



The Use of Cooperative Learning in English Writing Teaching

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Abstract: Writing is one of the five major English language skills according to the new English curriculum standards, and writing also reflects the core competence of students in English. English writing ability is a basic skill that students should master in the process of English learning. However, English writing teaching is one of the most difficult and neglected parts of teaching. The current writing teaching model is generally teacher-centered, focusing on results and neglecting process. This teaching method is often time-consuming, and has little effect. Cooperative learning is student-centered, values the learning process of students, and encourages students to help each other, discuss together, and actively participate in writing, thereby inspiring students' interest in writing. This article analyzes the current researches on cooperative learning abroad and at home, introduces the theory of cooperative learning and its significance in writing teaching, and puts forward suggestions on how to better use cooperative learning in writing teaching.

Keywords: English writing, cooperative learning, writing teaching

1. Introduction

In English learning, writing is a significant ability, which has a very positive influence for the improvement of students' English level. In traditional English writing, students have insufficient interest in writing, and teachers' evaluation methods are single, which both lead to poor writing teaching effects. Therefore, teachers can adopt cooperative learning methods to achieve the improvement of students' interest and effect in English writing learning.

1.1 The background of the research

English writing ability is one of the abilities that students should master. The teaching methods of many English teachers are too single and they do not consider the characteristics of the curriculum. They still adopt the following teaching model: the teacher arranges writing tasks for the students, the students complete them, and then the teachers uniformly evaluate and correct some obviously wrong sentences. Under the teaching model, students suffer from a lack of enthusiasm and initiative in writing. Although teachers will write a lot of comments for students about the composition, students will not carefully read them, and will not actively think about their own shortcomings. These problems can be solved by cooperative learning.

1.2 The purpose of the research

The mode of group cooperation learning requires cooperation among group members. Traditional teaching is based on the teacher as the leader, but the group cooperation model has changed the teacher-centered model and focuses on student learning. On the one hand, this model focuses on the cooperation in the classroom; on the other hand, it exercises the students' ability to learn independently. As a key element of classroom teaching, teachers should also gradually change teaching methods, pay attention to inductive and inquisitive teaching, cultivate students' independent learning ability, and improve students' learning ability. The group cooperation learning can not only cultivate cooperation and interaction between students, but also strengthen communication among them.

2. Literature review

2.1 Relevant researches abroad and at home

The following part mainly introduces the application of cooperative learning abroad and at home and elaborates the theoretical basis of this research.

2.1.1 Relevant researches abroad

Foreign research on cooperative learning started in the 1970s. The United States first developed the research on group cooperative learning, and formed a relatively complete system. The representative of the research on the group cooperation model is the Johnson brothers of the University of Minnesota in the United States. They believe that cooperative learning is

to better promote the learning of themselves and their peers through mutual activities between group students. In addition, Slavin of Hopkins University in the United States has proposed that through group cooperation, students can get better rewards and better grades (Slavin, 1980: 315-342).

Sharan pointed out that cooperative learning can promote teaching through organization and cooperation, and there is a cooperative relationship among students (Sharan, 1990: 59-62). In classroom activities, students are divided into groups, and each group member communicates in the classroom through groups. The composition of group members is usually 3-5 (the number of group members is generally 2-6). The group organizes the students together. The students study together with other members in the group, communicate together, and make progress together.

In summary, foreign research on group cooperation mainly focuses on the connotation of group cooperation, the operation mode of group cooperation, and the effectiveness of group cooperation. The theoretical system is worthy of learning and reference for English teachers.

2.1.2 Relevant researches at home

In the 1920s, the people's educator Mr. Tao Xingzhi put forward the educational thought of "Little Mr. System" and applied it to actual teaching, which fully embodies the concept of mutual help and common progress.

Cooperative Learning refers to the basic form of heterogeneous learning group, the systematic use of the interaction between the dynamic elements of teaching to promote student learning. In addition, cooperative learning is the use of a certain method or procedure to scientifically group students in the classroom, and then promote their cognition of learning and complete emotional teaching in the communication and cooperation between students. Many educators also apply cooperative learning to teaching practice, and have achieved certain results, but there are few studies on applying cooperative learning to English writing teaching.

2.2 Theoretical basis

2.2.1 Developmental theory

The recent development zone proposed by Vygotsky refers to the difference between the actual development level of children solving problems independently and the potential development level of solving problems under the guidance of adults or in the cooperation of capable peers. In the process of collaborative writing, group members will conduct debates, discussions, collaborations and other activities, and finally reach a consensus on a problem and a solution. In the process of mutual help among group members, capable students play the role of "little gentlemen".

2.2.2 Cooperative learning theory

Cooperative learning means that in traditional classroom teaching, with the help of the basic form of heterogeneous group, through the communication and exchanges of group peers, the achievement of group goals is the standard, and the overall performance of the group is used as the basis for evaluation and reward. Cooperative learning encourages students to communicate with each other, regard group members as learning resources, and acquire knowledge in the process of exploring.

3. The suggestions for the use of cooperative learning in English writing teaching

In order to achieve better results in students' English writing learning, it is necessary to study the use of cooperative learning in specific English teaching. On this basis, it is necessary to improve students' autonomous learning ability, teamwork spirit and the ability to evaluate each other effectively.

3.1 Stimulate students' interest

In the process of language learning, interest is an important factor to promote students' active participation in learning. By stimulating students' interest in writing and mobilizing their initiative and enthusiasm, they can help students overcome the fear of difficulty in writing.

3.1.1 Group students reasonably

Teachers need to group the students reasonably, and make a reasonable mix of excellent, medium and poor students.

For example, the teacher can group the students into groups of six. In the group, there are 2 students with a good foundation in English, 2 students with a medium foundation in English, and 2 students with poor English learning. After the grouping is completed, students with good English foundation should be selected as the leader, so that the completion of the learning tasks can be supervised effectively.

3.1.2 Make the rules clearly

Before students engage in cooperative learning, teachers need to fully understand the English foundation of different students, and make arrangements for group members. In order to effectively mobilize the enthusiasm of students, a specific

reward and punishment mechanism can be established. Teachers should make the students be familiar with the rules before learning, so that cooperative learning can be carried out effectively. Otherwise, students will be very confused.

3.2 Carry out cooperative activities

In today's English test, if students want to get a good score in writing, they not only need to ensure that the sentences can conform to the rules of the language, but also need to be able to use advanced sentences and vocabulary. Therefore, teachers can actively carry out various group cooperative learning activities.

3.2.1 Tackle difficulties in groups

Students often make some similar mistakes in writing, which can be the wrong use of some vocabulary and sentences. For the common problem among most students, teachers can ask students to conduct self-evaluation, discussion, and mutual correction in the classroom. In the process, students can effectively deepen the impression of the wrong problem and effectively avoid the recurrence of similar problems.

3.2.2 Mutual corrections within the group

In this process, students need to look for wonderful words and sentences in the compositions, and propose corresponding revision suggestions for the mistakes. After editing the compositions, the team can hand over the completed compositions to the teacher, and the teacher can select some excellent ones and post them in the class for appreciation. In the process of appreciation, students can express their opinions, and discuss the advanced vocabulary and sentence structure. Over time, students can gradually learn to evaluate others' articles and master some great writing skills.

4. Conclusion

There has never been a fixed model for English writing teaching. In actual teaching, teachers have to make adjustments based on specific academic conditions. Combining cooperative learning theory with English learning is more conducive for teachers to organize writing teaching. All in all, teachers can design different types of English writing activities, so that students can rely on collective and individual wisdom, and make progress in English writing in a competitive and cooperative atmosphere.

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