

# The Application of Cooperative Learning in College English Teaching

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**Abstract:** College English teaching covers a wide area, is large in scale, and comprehensive. Through college English learning, students must not only master the knowledge of English language, but also understand the background of British and American cultures and express their consciousness. The purpose of this article is to explore how to apply cooperative learning in college English teaching to stimulate students' enthusiasm for learning, improve students' classroom participation and autonomous learning ability, enhance students' sense of cooperation and competition, and improve students' comprehensive ability to apply English to improve the purpose of teaching effectiveness and teaching quality.

## 1. Introduction

With the reform and opening up of our country and the further development of the economy and society, more and more attention has been paid to foreign language teaching, especially English teaching, by the country and society. As a compulsory course for college students, English is very important for students' professional study, further education, international exchange, work and employment, etc. It can be said that college English is a comprehensive course with a wide coverage, a wide range of influence, and a strong comprehensiveness. The majority of front-line college English teachers continue to reform their teaching methods and keep pace with the times, but college English teaching still faces some problems.<sup>[1]</sup> Especially with the development of networked and informatized course teaching, college English classroom teaching time is becoming more and more valuable. How to improve the effectiveness of college English classroom teaching and improve the comprehensive application ability of college students has always been a problem for college English teachers.

## 2. Problems in College English Teaching

The English learning of students from junior high to high school is mostly test-oriented education. In the basic education stage, the English teaching is mainly to teach students the knowledge of English grammar. Students mainly improve the test scores by memorizing words and doing test papers, but the students' listening and speaking skills are not obtained. Exercise enough. Therefore, many students still follow the learning method of middle school after attending college. They attach great importance to the study of words and grammar. They take the final exam and the CET 4 and 6 exams as their learning targets. Most college English teachers' classroom teaching mode is still a verbal one. Students Always passive acceptance, the classroom atmosphere is dull. As a result, although some students have improved their test scores, their actual communicative competence in English has not improved accordingly. The "University English Teaching Guide" clearly points out that college English courses have both a tool and a human nature. Cultivating students' English application ability, intercultural communication ability, and enhancing students' autonomous learning ability are the teaching goals of college English. Therefore, improving the quality of college English teaching is the responsibility and mission of college English teachers.<sup>[2]</sup>

However, in recent years, many colleges and universities have reformed the teaching hours and classes of college English teaching. Under the background that the number of teaching hours has decreased and the number of classes has increased, how to meet the requirements of the College

English Teaching Guide is for college English teachers The urgent task at hand is to try the effective teaching mode.

### **3. Effective Learning Model-Cooperative Learning**

Vygotsky's constructivist learning theory holds that the meaning of learning is context, collaboration, conversation and meaning construction. The learning method is student-centered learning under the guidance of teachers. The meaning of teaching is to stimulate students' original knowledge and experience and promote their growth. The innovative teaching strategy and model, cooperative learning, is a teaching model based on constructivist theory. It is a teaching model that American educators reform and innovate on the basis of the problem-oriented teaching model. In the developed countries in Europe and America, the cooperative learning teaching model has been widely accepted and applied, and has achieved good results. Teaching effect. In recent years, more and more schools in China have introduced this teaching mode. Cooperative learning is based on study groups, emphasizing learner initiative and independent thinking. Learners need to bring their own experience into the learning process, actively construct their own knowledge framework, and become active knowledge builders and problem solvers. Cooperative learning encourages students to learn independently.<sup>[3]</sup> Teachers guarantee the realization of each student's learning rights and improve the learning quality of each student as much as possible. In this process, we focus on improving students' ability to analyze and solve problems, enhance students' awareness of teamwork, and focus on cultivating students' creativity, flexibility, and practicality.

According to the theory of second language acquisition, the second language learning process includes three stages: input, creative construction and output. College English teaching process should follow the theory of second language acquisition, students should not ignore any of these stages, otherwise the effectiveness of learning will be affected. Cooperative learning is a teaching mode that can effectively combine these three stages. Because cooperative learning is guided by goal design, group activities are the basic teaching method, and teacher-student-student-student cooperation is the basic motivation. Teachers provide cooperative learning content, which must be suitable for each student to participate, and it must be controversial and can stimulate students' interest in cooperation. And the improvement of college students' English ability is inseparable from their active participation in English learning. Cooperative learning is a teaching mode that requires students to take an active part in the learning process, integrate students into a more realistic English learning environment, give play to their subjective initiative, and enable students to construct their own knowledge on the basis of a combination of knowledge categories and emotional materials.<sup>[4]</sup>

Teaching should be carried out with the goal of promoting effective learning, and neither the needs of students nor the role of teachers can be weakened. The teaching mode is to divide the class into multiple team groups. The group members are spontaneously composed of students. They can be the same table, friends or roommates. The number of people is 4-6. The group activities cannot be hosted by only some outstanding students. Have a division of labor, fully mobilize the enthusiasm of each member, so that each member actively participate in the group activities. In short, group members can play different roles. Teachers should not only arrange or encourage students to carry out cooperative learning, but should teach the skills and methods of cooperative learning to students so that students can master certain cooperative learning skills and can successfully practice cooperative learning.

### **4. How to Apply Cooperative Learning Mode in College English Teaching**

In traditional college English teaching, teachers mainly explain words, sentences, paragraphs, and texts, and students complete homework after class. Teachers talked in class, students were passively accepted, students were in a "fill-in-duck" learning state, and the learning atmosphere was dull. After class, students with strong learning ability could independently complete after-school exercises, and students with poor learning ability often deceived themselves in plagiarism. And

barely cope. The teaching process is based on teachers and textbooks, while ignoring the student's standard. Students' subjective initiative is not fully exerted. Thinking tends to be passive. Students' active learning, independent analysis and problem-solving ability, and innovative consciousness are difficult to cultivate. It is also difficult to improve cultural literacy. Most of the students studying in this teaching mode have poor English expression ability, insufficient intercultural communication awareness, and low level of comprehensive English application ability.<sup>[5]</sup>

In recent years, teaching reform has promoted independent, exploration and cooperative learning methods. Cooperative learning is a teaching mode that emphasizes interaction and communication, empowers students with learning autonomy, focuses on cultivating students' collaborative interpersonal relationships, and enables students to form good psychological qualities and social skills. It is a breakthrough and complement to traditional teaching organizational forms. , Can better make up for the lack of traditional teaching models.

In the process of college English teaching, teachers can guide students to complete teaching activities through group cooperative learning. These teaching activities mainly include:

#### **4.1 Prepare Before Class.**

Teachers can arrange different teaching activities according to different teaching content, for example, they can arrange students to speak in English, tell personal growth experiences, introduce their school and hometown, tell Chinese stories, introduce Chinese and foreign history and culture knowledge and so on.

#### **4.2 Show in Class.**

Teachers design different scenarios according to different teaching content, allowing students to use English for group activities in a more realistic scenario. Group activities can be role-playing, which is led by the group leader after the class. The group leader arranges role-playing tasks and performs in English in a situation designed by the teacher.

#### **4.3 After Class Discussion.**

Teachers design discussion questions suitable for cooperative learning according to the teaching content. The team leader is responsible for leading the team members to conduct after-school group discussions. Each member must express his own views during the discussion. The team leader designates a recorder to record the team members' views. Down, the students exchanged ideas with each other. Through group discussions, students can eliminate the difficulties in understanding English textbooks, exercise their guts to express their ideas in front of everyone, and strengthen their confidence. To satisfy the students' desire for knowledge and performance, and to enhance the students' collective sense of honor. Cooperative learning should be both cooperation and learning between students. That is to say, through cooperative learning, students can form a new structure on the one hand and establish the spiritual quality of cooperation on the other. This requires cooperation provided by teachers. The learning content has discussion value and creates opportunities for students to learn independently. Inspire, learn from each other, and improve classroom information exchange. Therefore, teachers' guidance, design, supervision, and evaluation responsibilities are very important. Teachers must never leave the entire work of cooperative learning to students themselves, which may cause "pseudo-cooperative learning".<sup>[6]</sup> That is to say, students participating in group discussions are always individual students who are good at expressing and showing, while those who are shy of expressing never have the opportunity to show. This requires students to self-evaluate and evaluate each other in group activities before and after class. Teachers must evaluate the study group and students separately during class display. The self-evaluation of students, mutual evaluation and teacher evaluation are combined to form the students' cooperative learning performance, which is reflected in the final assessment. In this way, students not only attach importance to the learning process, enhance learning enthusiasm, but also pay attention to the learning effect and ensure the learning system. It can ensure the effectiveness of cooperative learning and improve the quality of teaching.

## 5. Conclusion

Cooperative learning is an effective teaching mode in college English teaching. It can not only improve students' enthusiasm for learning English, promote students' interest in learning English, improve students' ability to learn English, use English and autonomous learning, but also enhance cooperation among students. At the same time, the role of teachers' organization, guidance and promotion cannot be ignored in the teaching process. In short, cooperative learning can effectively improve the level and quality of college English teaching.

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