer.

The second part of the experimental group students' new teaching model adaptive research and analysis data is drawn as shown in Figure 2 below:

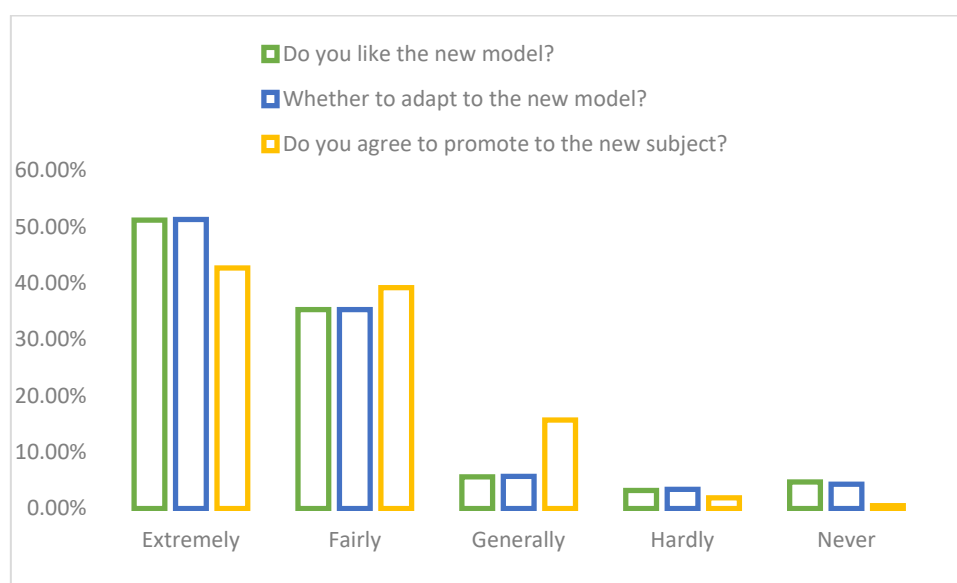


Figure 1. Experimental group students' new model teaching adaptive analysis data

According to the data, most of the students' self-adaptation performance under the new teaching mode is good. 51.3% of the students said they can adapt to the new model, 35.3% of the students

said they can adapt to the new model, and only 7.6% of the students said that they could not Very uncomfortable.

5. Conclusion

In recent years, in order to further improve the level of English education, all aspects of English education have received full attention from everyone, not only in the continuous improvement of teaching content, but also on the innovation of teaching methods. Educators are committed to absorbing and summarizing the strengths of traditional teaching methods, while discovering new and more effective teaching methods to achieve breakthroughs and innovations. How to propose a better English teaching program for the current characteristics of students, requirements of the times, etc., to break through the bottleneck in the choice of education methods, and to promote English teaching with newer and more scientific methods, it is worthwhile to further invest enough energy to explore in depth. And research. This paper illustrates the positive role of the group cooperative learning method in the English classroom through the mode of group cooperation in English teaching and based on experimental and experimental data. However, due to the limited number of subjects and the limitations of students, it does not represent all the research results. Therefore, the reference value of this paper in a certain scope can only be used as a reference for future research. At the same time, it is hoped that in future research, the research object can be expanded and the actual analysis of the system can be verified.

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