

Study on the Inefficiency of Cooperative Learning and its Countermeasures in College English Teaching

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Abstract—With the continuous development and expansion of education in China, teaching methods have been innovated and developed with the development of society. In today's college English teaching, many new teaching methods are also coming out of the old. Among them, cooperative learning has been widely used in college English teaching. As a common teaching method in college English teaching, cooperative learning has been adopted by many colleges and universities. This paper analyzes the application of cooperative learning in college English teaching. This paper points out the existence and reason of its inefficiency, and finds some corresponding solutions. This will serve as a reference and guide for the improvement of cooperative learning efficiency in college English teaching in the future.

Keywords—*cooperative learning; English teaching; Inefficiency; Countermeasure research*

I. OVERVIEW OF COOPERATIVE LEARNING

Since the reform and opening up, with the continuous development and expansion of China's social economy, the education cause in China is also showing a trend of rapid development. Especially after we strongly advocate quality education, more and more modern education methods are widely adopted. And now it's showing the effect they have. Among so many teaching methods, cooperative learning has become a widely used teaching theory in education field. It has become a corresponding teaching system, is a very innovative and effective teaching theory. In each school, it has become an important aspect of school teaching content and teaching procedures.

Cooperative learning as the name implies is to work together in collaborative learning. Such cooperative learning can take the form of cooperation between teachers and students, or between students and students. In short, cooperative learning is a kind of teaching practice that takes cooperation as the most basic premise and divides into different groups to carry out mutual cooperative activities. [1] in the concept of cooperative learning, its connotation is mainly that cooperative learning is a kind of teaching activity centering on groups through

cooperation among groups. Its main goal is to make the group members have the sense of responsibility, which emphasizes a view of collective honor and disgrace, so that students can highlight their main status in the group.

II. REASONS FOR COOPERATIVE LEARNING

We know that in the traditional teaching; most of the schools have been focusing on the classroom teaching mode of teachers and students. In college English teaching, such a teaching mode is also common. In the college English class under this teaching mode, although the amount of information explained by the teacher in the class is very large, the class hours consumed by the teacher are also very large, and the corresponding teaching tasks cannot be completed well in time. This has a big gap for training students' practical application ability. However, the teaching mode of cooperative learning can improve many disadvantages of traditional teaching. Different from the traditional English classroom teaching mode, cooperative learning can not only reasonably improve the former serious atmosphere in college English classroom teaching, but also create a relaxed and pleasant learning atmosphere. This will create a very relaxed learning environment for students psychologically. In addition, in the teaching mode of cooperative learning, different teaching environments can be carried out according to different students' learning conditions and levels, which can greatly improve students' academic performance and prompt them to make great improvements when solving practical problems. In addition, cooperative learning has been applied in English classroom teaching in many universities and has achieved initial results. This will surely lead to more scientific and reasonable improvement and development for improving the teaching quality of college English classes, stimulating students' active interest in learning, and further improving the reform results of teaching.

III. THE ROLE OF COOPERATIVE LEARNING IN COLLEGE ENGLISH TEACHING

The teaching mode of cooperative learning is different from the traditional teaching mode. In the cooperative learning teaching model, the emphasis is on student - centered. In the classroom, it is not like traditional teaching; the teacher is always the center of the whole teaching process. In the cooperative learning class, the teacher will leave enough time

1, General Topics of Hubei Education Science Planning Project: On Classroom Ecology of Intensive Reading in "Internet+" Era(2017GB080)

2, Teaching Research Project of Jingchu University of Technology in 2017:2017GB080): Practical Exploration of Cultivating Critical Thinking Ability of College Students — A Research Based on Intensive English Teaching(JX-201729)

3, "Jiuyuang Planning" Project of Jingchu University of Technology in 2017:Research on the Strategies of Interpretation Teaching in the New Normalcy(19)

for students to have active discussions in the class. In the process of discussion, students can discuss with each other and exchange ideas with each other, thus achieving common progress. In addition, in the process of discussion, students can also develop potential suitable for their own ability according to their own ability. In this way, in the classroom of cooperative learning, students' initiative to learn is greatly aroused, and students' main role in teaching is also highlighted.

In the process of cooperative learning, we changed the previous state of competition between students and individual students, and focused more on group competition. [2] This evaluation mechanism of cooperative learning has a lot of advantages. It changes the previous small-range competition among students, strengthens students' group consciousness, and also cultivates students' cooperative consciousness when optimizing such group consciousness. In the cooperation between the students have enhanced the collective sense of honor and disgrace, thus in the collective training of a great sense of competition.

In the process of cooperative learning, because the student is a group for the group cooperative learning, so in the process of group work, students in the group more would experience the power of group cooperation, will be more experienced team of team spirit and the collective strength of strong, enable students to see the difference between each student in the middle of the cooperation process, so that they can timely find their own shortcomings, make up for the teachers in the teaching of omission.

IV. THE INEFFICIENCY OF COOPERATIVE LEARNING IN COLLEGE ENGLISH TEACHING AND ITS CAUSES

In college English teaching, cooperative learning is inefficient. In college English teaching, although the English teaching mode has been continuously improved and deepened after a period of reform, there are still many problems and shortcomings in the practical application of cooperative learning.[3] for example, when we were in the cooperative learning, group discussion the actual effect is not ideal, the students to discuss, some students are not good at independent thinking, just speak in cooperate with other students, and some students just said in his point of view, and never listen to the opinions of others, also don't respect the opinions of others. In terms of the overall effect, some students with good learning ability were still more active in the group discussion, while some students with weak learning foundation were more likely to sit nearby and watch the discussion. In addition, some schools do not pay much attention to cooperative learning, but take it as a form of coping. They cannot study in depth and let students truly appreciate the benefits of cooperative learning. In other colleges and universities, teachers are often not able to listen to students' learning effects carefully and do not analyze them well. Many teachers fail to provide effective and correct guidance to students when conducting cooperative learning, and often neglect the real learning effect on students.

There are four main reasons for these problems in efficient English class cooperative learning:

First, in the teaching of English classes in colleges and universities, the teaching tasks of cooperative learning will

vary in difficulty and difficulty, and the assignment of learning tasks is directly related to the basis of students themselves, which will directly affect the enthusiasm of students to participate in cooperative learning. [4] Therefore, when college English teachers are engaged in cooperative learning, if the teacher's design for the tasks assigned by the students is not reasonable, or if the tasks assigned by the teachers are beyond the students' ability range, it will inevitably reduce the students' interest in learning. In addition, most students are often affected by the traditional teaching mode, and their thinking mode is rather outdated, which fails to meet the requirements in terms of cooperative awareness and cooperative skills with others, thus causing obstacles in the cooperative communication with others.

Second, now in college English classroom teaching, the number of students has increased year by year, so it's in the cooperative learning, the grouping is bound to be the number is more, so if want to use cooperative learning in the classroom results show you, there would be more than the time it takes, so it will directly lead to reduce the effect of classroom teaching. IN addition, the teaching time allocated in class for cooperative learning is not necessarily reasonable, and the unreasonable allocation of time has a great impact on students' learning. If teachers cannot give students enough time for cooperative learning, students often stop the discussion of cooperative learning before entering the state, so that cooperative learning cannot be carried out in depth.

Thirdly, in the process of cooperative learning, teachers often make some unreasonable group allocation or unclear division of labor due to various reasons when grouping. Such problems will inevitably affect the learning effect of students. And most of the students in groups, often choose to familiarize yourself with the students to form a team, not in learning basis or is formed on the basis of the study interest, the result will lead to some of the imbalances, and learning good students in the process of cooperative learning is positive, and the weak foundation of students together is still relatively silent, so to student's learning effect will inevitably have an impact.

Fourthly, when studying together, students are not always able to take the initiative to learn. Some students may even appear lazy and negative, or some students do not have sufficient preparation before learning together, which affects the cooperative learning effect of the whole group.

V. STUDY ON THE LOW EFFICIENCY OF COOPERATIVE LEARNING AND ITS COUNTERMEASURE IN COLLEGE ENGLISH TEACHING

First of all, teachers should make cooperative learning group tasks suitable for students according to their actual situation. In the process of cooperative learning, teachers should make the task of cooperative learning practical, consistent with the learning situation of students, and appropriate degree of difficulty and difficulty, because this will directly affect the actual effect of students' learning. [5] Therefore, when making cooperative learning tasks, teachers should have a comprehensive understanding of students' learning situation. They should not waste too much time or influence students' interest in learning, but should not be too simple to lose the value of discussing the tasks. Teachers

should combine students' learning level and cognitive level, and should not deviate from the requirements of teaching objectives and textbooks. The designed tasks can arouse students' interest in learning, and should have the value and significance of selection, so that students can be effectively improved when they cooperate in learning.

We should correctly understand the connotation of cooperative learning and properly handle the relationship between cooperative and independent learning. In college English teaching, teachers must have a correct attitude to cooperative learning and cannot ignore its role and significance. Cooperative learning should not only be regarded as a form, otherwise it will inevitably affect the classroom teaching effect. Teachers must be able to correctly handle students' cooperative and self-learning ability when teaching tasks of cooperative learning. In cooperative learning, there is a premise must is a reflection of students' individual ability, first of all, students must have the ability of independent learning and thinking, individual students have the ability to do this, the student in learning will certainly to him for what he learned to have some own opinions and views, the content of the corresponding will also have some questions and doubts. Under such circumstances, students will have an urgent answer and solution to their own problems when interacting with cooperative learning. If they want to know the answer, such cooperative learning can exert its due effect and stimulate students' interest in learning.

Teachers should be scientific and reasonable when grouping students. Cooperative learning is also a very important link in grouping, which cannot be ignored. If the teacher groups the students in the cooperative learning group, without previous investigation and research, can only be randomly divided into groups, so that students can be grouped freely, such cooperative learning effect is not big. Therefore, when grouping students in cooperative learning, teachers should first have a full and comprehensive understanding of students and be familiar with their learning characteristics and characters. Only on this basis can they be scientific and reasonable. We should let those students who are good at learning to drive the students with weak learning foundation, and those students who are active and outgoing to drive some students who are passive or introverted in learning. In short, teachers should explore the characteristics of students to the

maximum extent, strive to enhance the effect of cooperative learning, and cultivate students' sense of competition and teamwork.

In addition to cooperative learning, teachers must be able to give reasonable guidance and help. Many students have poor self-learning ability and weak self-learning awareness, which requires teachers to guide and supervise these students in a timely manner, so that students can enhance their self-learning awareness and actively participate in the team of cooperative learning. At the same time, students in cooperative learning, teachers and cooperative learning situation of students have a full understanding of every step of cooperative learning has an elaborate arrangement, so that students in the process of cooperative learning specific teachers can effectively guide, can in time to solve the problem of students in the process of cooperative learning. So that the students can efficiently complete the corresponding tasks.

VI. CONCLUSION

In a word, cooperative learning has become an important part of college English teaching. Teachers need to improve the efficiency of cooperative learning and design corresponding cooperative learning tasks scientifically and rationally. Teachers should also comprehensively understand and correctly guide and supervise students' learning so as to maximize the teaching effect of cooperative learning.

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