

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

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Abstract

This paper mainly studies the application of Cooperative Learning Method in high school English writing, which mainly adopts the literature research method, and organizes researches on Cooperative Learning by domestic and foreign scholars in recent years. The author draws some enlightenment on how to use the Cooperative Learning. This article is mainly divided into seven sections. Firstly, it introduces the era background knowledge of the paper, expounds the definition of Cooperative Learning from multiple dimensions, introduces the theoretical basis of Cooperative Learning method, and the principles of using Cooperative Learning, and then introduces domestic and foreign scholars' opinions on cooperative learning in English writing in Senior High School. Finally, on this basis, the author gives a lesson plan of the application of Cooperative Learning in high school English writing teaching in order to discuss how to effectively use Cooperative Learning method and draw some conclusions. The research results show that the cooperative learning method can improve the efficiency of English writing teaching in high school, meet the needs of new curriculum reform and students' development, and can improve students' interest in English writing and students' teamwork spirit.

Keywords: cooperative learning, English writing

1. Introduction

Writing plays an important role in Senior High school English teaching, and it is also the embodiment of students' comprehensively ability. In 2017 edition of the new high school curriculum standard put forwards new requirements for students writing ability, requiring students to be able to describe the process of the events briefly, use words to describe personal experiences and features of things and establish logical relationships in written expressions with the help of conjunction words, vocabulary articulation and so on. However, in the traditional writing model, students do not get enough interpersonal communication, making them less interested in English writing. This paper mainly summarizes and analyses the previous research on the application of Comparative Learning in high school English writing, and strives to find more effective strategies to integrate Cooperative Learning into high school English writing classes and improve students' interests in writing.

2. The Definition of Cooperative Learning

Slavin(1983) in the United States is one of the foremost advocates of Cooperative Learning. He claims that cooperative learning refers to the classroom teaching approach that allows students to participate in cooperative learning activities in groups and obtain rewards or recognition based on the results of their entire group. Sha Ran(1990) of Israel believes that cooperative learning is the general term for a series of methods for organizing and promoting classroom teaching. Cooperation among students in the learning process is a basic feature of all these methods. Wang Tan(1994), a well-known scholar in our country, believes that cooperative learning is a teaching strategy designed to promote mutual cooperation among students in heterogeneous groups and achieve common learning goals based on the overall performance of the group.

So generally speaking, cooperative learning is a form of teaching that requires students to engage in learning activities together in some heterogeneous groups of 2-6 people to work together to complete the learning tasks assigned by teachers.

3. Theoretical Foundations of Cooperative Learning

Cooperative learning has been widely recognized worldwide, and has been widely used in so many countries. The reason for its popularity is based on a profound and solid theoretical basis.

3.1 Zone of Proximal Development

Vygotsky's "zone of proximal development theory" believes that there are two levels of student development: one is the student's current level, which refers to the level of problem-solving that can be achieved by independent activities; the other is the student's possible level of development. The level of development, that is, the potential acquired through teaching. The difference between the two is the zone of proximal development. Teaching should focus on the student's zone of proximal development, provide students with difficult content, mobilize students' enthusiasm, develop their potential, surpass their zone of proximal development and reach the level of the next stage of development, and then proceed to the next stage on this basis. In the process of implementing cooperative learning, teachers need to consider the current level of development and potential development of students, and the writing task cannot be too easy or too difficult.

3.2 Motivation Theory

Motivation refers to the theory of the generation, mechanism, motivation and needs, behavior and goal relationship of motivation. Motivation is a concept in psychology, which refers to the internal arousal state that causes and maintains human behavior in a certain way. Motivation is generated by need. When the need reaches a certain intensity and there is an object to satisfy the need, the need can be transformed into a motivation. In the process of cooperative learning, the stimulation of students' personal motivation and the realization of personal goals must depend on the realization of groups, so that students realize the importance of group cooperation. The correct guidance of teachers will make students gain a sense of achievement and collective honor, and achieve self-realization and self-satisfaction.

3.3 Constructivism Theory

Piaget first proposed the constructionist theory, and analyzed the theory from three aspects: active construction, social interaction and contextualization. Active construction is the need to actively construct and reorganize existing knowledge and experience, so as to develop new information and finally construct new knowledge of one's own. Social interaction indicates that learning is not independent and that the social environment can have a large impact on learning. Contextualization proposes that learning, wisdom and knowledge exist in certain contexts.

4. The Principles of Cooperative Learning

4.1 Homogeneity between Groups, Heterogeneity within Groups

Differences in gender, personality, academic performance and learning ability are formed among the members of the group. "Because each group is heterogeneous, this creates homogeneity among the groups in the whole class. In practice, teachers try to combine the best, the medium and the poor, so as to give full play to their own strengths and advantages in learning, and make each group The overall level is basically the same to ensure fair competition among all groups in the class.

4.2 Round Attention to the Students

In order to achieve good results in cooperative learning, students' active participation is the premise. Teachers need to face all students, and constantly explore the content, form and method of cooperation, so that students have the desire to participate, and maintain a positive attitude in cooperation.

4.3 Teacher-Student Complementary

From the perspective of the teacher-student relationship, classroom teaching should be a process of mutual participation of teachers and students. Classroom teaching is a dynamic development process of teacher-student interaction. There are not only teaching resources preset by teachers before class, but also a series of generative teaching resources. In the process of cooperative learning, students are limited in content and methods, and teachers should supplement them to improve learning efficiency.

4.4 Moderate Principle

Cooperative learning is a learning method actively advocated in the new curriculum, but we cannot think that as long as cooperative learning is adopted, good learning effects can be achieved, let alone that all teaching contents are suitable for cooperative learning. Everything has two sides. Cooperative learning is no exception. If

it is used well, it will improve the efficiency of classroom teaching, otherwise it will reduce the efficiency of classroom teaching. Therefore, it is necessary to follow the principle of moderation.

5. Research on Cooperative Learning in English Writing

5.1 Research on Cooperative Learning in English Writing at Home

in the 1980s, with the rise of cooperative education in the Soviet Union, cooperative learning attracted the attention of scholars in China, some educators had studied cooperative learning in the teaching of English writing since the 1990s.

Domestic scholars mainly study the application of cooperative learning in English writing in senior high school in two aspects, and they are the benefits of using cooperative learning and the strategies of using cooperative learning. Wang Qi(2018) believes that the application of cooperative learning can reduce students' writing anxiety, and students are not afraid of writing. Zhao Liang(2018) thinks that cooperative learning can stimulate students' interests in writing, students have something to say and have a desire to express themselves in the writing process. Gao Haijie(2017) holds that cooperative learning can improve peer partnership, students can enhance friendship between each other even enhance the whole class cohesion by using cooperative learning. Shi Ren Juan(2019) stands that cooperative learning can enhance students' sense of cooperation and realize the importance and benefits of cooperation, and it can also improve students' cooperation skills or techniques. Shen Ya(2018) believes that in cooperative learning, the monotonous repetition of the teacher's chanting is transformed into mutual reminders and encouragement among students. For the success of the group, they are committed to continuously improving their own essays, thus driving the improvement of the textual coherence of the essays. Cheng Hong(2021) holds that cooperative learning has a positive impact on the cognitive, metacognitive, emotional and social strategies of high school students' English writing strategies. There are also differences in the use of writing strategies between low-level students and high-level students. Compared with high-level students, low-level students made greater progress in English writing strategies. At the same time, high-level students are good at using memory strategies and metacognitive strategies, while low-level students are good at using emotional strategies. The above is the research of domestic scholars on the benefits of using cooperative learning in English writing in senior high school. Other domestic scholars have also studied how to use cooperative learning in English writing in senior high school. Shu Renjuan(2019) thinks that teachers should choose the right writing material, the role of the teacher should be diversified, and teachers should give positive evaluations. Yu Xiaoqin(2020) holds that teachers should use words and sentences to promote innovation, organize the information in a timely manner, and use current affairs to practice expression, and metabolize multiple forces to make corrections.

5.2 Research on Cooperative Learning in English Writing Abroad

As a theoretical system of education, cooperative learning needed to be realized as a practical teaching process. As a teaching strategy in classroom, it was researched by such researchers as Johnson and Johnson (Johnson & Johnson, 1989; Johnson et al, 1981), those studies show that the benefit of using cooperative learning for teaching and learning process. McNenny and Roen(1992) claim that despite the students various backgrounds, cooperative learning encouraged students to work together and respect each other. Storch(2005) finds that cooperative learning in teaching of English writing helps students in improving their quality of writing and provides a chance to generate ideas and feedback from one to another student. Other studies find that practice in pairs improves the overall quality of learners' writing even though the fluency of written text does not change significantly (Biria & Jafari, 2013). In a long term, Shehadeh(2011) states that most of the students express positive attitudes toward cooperative learning in learning writing and enjoy the experience. Then Dobao & Blum(2013) claim that cooperative learning about writing provides more chances for the students to broaden their horizons in terms of sharing ideas and knowledge.

6. Lesson Plan

After understanding the definition of cooperative learning, its theoretical basis, principles and related research at home and abroad, the paper will show how to integrate cooperative learning into high school English writing class. The author will choose the writing course of Compulsory 2 Unit 4 of Foreign Language Teaching and Research Press, and the writing topic is recommended a performance. Due to space limitations, only the teaching steps are shown.

Step 1: Perpetration before class

The teacher tells the students that the class is writing and the teacher divides the students into four groups, following the principle of heterogeneity within the group and homogeneity among the groups, and the students will choose the group leader and recorder by themselves. Having students in groups before class is conducive to maintaining order in the class. Students select their own group leaders and recorders can reflect student-centered and student autonomy.

Step 2: Lead-in

Teachers will show some pictures of all kinds of performances, and ask students some simple questions like: what can you see in the pictures? Do you like watching them? And then ask students to discuss what words can be used to describe this performance. And invite their group leader to present these words. Asking these simple questions can not only lead to the writing theme of this lesson, but also stimulate students' existing knowledge and interest in writing, which paves the way for future writing.

Step 3: Presentation

Teachers will show the topic of this writing: think about a performance that you want to recommend to the class. And present the writing materials. After students read the material, teachers will ask students to discuss three questions in group, they are: what should we write? What expressions and sentences can we use? How can we organize the necessary information and related ideas? And the recorder will write down what they have talked about. After the discussion, teachers will invite the group leader to present their discussion results and other students can show their thoughts about the discussion results. Through the group leaders' presentation and classmates' comments, teachers concluded that the composition will be divided into three parts, and they are: firstly, what performance you would like to recommend. Secondly, give a description of it or describe the most memorable scene. Thirdly, state why you would like to recommend it. Or what we can learn from the performance? And teachers will conclude the useful expressions like this is a movie about...the movie explores...the most memorable scene is...we'd like to tell you about a performance we highly recommend the performance, it is called...it makes you feel...Students discuss the structure of the article and the available sentence patterns in the form of group activities, on the one hand, they can brainstorm and burst out more writing inspiration and have an understanding of the basic structure of English writing and on the other hand, they can strengthen the sense of unity and cooperation among students and enhance class cohesion.

Step 4: Outline

Give students 15 minutes to write the composition. During the writing process, students can ask questions at any time and the teacher always monitors students' writing to identify problems in a timely manner and accumulate material for subsequent feedback based on the real mistakes they have made.

Step 5: Checking

First teachers will demonstrate writing scoring criteria and requirements, and make students aware of the insufficient of their writings, and then ask students to exchange their writings with their deskmates to evaluate their writings for the first time.

Secondly, revise the composition of the group members in a group format and let students discuss the error in the modified writing in groups, and the recorder write down the type of the errors. And then ask students to present their results.

Thirdly, teachers will choose two writings among students and correct them together with the whole class so that students will understand what teachers pay attention to in the process of correcting the writings and whether they will make the same mistake.

Fourthly, The teacher presents an excellent model of writing and asks students to discuss what the article is worth learning from in groups. Finally, the teacher summarizes the characteristics of an excellent model essay will have, like, In terms of content, the content must be substantial, the theme is prominent, the structure is complete, and the details appropriate. In terms of language, they have strong language expression skills, use grammatical structure and vocabulary correctly, and use some complex sentences to make sentence structures diverse. In terms of the organizational structure, they can use the conjunctions between sentences in a natural way. The process of revision is also a process of cooperative learning in groups, through the deskmate and group and the teacher's revision, students can find some common mistakes in writing, and try to avoid these mistakes in later writing and excellent compositions can be also learned from each other. It can also organically combine composition guidance, correction, and commentary together to form it into a whole, and give full play to the role of group cooperation.

Step 6: Conclusion

The teacher will invite one student to make a conclusion about what we have learned in the class, and summarize some writing tips. And ask students to rewrite the writing and hand it in tomorrow. Rewriting and revising the composition allows students to improve their composition level through repeated training in understanding and practice.

Step 7: Teaching reflection

In the whole class, every student takes part in the discussion actively and fights for the team's honor. Let

students discuss and summarize for many times can strengthen their impression of this class, and at the same time give them more time and chance to think deeply. However, cooperative learning requires teachers to control time well and use the time of each discussion reasonably, otherwise, it will cause a waste of time. In addition, in some cooperative learning students will not listen, discuss, express opinions, summarize and synthesize various opinions, and are almost out of control. There are also some who seem to have a very active classroom atmosphere, but in fact, they are chatting away from the topic. These are all drawbacks of cooperative learning, and teachers should avoid these problems when adopting this method.

7. Conclusion

Introducing the concept of cooperative learning into English writing teaching in high school is an active and effective method to improve English writing teaching. The English cooperative writing teaching meets the development needs of the reform of the new English curriculum standard and changes the traditional English writing classroom teaching. It combines students' independent learning and cooperative learning organically, stimulates students' interest in English writing, highlights originality and cooperative spirit, and improves the efficiency and quality of English writing classroom teaching.

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