

The Application of Group Cooperative Learning in English Writing Teaching in Senior High School

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Abstract: English writing is a very important part of senior English learning, which can reflect students' comprehensive ability and occupies a considerable proportion in the college entrance examination. Therefore, how to improve students' English writing ability has always been a problem that teachers need to think and solve. Group cooperative learning can improve students' interest in learning and exercise their ability to solve problems cooperatively, so it can be applied to English writing teaching to improve students' learning efficiency.

1. Introduction

English writing is a very important part of high school English learning, which can reflect students' comprehensive ability. And in the college entrance examination, it also occupies a considerable proportion. Therefore, it is very important for students to master writing skills. However, there are some problems in the current traditional English teaching model in China.

First of all, students lack interest in English writing. On the one hand, teachers can not cultivate students' interest in English writing in the teaching process, which leads to students holding a negative or even contradictory attitude towards English writing. On the other hand, students' knowledge is not solid enough and they lack English writing skills, resulting in low scores in their compositions, which in turn will affect students' interest in writing in English. Secondly, the traditional teaching mode of writing is dull and monotonous, and it is difficult to mobilize students' enthusiasm in writing effectively. The traditional classroom mode is teacher-centered and adopts the "indoctrinate" teaching mode, in which students are only passive receivers of knowledge. In this mode, teachers only pay attention to students' writing achievements and ignore the guidance of students' writing process, which leads to poor writing effect and lack of interest in English writing.

To sum up, there are many problems in the existing English writing teaching mode. How to change this situation has become a problem that teachers must think about and solve. Compared with traditional teaching methods, group cooperative learning has its own unique advantages. Group cooperative learning can cultivate students' writing strategies and improve their interest in writing. In this learning atmosphere, students' innovative thinking and critical thinking can be developed. Therefore, teachers should apply it to English writing teaching in order to improve students' writing ability.

2. Literature Review

2.1 The definition of group cooperative learning

Group cooperative learning is a teaching method under the background of class teaching system, which namely after admitting the classroom teaching is the premise of basic teaching organization form. Teachers take the students' learning group as an important driving force, and form a learning mode of "cooperation within the group and competition between the group members" by guiding the group members to cooperate, so as to give full play to the positive function of the group, improve the individual's learning motivation and ability, and achieve the purpose of completing specific teaching tasks.

The so-called group cooperative learning refers to a teaching form in which two or more individuals form cooperative learning groups to study together in order to improve the learning effect. Students are the main body of learning, and group cooperative learning can stimulate students' subjectivity and enable students to learn from each other and make progress together in a harmonious atmosphere.

2.2 Review of research status abroad

Cooperative learning is a creative and effective teaching theory and strategy that emerged in the United States in the early 1970s and made substantial progress in the mid-1970s to mid-1980s. Because of its remarkable effects in improving the social and psychological atmosphere in the classroom, largely improving students' academic performance and promoting students to form good qualities, it soon attracted the attention of countries all over the world and was praised as "the most important and successful teaching reform in recent decades".

One of the most successful advocates of cooperative learning in the United States was the educator Francis. Park, F. In the last three decades of the 19th century, Parker said that his passion for cooperative learning, ideas, practices, and love of freedom, democracy, and individuality were all applied to public schools, creating an atmosphere of genuine cooperation and democracy. During the period of school supervision, Parker boldly carried out educational innovation experiments aiming at the formalism tendency of traditional education and achieved great success. The experimental results were called "Quincy Plan". After Parker, Dewey promoted cooperative teaching as part of his famous "learning by doing" teaching method.

Starting in the late 1930s, cooperative learning increasingly lost its dominance as Public schools in the United States began to emphasize interpersonal competition. However, the rich and profound theoretical and empirical researches on cooperative learning after the 1930s, such as social dependence theory, group dynamics theory and systematic research on cooperation and competition, have provided a profound theoretical and practical basis for the further development of cooperative learning. After the middle of the 20th century, cooperative learning in the United States re-emerged and made new progress.

In 1960s, the Johnson brothers, famous professors from the University of Minnesota in the United States, mentioned that cooperative learning was the use of groups in teaching, so that students can work together to maximize their own and others' learning. In their theory, a person has to rely on the help of others to make better progress, that is to say, the members of the group help each other in order to achieve common progress.

To sum up, foreign studies have achieved abundant research results and formed a relatively complete and systematic theoretical system. Now it has been applied extensively in many countries.

2.3 Review of research status at home

In the 1930s, Mr. Tao Xingzhi, a famous educator, strongly advocated the "little teacher system", which was a form of educational organization advocated and popularized in the practice of life education. In other words, in the education of children, the method of "big students to teach the students" and "good students to teach the students" was adopted. These expressions and behaviors should reflect the most basic concept of cooperation -- mutual help and common development.

The systematic study of cooperative learning in China began in the late 1980s, and the first introduction of cooperative learning theory abroad was Zhu Peirong's translation of the former Soviet Union's pedagogy of Cooperation. Later, through the introduction of some scholars to the existing research results abroad, cooperative learning quickly entered the field of vision of researchers and educators, and laid a solid theoretical foundation for the later experimental research. In the early 1990s, educational scholars in Shanghai and other places put forward the idea of "teacher-student cooperative teaching" and carried out the experiment of "cooperative education", which opened the empirical prelude of cooperative learning from the perspective of education. In terms of classroom teaching, Hangzhou city of Zhejiang province is the first city to try to use group cooperative learning, which is the first city in China to independently explore cooperative learning mode. Until the beginning of the 21st century, after more than ten years of experience accumulation, the development of cooperative learning in China has reached a critical stage. In 2001, the state carried out the reform of basic education, and it was mentioned in the relevant literature that "cooperative learning is encouraged to promote the mutual communication and common development among students, and promote teachers and students to learn from each other." This shows that the country attaches importance to cooperative learning.

3. Theoretical basis

3.1 Motivational theory

Motivation theory refers to the theory about the generation, mechanism, relationship between motivation and need, behavior and goal of motivation. It is mainly manifested as the executive desire or intention to pursue a certain goal, and it is people's conscious consciousness to pursue a certain expected goal. Motivation is generated by need, and need can be transformed into motivation only when the need reaches a certain intensity and there is an object to meet the need. Johnson et al. believe that learning motivation is generated by the process of interpersonal communication, and its essence reflects a positive interdependent relationship established by interpersonal interaction. The most effective way to stimulate motivation is to establish a "community of interests" relationship in the classroom.

3.2 Target structure theory

The theory of target structure was put forward by Deutsch on the basis of Lewin's group dynamics theory. According to Deutsch, there are three main types of goal structure: cooperative, competitive and individual. Among them, cooperative goal structure refers to that members of the group have a common goal. Only when all members achieve the goal, the individual can achieve the goal and achieve success. If one member of the group fails to achieve their goals, the others fail to achieve theirs. Under such conditions, group members are bound to form positive mutually reinforcing relationships and act in a way that is conducive to both their own success and that of their peers.

3.3 Classroom teaching engineering theory

According to the theory of classroom teaching engineering, there are three main factors affecting the quality of classroom teaching and social psychological atmosphere: task structure, reward structure and authority structure. Task structure is a variety of teaching methods and teaching organization forms. Cooperative learning is a multi-directional communication between teachers and students, and between students and students. Secondly, cooperative learning also defines group teaching as the basic form of teaching. The concept of group teaching advocates reasonable collocation of group members according to academic performance, ability level, personality characteristics, gender ratio and other factors. And it forms a micro cooperative heterogeneous learning community. In the reward structure, cooperative learning is a cooperative reward for all members of the group, emphasizing that students are the main body.

4. The significance of group cooperative learning

4.1 Students' enthusiasm will be aroused

English learning is a long process, and English writing training is a long-term task. However, when it comes to high school, many students find English writing difficult and get a low score, which leads to students' loss of confidence in English writing. However, the traditional classroom mode is teacher-centered and adopts the "indoctrination" teaching mode, in which students are only passive receivers of knowledge. As a result, most students' enthusiasm for English writing is greatly reduced. In cooperative learning, students are the subject of learning, not passive recipients of knowledge, so they will have a strong interest in English.

4.2 Students' cooperative spirit and communicative ability will be cultivated

In today's society, people emphasize the cooperation between people in every aspect. But in the traditional English writing teaching model, many people ignore this point. Therefore, contemporary education must attach importance to the cultivation of students' cooperative consciousness and communicative ability. In cooperative learning, students exchange and discuss their ideas with other students and even teachers, and put the individual into the collective. So students can study in cooperation and strengthen interpersonal communication, so as to develop the spirit of teamwork and interpersonal communication skills.

4.3 Students' English writing ability will be improved

Cooperative learning is open to all students, each student has the opportunity to participate in the development of students. Adopting group cooperative learning in English writing overcomes the shortcomings of traditional teaching mode. In the traditional teaching mode, teachers are the subject of students, and students are only passive recipients of knowledge. And teachers only pay attention to students' writing results, but ignore the writing process of students, so many students' writing enthusiasm is not high. In this mode, students' innovative spirit and practical ability are not really improved, and students lack reading comprehension and writing skills. In group cooperative learning, students are the center and students' subjectivity is emphasized. Secondly, students discuss in groups, help each other and learn from each other, which promotes the completion of the writing task. Therefore, cooperative learning is helpful to improve students' English writing ability.

5. The application of group cooperative learning in English writing teaching

5.1 Preparation

Before English writing, teachers should choose appropriate topics according to the language needs and English ability of students. The selected topics should be able to arouse students' interest in writing and give students something to write. Then, the teacher should focus on explaining the writing skills to the students, so that the students can clearly know the writing style and writing skills. Before writing, students must examine the topic carefully. Teachers can provide relevant writing materials. Secondly, pay attention to the writing process, students should carefully write the writing outline and draft, revise the draft before finishing the final draft; Finally, prepare the presentation.

5.2 Grouping

Cooperative learning is carried out in groups, so scientific grouping is the premise of the success of cooperative learning. Scientific grouping can improve the efficiency of classroom learning. If the grouping is not reasonable, it will hit the enthusiasm and initiative of students. Therefore, before English writing, high school English teachers should divide students into several groups according to different students' situations and composition topics. Teachers should consider students' learning habits, knowledge level and understanding ability to realize the complementation of group members. In each group, each student should actively participate in discussions, express their opinions, and work together to achieve their learning goals. Teachers can also participate in the discussion as group members and give students some help and guidance in time.

5.3 Discussion and writing

In cooperative learning, everyone must be fully engaged in discussion and communication. Because it is a group task, some students may feel irrelevant to themselves, neither express their own opinions, nor listen to others' opinions. At this time, group members need to supervise each other to ensure that everyone is involved. At this time, teachers should play a guiding role. First of all, they should guide students to gradually adapt to the group cooperative learning mode. If some students do not adapt to this mode, they should be able to make timely adjustments. Secondly, teachers should be around to give help and guidance when students are communicating in groups.

5.4 Evaluation

After finishing the group writing task, students can have a centralized discussion. Then each group should send a representative to show the results of the group, and each student should listen to the results of other groups carefully. Finally, teachers make comments and summaries. In the feedback evaluation, teachers should give priority to encouraging evaluation and evaluate students' writing from many aspects. It can enhance students' self-confidence and enthusiasm, and improve their awareness of cooperative learning. However, teachers should also point out the shortcomings of students in time and give specific suggestions for improvement, so that students can make up for their shortcomings in time and make progress in future study. The evaluation of students should be diversified and should not only focus on writing results, so that students' English writing ability can be improved.

6. Conclusion

Writing is an extremely important part of English listening, speaking, reading and writing, so it is very necessary for high school students to improve their writing ability. However, the traditional teaching mode can not achieve the ideal effect, and even may reduce students' enthusiasm for writing. Therefore, high school English teachers should integrate diversified methods into classroom teaching to effectively improve students' writing ability and skills. And group cooperative learning is a very effective method.

Group cooperative teaching can enhance students' interest in learning, cultivate students' cooperative consciousness and innovative spirit, and improve their learning efficiency, so it is an effective method to improve students' writing ability in high school English writing teaching. Therefore, high school teachers should attach importance to group cooperative learning, give full play to the advantages of cooperative learning, and improve students' English writing efficiency.

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