# The Application of Group Cooperative Teaching in High School English Teaching

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*Abstract*: The group cooperative teaching method meets the new senior high school English curriculum standards' higher requirements for English teaching in senior high schools, and can develop students into cooperative, self-developing and comprehensive people. At the same time, the group cooperative teaching method is in line with the basic views of humanistic psychology and constructivism, and can be applied to all aspects before, during and after class, which has a positive effect on both teachers and students.

*Keywords:* Group Cooperative Teaching; High School; English Teaching

## 1. Introduction

The English curriculum standards for senior high schools in terms of cultivating students' core literacies such as language ability, cultural awareness and thinking quality have put forward higher requirements for the teaching of English subjects in general high schools. [1] English teachers in general have also thought about and explored many new teaching methods in their teaching practice, which include target teaching method, communication-interaction teaching method, mind mapping method, task-driven teaching method and other related researches. All of these teaching methods have, to a certain extent, improved the effectiveness of English teaching and learning and enhanced students' English learning ability. However, the new standards emphasize the development of students into cooperative, self-developing and well-rounded individuals, so teachers should focus on finding new teaching methods to develop this type of talent.

The group cooperative teaching method refers to a way of teaching in which students are divided into groups, and by organizing and dividing the members within the groups, so that they can take the initiative to put forward and optimize their own ideas, develop the ability of cooperation, interaction and communication, and finally achieve the teaching objectives in the process of completing the common tasks set by the teacher, using the process of division of labor, presentation and discussion.[2]

## 2. Reasons for application

### 2.1 Theoretical basis

As one of the main representatives of humanistic psychology, the American psychologist Rogers proposed a student-centered non-directive teaching model.[3] In the classroom teaching process, students are in the main position, and teachers should guide students to self-discovery, acquisition and mastery of knowledge in the process, rather than acting as an external driving force to stimulate students to learn. And through group work, not only does it avoid the risk of teachers over-guiding students on how to do it, but it also enables students to naturally discover their own cognitive biases in the process of actively participating in group discussions, thus prompting them to take the initiative to accept and learn new knowledge.

At the same time, the most fundamental view of constructivism emphasizes the active constructive and socially interactive nature of student learning.[4] Students are not passive absorbers of information, but active constructors of information. Therefore, teachers should facilitate students' active exploration and discovery of knowledge and help them to actively understand and construct the meaning of what they have learned, rather than simply imparting or even inculcating knowledge to students. Students should also take the initiative to personalize their knowledge with the help of learning

materials, teachers, classmates, and other external help in the learning process. Group work is an opportunity for teachers to provide students with the opportunity to participate in cooperative interaction and active processing of information. The process of group work emphasizes students' active understanding and processing of information and their participation in social activities.

## 2.2 Analysis of feasibility and advantage

As a language subject, the teaching of English covers vocabulary, grammar, reading, listening, speaking, composition, etc. It is easy to see that the teaching focuses on input and neglects output, and students' listening and speaking skills are relatively poor.[5] From the previous discussion of learning theories, it can be concluded that learning itself is not only a thinking activity, but also a social activity. Learning a foreign language requires not only the analysis and processing of knowledge, but also the urgent attention to the contribution of language output to second language acquisition, so as to better complete the process from input to output of new knowledge.[6] Since the group cooperative teaching method can be used in any of the above teaching blocks, and the process can focus on the students' language output ability, it not only solves the problems of traditional teaching, which emphasizes input but not output, but also solves the problems of poor listening and speaking skills. It also enables students to improve their overall quality through social activities. By participating in the division of labor, presentation and discussion within the group, students not only learn the content of the teaching objectives when completing the common tasks set by the teacher, but also can better develop their own subjectivity in a relaxed classroom atmosphere, and exercise their oral communication skills and teamwork skills.

## 3. Method of application

## 3.1 Pre-class session

The use of group cooperative teaching method before the lesson is mainly reflected in the teacher's preparation for the lesson and for the students. After sorting out the teaching objectives and important points, teachers can think about the appropriate place to arrange the group work session. For example, in a reading class, a cooperative learning task is designed: group members read individually and then discuss with other members the division of the meaning of the paragraphs, and then divide the work to summarize the meaning of the paragraphs and guess the meaning of the words in each part. Second, teachers should fully consider the abilities and characteristics of each group member so that the group can achieve complementary advantages in the process of cooperation. Attention should also be paid to whether all group members have equal opportunities to express themselves in order to promote fairness in classroom teaching.[7] At the same time, teachers can also number the study groups so that they can better manage the classroom and properly address any classroom emergencies that may arise in a timely manner.

On the other hand, for students, the group cooperative teaching method means that everyone must participate and express his or her own opinions and views. Therefore, teachers can ask students to prepare for group interaction before class to create a certain sense of urgency, thus urging them to actively do their pre-course work in order to be fully engaged in the teaching activities arranged by the teacher. At the same time, for students who usually seldom participate in classroom interaction, group cooperative learning also helps to build a collective consciousness, so that group members can refer to each other as role models and make progress together.

## 3.2 In-class session

The use of group cooperative teaching methods in lessons is mainly reflected in the later stages of classroom instruction. King's survey showed that only about half of the students were able to stay focused during the first 30 minutes of each lesson, which coincided with the fact that most teachers would also schedule their teaching priorities in the first 30 minutes of each lesson.[4] The lack of impressive and interesting classroom activities is a major cause of student distraction. Therefore, teachers assign students group cooperation tasks later in classroom teaching, which is in line with the characteristics of students' changing attention spans and is a reflection of teachers' correct treatment of the phenomenon of students' inattention

in class. At this time, group cooperative teaching not only enriches the form of classroom activities and increases the interest of classroom activities, but also enables teachers to better control students' attention in class and improve the efficiency of classroom teaching. At the same time, teachers should actively create an independent, lively, equal and open group activity context, allowing students to have a certain amount of free space. Through such a context, the effectiveness of learning activities can be improved.[9]

## 3.3 After-class session

The use of group cooperative teaching method at the end of class is mainly reflected in the post-class homework assigned by the teacher. The teacher can arrange students to complete group assignments related to class content, ask them to divide the work independently, and finally present the group results in class. The content of the group assignment can be a short analysis of the performance of each group member in class or an extension of the knowledge points. The presentation of group results can fully highlight the main position of students, and also serve as a test of students' knowledge mastery and classroom production level, as well as an important reference for teachers to reflect on classroom performance and summarize their experience.[10]

## 4. Analysis of application

From the teacher's point of view, when designing teaching activities, teachers should reasonably assign group cooperation tasks to ensure the feasibility of group activities. It is normal for students to show different enthusiasm for different topics. For topics that students are interested in, such as travel and food, teachers can appropriately increase the space for students to play freely, provide a platform for students to share their experiences and satisfy their desire for expression; while for relatively boring learning topics such as history and culture, teachers should also look for entry points that students are interested in, such as introducing cold and interesting historical knowledge, so as to fully mobilize students' enthusiasm for participating in group activities. At the same time, teachers should always monitor the cooperative learning process in the classroom to ensure the effectiveness and integrity of each link. Teachers should encourage students to engage in divergent thinking while guiding them to focus on the group work tasks assigned by the teacher. After the lesson, teachers should also reflect on the group's classroom performance in a timely manner, constantly summarize their experiences, and study more targeted cooperative learning solutions.

From the students' point of view, the group cooperative teaching method places high demands on students' self-awareness. When students are engaged in group discussions, they will inevitably talk about topics that are not related to the class content, which requires timely reminders from the group leader or the teacher. Each group member should also monitor and remind each other to complete the group tasks assigned by the teacher efficiently and quickly.

## 5. Conclusion

The group cooperative teaching method helps teachers better control the pace of the classroom and increase the interest of classroom activities, and it also helps students develop the ability to cooperate, interact, and communicate in the process of completing common tasks set by the teacher using the process of division of labor, publication, and discussion. However, the group cooperative teaching method also has certain limitations and places high demands on both teachers and students. Teachers need to reasonably assign group cooperative tasks before class and design them in a targeted way; teachers should also always supervise students' cooperative learning process to ensure the effectiveness and integrity of each link; finally, teachers should reflect and summarize in time to study more targeted cooperative learning solutions to improve classroom learning efficiency. Students should also actively cooperate with the teacher and consciously complete the group tasks.

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