The Application of Cooperative Learning in Oral English Teaching in Junior High School

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Abstract: The Junior high school English is an important stage in the entire English teaching system, and the Learning in this stage guides the direction of students' future development. In the process of teaching practice, teachers can take advantage of cooperative learning to better promote self-exploration. In combination with the requirements of the new curriculum standards, cooperative learning mode is advocated in oral English expression ability and interest. To some extent, encourage students to actively participate in classroom activities. In this context, this paper analyzes the application of cooperative learning in oral English teaching and proposes specific teaching strategies, it is hoped to promote the effective extension and innovation of oral English teaching, and improve students' teamwork spirit and better comprehensive quality.

Keywords: Cooperation learning; Oral English; Teaching strategies

1. Introduction

According to the requirements of the new curriculum standard, oral English occupies a pivotal position in the entire middle school education. In one sense, Cooperative learning provides opportunities for language output. Students inspire each other, communicate and actively express their own ideas to continuously train their oral expression skills. In addition, in the process of cooperative learning, each student is an organic part of the group and has its own learning task. Under this model, students' sense of responsibility can be strengthened, thereby helping students to form a sound personality, and paving the way for students' future study, work, and life.

2. The Application of Cooperative Learning in Oral English

2.1 Scientific and reasonable grouping

Scientific and reasonable grouping in oral English teaching can ensure the effective realization of oral English teaching objectives. Cooperative learning is of mutual feature, in essence, which is a multilateral interaction between teachers and students. In order to carry out cooperative learning, teacher group students scientifically and reasonably, make reasonable collocation according to the learning level of students according to the whole class, give full consideration to students' personality and learning characteristics, and be able to divide them into different cooperative groups from the perspective of complementarity, so that students can complement each other in the group and promote the common development of the whole (Chen, 2006:23).

2.2 Cooperative learning and cooperative situational dialogue

Cooperative learning can better clarify learning tasks and develop situational dialogues, which mean that situational dialogue can promote the effective improvement of students' language ability. Perhaps the duck-filling teaching is not suitable for current education. Junior high school oral teaching focuses on some more innovative teaching methods to train oral English. In the process of cooperative learning, teachers improve the efficiency of oral practice by encouraging students to express and train oral English. In oral English teaching, teachers create English teaching situations to enable students to start a dialogue(Slavin, 1983: 19). The content of the situation is diverse, such as shopping, asking for direction, and self-introduction are all students' daily conversations, which can also be freely displayed by the students, or they can be established. Effective adjustments can be made according to the students' oral English ability to promote the students' oral expression ability. Effec-

tively improve. For example, a teacher can display a merchandise display map of a stationery store on a large screen through multimedia, and arrange for students to start a situational exchange with the topic of buying stationery. The internal members of the group can play role-plays. Some classmates act as sales assistants and some classmates act as customers. Through interactive communication, students can stimulate their enthusiasm for language expression, activate the classroom atmosphere, enhance language expression skills, self-confidence, and further strengthen independent learning.

2.3 Create oral opportunities and present results

It is worth noting that the improvement of students' oral expression ability is not achieved overnight, but gradually transforms from operational oral training to communicative oral ability. In the early stages of oral training, most students have one-to-one operational oral training, and a large amount of oral training is carried out through dialogue training. This requires teachers to create oral training opportunities for students, guide and encourage students to speak, dare to speak and be willing to speak(Sharan, 1990: 9). In cooperative learning, the teacher assumes the role of organizer, guide and facilitator of student cooperative learning, and is no longer an indoctrinator; Students are no longer passive listeners, nor are they mechanical imitators of spoken language, and students take the initiative participate in oral training, actively participate in dialogue activities, and ultimately achieve the goal of improving oral practice ability.

In classroom teaching, teachers can allow students to display results in groups, and each group selects some representatives to show the results of cooperative learning to the whole class(Yao, 2006: 12). In this process, teachers can assign some tasks to students, and let students better show their views on the environment through the way of task guidance.

Task 1: Ask students to introduce keywords or phrases related to the environment, such as global warming, environmental pollution, haze, environmental protection measures, human and land harmony, etc. , and use these keywords to express their views on the environment.

Task 2: Ask students to ask questions and answer each other in pairs: What is the state of the world's environment? What environmental problems do you think exist now? What measures can we take to solve environmental problems? As a student, what can you do to protect the environment? Students are more familiar with the status quo of the environment and environmental protection issues, and can also enable students to continuously improve their oral skills in oral expression and learn English output related to the environment.

Task 3: Based on the current state of the world environment, local environmental problems, measures to solve environmental problems, etc. , let students design an environmental protection theme activity, which needs to design the theme, content, method, reason, etc. , and the number of words is controlled between 50-80 words. This task is completed by group cooperation, and students should be guided to carry out group discussions. The students had intense discussions in the group, exercised their oral skills, and expressed their own opinions, absorbing the excellent ideas of others, brainstorming ideas, and developing their own innovative thinking.

2.4 Summarize the results of cooperation and evaluate the learning attitude

In oral practice class, it is very important to scientifically grasp the evaluation criteria and establish an appropriate incentive mechanism to guide and regulate After the students have completed the cooperative learning, the teacher can lead the students to conduct a summary evaluation together. In this process, two tasks need to be completed; On the one hand, it is necessary to show students the problems, and select some typical errors of students, such as pronunciation, rereading, sentence segmentation, grammar, etc. , as summary materials to guide students to improve their oral ability. At the same time, in the process of problem-solving, cooperative inquiry can be used to give play to collective wisdom, mobilize students' active thinking, and enable students to deeply understand oral English knowledge. In this form, the teacher's task is reduced, the student's initiative is mobilized, and the student participates in the entire learning activities and truly becomes the master of classroom learning. On the other hand, teachers need to evaluate students' learning attitudes. Teachers make scientific evaluations of the enthusiasm, initiative, seriousness, group role and other content of students in cooperative learning, guide students to discover their own shortcomings, let students reflect on their own learning behaviors.

3. Conclusion

To sum up, cooperative Learning has been proved to be an effective tool to improve oral English. But that doesn't mean other teaching methods should be rejected. In fact, each method has its own advantages. Therefore, according to different teaching objectives and teaching contents, it is suggested that cooperative learning should be combined with other teaching methods and applied to different classrooms. If things go on like this, it can make students feel the inherent charm of English

in listening and speaking, stimulate students' interest in learning English, improve students' self-confidence and cohesion, and truly promote the overall development of students' comprehensive quality.

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