

Exploration and Application of Cooperative and Interactive Teaching Mode in College English Writing Course

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Abstract: English writing is an indispensable part of college English teaching and one of the necessary skills in English language learning. However, writing has long been the weakest link in college English teaching and a big problem in students' minds. This paper aims to explore how to effectively apply the cooperative and interactive teaching mode to college English writing classes under the guidance of Task-based Language Teaching, hoping to improve students' English writing ability through the use of this teaching mode, to provide an effective way for the current college English writing class.

Keywords: College English Writing; Task-based Language Teaching; Cooperative and Interactive Teaching Mode

1. Introduction

For a long time, English classroom teaching in our country lays particular emphasis on the teaching of knowledge, regards students as the container of knowledge, ignores students' interest in learning, and suppresses students' personalized development and learning initiative. College English writing class usually adopts the mode of the teacher teaching knowledge in textbooks, assigning homework, students completing homework after class, and explaining it collectively after reviewing it. The mode is tedious and lacks autonomy, which weakens students' learning enthusiasm, causes them to fear difficulties, and affects the improvement of their writing ability. To deepen teaching reform, improve teaching quality, and meet the ever-advancing society's increasingly high requirements on college students' foreign language ability, English teachers try to find out more effective ways to cultivate learners' learning abilities. They propose to "realize the transformation from a teacher-centered teaching mode that simply teaches language knowledge and skills to a student-centered teaching mode that not only teaches general language knowledge and skills but also focuses on cultivating language competence and independent learning ability". The exploration and application of the cooperative and interactive teaching mode are to meet this teaching transformation and improve the effectiveness of English writing teaching.

2. Connotation of Task-based Language Teaching

Task-based Language Teaching is a language teaching method that emphasizes "learning by doing", which emerged in the 1980s. Its theoretical basis is the "task-based learning" theory. It focuses on "people-oriented" and "learning-oriented" and is a new teaching method to cultivate application ability and creative ability. It takes the task as the center and transforms the basic theory of language application into the classroom teaching mode with practical significance. To complete tasks, students learn the language by completing activities, which makes language learning and language application achieve a high degree of uniformity, reflecting the theory of combining teaching and practical application in the classroom. The three important characteristics of the Task-based Language Teaching mode are as follows: (1) Language mastery is generally the result of students' use of language in communicative activities, rather than the result of simple language skills training and language knowledge learning. Therefore, language teaching activities in the classroom should be more oriented toward natural acquisition (2) It fully embodies the educational concept of student-centered and people-oriented development. Different tasks are designed according to the different cognitive levels of students. Under the guidance of teachers, students can complete the tasks by cooperating with learning partners to improve their problem-solving

ability and maximize and develop their inner potential. (3) Students should cultivate the spirit of cooperation and consciousness of participation in the process of completing tasks, to reflect their self-worth. Task-based Language Teaching emphasizes teaching from the task of applied language, allowing students to learn to complete a real task and requires students to complete the task so that students learn for application, learn to use, and learn for use.

3. Cooperative and Interactive Teaching Mode

The cooperative and interactive teaching mode is a kind of mutual aid that takes the goal as the prerequisite, takes the cooperative interaction between teachers and students, and takes the cooperative interaction between students as the form, forms a learning group or team, takes the cooperative interaction in teaching as the feature, emphasizes the learning process and method, advocates the division of labor and cooperation of students, and jointly completes the learning goal. As a teaching method and activity, group or team members need to achieve learning objectives in collaborative learning. On the one hand, they need to complete their tasks independently; on the other hand, they need to communicate with other members to realize information sharing, and finally complete all learning tasks together. Compared with other learning methods, cooperative learning has its advantages. For example, students can improve their learning autonomy and initiative in cooperative learning, effectively promote communication among students, and maximize the input and output of language. It is an effective method for students to learn and know language skills.

4. Implementation of the Cooperative and Interactive Teaching Mode

The whole writing teaching process can be divided into three main stages:

4.1 Pre-writing Stage

The preparation stage refers to the discussion and conception of the writing task and content by the group members before writing. At this stage, the teacher should give full play to their leading role. First of all, the teacher can divide students into several groups according to the class size, each group of 4 to 6 students. Secondly, the teacher should announce the composition topics, organize students to read the composition topics carefully, analyze the requirements, and give students enough time to think and discuss. Finally, the teacher should ask each group of students to start collecting and sorting relevant materials from books, the Internet, and the library.

4.2 Writing Stage

Group members organize and express specific ideas and materials in the form of words according to the content and outline of the discussion before writing, and group members collectively finish the writing. The main activities of this stage are drafting, evaluation, and rewriting. In class, the teacher can help students to sort out the materials collected in the pre-writing stage, and emphasize that every sentence and paragraph of the first draft in writing requires the communication and cooperation of all members of the group. When the student group finishes the first draft, the teacher should organize other groups to revise it. During this process, the teacher should publish the scoring standards and conduct specific demonstrations, so that the teacher can understand where the revision should start to make meaningful and effective revisions. Each group revised and rewrote the composition according to the suggestions given by everyone, and submitted the final version to the teacher.

4.3 Post-writing Stage

After students' mutual evaluation and group rewriting, first of all, teachers should analyze, evaluate and summarize the common problems in the group in the writing stage, so that students can deepen their understanding of such same problems and avoid the recurrence of similar problems. Second, the teacher should grade the group's final compositions. Finally, the teacher should show model essays to provide a chance for students to learn from each other.

In the process of writing teaching, the mode of student-student interaction, namely group cooperation, is a kind of mode used in practice. Under the guidance of the teacher, the group members can freely discuss each other's views and opinions. During the discussion, the teacher is not a bystander. They observe the whole process of class discussion and various activities at any time, write down the problems and difficulties encountered by the students, and can participate in them if necessary. Teachers can encourage more students to participate in the discussion, and put forward valuable opinions and suggestions while organizing and correcting the deviation of discussion topics.

5. Significance and Challenges of the Cooperative and Interactive Teaching Mode in College English Writing Teaching

First of all, it enhances students' interest and enthusiasm for writing. In the process of interaction and cooperation, students

have a pleasant mood and positive emotional experience, along with the acquisition of learning results. Even students with poor English foundation can play their uniqueness through group cooperation. For students, extremely small achievements are also their success, which can stimulate students' strong desire to learn to a greater extent and to actively engage in learning. Secondly, it is beneficial to cultivate students' abilities and enhance their confidence. In the whole process of group activities, the members of the group are free to have a heated discussion and speak freely about their views and ideas. Each student is valued and respected. The group discussion eliminates the tension in the face of teachers, enhances confidence in self-performance, and stimulates the desire for further communication. Thirdly, it increases students' range of knowledge. Based on teachers' teaching, the mode requires students to learn independently, participate actively, supplement relevant knowledge and correct their own mistakes in the process of activities. Thematic discussion is a process in which students "internalize" their knowledge, making it more systematic, better organized, and more firmly memorized. In addition, group activities enable students to understand and accept relevant new knowledge more quickly and effectively. Finally, the mutual trust between teachers and students is enhanced, and the harmonious relationship between teachers and students is promoted. In interactive teaching, teachers and students form a close partnership. Teachers are available to observe group discussions, help students solve problems, and create a relaxed and pleasant learning environment. In the teaching practice of interactive teaching mode based on cooperation, it is found that there are potential problems in this mode, that is, time and effort. Teachers have to spend a lot of time ensuring the successful completion of group activities. Students must spare more time to engage in various activities and collect various kinds of information. In addition, the amount of work to be evaluated also requires the joint efforts of teachers and students.

6. Conclusion

English writing is an arduous and complex long-term practice process. The task-oriented and cooperative and interactive teaching mode in writing class has a positive role in improving learners' language organization, the structure arrangement, and the use of writing strategies. It can truly achieve the teaching goal of teacher-assisted and student-oriented classroom teaching, let all kinds of students make common progress in writing, and improve writing efficiency. At the same time, learning language skills has also improved the relationship between teachers and students, as well as the relationship between students, making teachers good at teaching and students happy to learn, playing a great role in creating a common and harmonious learning environment. Therefore, learning and applying the "cooperative and interactive teaching mode" is undoubtedly an effective method and way of college English teaching. With the advancement of modern education and teaching reform, it will become a powerful force in the reform, and its influence will also be more and more extensive, which is worthy of in-depth research and promotion by scientific researchers and teachers.

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