

# Research on Design Strategy and Implementation Method of Junior High School Students' Cooperative Learning

Huilan Zhao

College of Education  
Yanbian University  
Yanji, China 133000

**Abstract**—Cooperative learning is an important learning method advocated by the new curriculum reform. And it has gradually become the norm in modern classroom teaching. The model of cooperative learning breaks the status of deciding everything by teachers' saying in the traditional teaching, and allows students to help each other to explain and digest knowledge through cooperation. For current teaching activities, teachers should adopt scientific and reasonable methods to guide the students to have cooperative learning according to their own students' actual situations. The learning efficiency will be steadily improved. This paper adopts the literature research method and education observation method. Through understanding the research status of students' cooperative learning ability at home and abroad, the middle school students in Helong City are taken as the research object. And this paper conducts on-the-spot investigations on their learning efficiency and cooperative skills in English subjects. This paper analyzes the types of cooperative learning in the classroom, finds out the problems existing in the process of improving cooperative learning efficiency and analyzes them, and puts forward the design strategies and implementation methods of English cooperative learning methods suitable for middle school students.

**Keywords**—*cooperative learning; design strategy; implementation method*

## I. INTRODUCTION

In education and teaching, it is necessary to consider the development of students' intelligence, to focus on improving the moral and rational levels of students, to help the younger generation improve the cooperative learning ability, and to eliminate self-centered inaccuracy. These should be the focus of every educator and educational researcher. In social life, much work has been accomplished by improving internal collaboration and strengthening competitiveness. Finally, it has achieved the success. In today's society, English is used as the primary language of communication among countries. And its use will become more and more common. Therefore, to improve English ability is also a great challenge for us. For the current English teaching in junior high school, the teaching mode of cooperative learning has entered the classroom. And the researches in this area in China increase.

There will be more and more studies on English cooperative learning of middle school students.

## II. STATUS QUO OF DEVELOPMENT OF COOPERATIVE LEARNING IN CHINA AND FOREIGN COUNTRIES

At the beginning of the 1st century AD, scholars represented by the ancient "Quintilian school of thought" in Western countries had a certain amount of research on "cooperative learning" and proposed that students benefited from mutual education [1]. In the West, the United Kingdom first created an extracurricular activity group. In 1786, the extracurricular activities carried out by a high school in the UK had very high influence at that time. This activity is mainly based on the interest of students to do something meaningful or some substantive research and practice, and to strengthen the mutual cooperation among teams. Through group discussion and help, it would improve students' personal ability and level. In 1806, the concept of the extracurricular cooperative learning group was introduced into the United States from the United Kingdom. It was highly valued by the famous American educators such as Parker and Dewey. From kindergarten to university, people have conducted in-depth discussions and implementation of cooperative learning. Today, the cooperative learning method has been widely used in classroom teaching in many European countries, and can be continuously improved. It is known as the best teaching reform in recent decades and has become a major teaching method. . The emergence of cooperative learning methods has played a very important role, and even promoted the process of education and teaching in many countries. American education critics Heriz and Fultz said that if they must list a term that truly meets the education "reform", it must be cooperative learning [2].

As a new learning method, cooperative learning is different in schools in different provinces and cities in China. By searching key words in the "China National Knowledge Infrastructure", we have found that in recent years, many researchers have investigated the current situation of cooperative learning, indicating that "cooperative learning" has always been a hot research in this field [3]. It has not studied the cooperative learning for a long time in China. There are still some deficiencies. First, the research on

modern teaching theory of cooperative learning is not enough. The understanding of the relationship between cooperative learning and student personality development is not clear. Second, it is not deep enough to study the method of combining cooperative learning with other teaching methods in the context of actual national conditions and regional differences. At the same time, in the process of actual implementation, there is not enough research on students' skills in cooperation and the heights that can be achieved [4]. China's research in cooperative learning still has some deficiencies as mentioned above and needs to be further improved. Therefore, this study will focus on how to carry out research on group cooperative learning in English teaching of junior high school. For cooperative learning methods of seventh middle school students, it puts forward suitable design and implementation methods to cultivate cooperative learning abilities of junior high school students. And then, English classroom teaching results have been improved.

Nowadays, cooperative learning has entered the English classroom, which has transformed the traditional classroom. However, many aspects such as the effectiveness of cooperative learning in practical teaching still need in-depth discussion and research. First of all, since cooperative learning couldn't be fully and effectively started, the organic integration of cooperative learning and traditional teaching is a question that should be seriously considered at this stage. In the English class of junior high school, cooperative learning is used for learning. It can be student-centered. Junior high school students have very limited self-study ability. If they do not get good guidance and norms, they will waste a lot of time and consume the patience and emotions of teachers. It would get more kicks than halfpence. Second, in the English class, cooperative learning and teacher teaching can effectively encourage students to actively help each other and collaborate to complete tasks. The combination of teachers' repetitive work and cooperative learning can greatly improve students' learning efficiency [5].

### III. RESEARCH PROCESS

The study site is set in seventh middle school in a city. The paper uses five homogenous classes in the eighth grade as the sample. The number is 132 and the proportion of men and women is uniform. The age ranks between 12 and 14. Most of the students are Han students. Individuals are Korean students. No. 7 Middle School in Helong is one of the top schools in teaching facilities and faculty of many middle schools in Helong City. This survey mainly focuses on field observations of students' learning efficiency and cooperation skills in English subjects, analyzes the types of cooperative learning methods of teachers' organizations, and identifies problems existing in the process of improving student cooperative learning efficiency and analyzes them.

#### A. The Characteristics of Students

The eighth-grade students tend to be mature in thinking and have strong self-control abilities. They can interact with teachers in the classroom and cooperate with each other in a

tacit understanding. They also have preliminary ability to make independently exploration and cooperation.

1) *Analysis of cognitive level:* After a year of study, eighth-grade students have a certain amount of basic English knowledge and listening and speaking skills, and gradually have reading and writing ability. Students also have interest and enthusiasm for learning English. At the same time, students are influenced by the new curriculum concepts and practices. Students have the initial ability to be independent, cooperative and inquisitive.

2) *Analysis on learning psychology:* At present, students are interested in English and have curiosity. However, this enthusiasm and emotion is very unstable. Students' thinking is more imagery, and they don't have certain analytical and integration abilities. At the same time, students in this period care about other people's evaluations. They are used to forming evaluations of themselves through other people's evaluations. Their self-recognition is not clear enough. And they are not rational and comprehensive.

#### B. Teacher Resource Allocation

At present, there are 4 English teachers, a male teacher, and 3 female teachers in the eight-grade class in seventh junior high school in a city. The four teachers all have the basic and professional ability to use knowledge of English subjects. And they have certain classroom teaching ability and observation organization ability. Teachers in teaching have the consciousness of changing the main body of the class. They try to organize teaching activities of cooperative learning with the students as the center. However, it is not mature enough to implement it. It also has certain limitations and obstacles.

#### C. Ways of Cooperative Learning

There are two types of cooperative learning methods currently used in English teaching classes in seventh junior high school in a city: teacher-student cooperation and student-student cooperation.

1) *Teacher-student cooperation:* For the cooperation between teachers and students in the traditional classroom teaching, the teachers should be the leader, and the students should be the subject. It emphasizes that teachers and students should participate in it. And this would strengthen the communication, exchanges and collaboration between teachers and students. In class, teachers cannot be in a condescending position. They must learn to respect and understand students, guide students to form positive thinking, and give full play to the autonomy and initiative of students.

2) *Student-student cooperation:* Traditional classroom teaching ignores mutual help among peers. Therefore, students' interaction is the basic characteristic of teaching model, teachers are grouped scientifically, and reasonable evaluation mechanisms are established. Each student can participate in it actively. In class, students are guided to discuss with each other. The students would make

supervision and inspection, and jointly have the study. Ultimately, they would successfully complete the learning task.

#### *D. The Influence of Cooperative Learning on Students*

The model of cooperative learning breaks the state of deciding everything by English teachers' saying in traditional teaching. In most of the time, the teacher's explanation accounts for most of the time in the classroom. And the teachers keep filling the students' brains. And the teachers are afraid of missing any knowledge points, instead of allowing students to actively absorb it. The students are divided into different groups. For the learning group, the middle school students would make preparation in advance. When the students encounter more difficult problems in the course of study, students can make explanation for each other. And when they cannot solve the problem, they would ask the teacher for assistance. This greatly reduces the burden of the teachers. At the same time, such group learning has firstly enhanced the students' self-confidence. The process of explanation for each other is also a kind of help and improvement. And the students have deepened the understanding of knowledge. At the same time, this kind of mutual assistance among students is conducive to the deepening of feelings and can enhance the collective sense of honor.

#### *E. Classroom Structure*

This class mainly designed two groups of cooperative activities. The first is to discuss what the students need when making banana milkshake based on the teachers' tips. The student discussion was very lively and the ideas were different. However, there were omissions and unexpected thoughts. This activity allows students to master the new vocabulary that this lesson needs to learn. The second is to ask students to discuss how to make banana milkshake. What are the steps for it? This brings out a lot of phrases and sentences, which lays good foundation for the following exercises. Students would have the learning more easily.

#### *F. Teachers' Feedback*

After the end of class practice, the author exchanges with English teachers who participated in the lectures and gets the following feedback.

In this lesson, teachers have a clear division of work among students. Each group has a good leader, and the team leader determines the recorder for each event. This eliminates the learning inefficiency that comes with choosing interim leaders. Also, the teachers should make students clarify the rules that cooperative learning needs to follow. An important reason for the inefficiency of cooperative learning is that students do not know how to conduct cooperative learning. Therefore, the teacher will allow students to understand and clarify what we are going to learn before they engage in cooperative learning activities in this class. The teachers should guide the process of learning. The students should clarify the learning goals and level to be achieved. And in the process of cooperation, teachers always remind students to follow the rules. And then, it would improve the

quality of cooperative learning and the efficiency of classroom teaching.

The teaching activities designed in this class are targeted and moderately difficult. They are precisely designed to enable students to realize the joy of success through cooperative efforts. And they can continuously improve and further promote personal thinking and ability. The tasks of the group set in this lesson are all in line with the students' cognitive level. Starting from the reality, they also have certain challenges and achieve good results.

In this class, students are grouped before class. The teachers propose competitions. The winning team can also get prizes. The competition mechanism is very reasonable. Each task in the classroom will score points for their own team, which greatly stimulates the students' sense of competition and enthusiasm. Each student will participate in it. And it would improve the effectiveness of the classroom. However, cooperative learning is more likely to increase enthusiasm than teachers' single instruction. And bad control may make the classroom into a state of chaos. It is not easy to control. Therefore, the arrangement of cooperative learning should be appropriate, and it is best to combine it with teacher's teaching.

After the end of each task, the teacher should guide students to evaluate the group's learning situation, praise the excellent group, encourage the backward group, and give more opportunities. At the same time, after the end of the course, the students conducted self-evaluations, allowing students to have a clear understanding of themselves. And this would help themselves in all aspects. This lesson pays attention to the evaluation of the group, and personal evaluation. It enhances students' self-confidence and improves the spirit of competition and teamwork.

#### *G. Students' Feedback*

After each lecture, students were asked about the classroom effect and expected learning style this lesson for practical purposes. Many students believe that cooperative learning method organized by teachers suddenly arouse their interest in the course content. It is no longer boring. At the same time, they can learn from each other's team members and help each other. Most of the students also states that each member of the team has different ideas and different perspectives. Everyone is more powerful and can support each other. The final conclusion is complete. At the same time, students also believe that teacher teaching is an indispensable part of the classroom. The combination of teacher teaching and cooperative learning is the best and most desired form for the students.

## IV. CONCLUSION

The study is limited to five homogenous classes in the eighth-grade class in seventh junior high school. It cannot fully accommodate all students' characteristics and special circumstances. It can also reflect the trend of adopting cooperative learning in English teaching of the junior high school. According to the feedback of teachers and students, it could adopt the combination of teacher teaching and

cooperative learning. It is much better than single teacher teaching or single collaborative learning. If we adopt reasonable and appropriate cooperation method, cooperative learning can achieve good results.

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