

合作学习在中学英语教学 中的有效性研究

汪卫红

安徽省芜湖市繁昌县新港中学

Email: wangwh1028@163.com

2011.11.06

Title:

A Study on The Effectiveness
of Cooperative Learning In
High School English
Teaching

I . Purpose of the research

Cooperative Learning is a theoretic and strategic system applied by many countries in the world . The application of cooperative learning can change the traditional ways of English teaching, which pays too much attention to the explanation of grammar and vocabulary. The method, based on students' learning interest, life experience and their cognitive levels, creates more opportunities of practice, involvement, cooperation and communication for students, and develop students' competence of language use.

II . Significance of the research

As a newly emerging mode of language classroom, Cooperative Learning can bring about many possible advantages in High School English teaching. Firstly, it can promote interaction between students and students, and teacher and students. Secondly, it can help the teacher reform and improve the teaching model to build up a diverse class teaching and learning model.

Thirdly, it can help achieve the function of making English class a fascinating experience so as to help all students develop harmoniously. Finally, it can help foster students' cooperative, competitive ability and creative thinking.

III. Hypotheses of the research

The research hypotheses addressed in the research were the following aspects:

- (1) Students with Cooperative Learning would make greater progress in English.
 - (2) The atmosphere in the experimental class would be more enjoyable and relaxing with such affective variables as motivation, interests, and self-esteem greatly enhanced.
-

IV. Structure of the thesis

The overall structure of the thesis covers the following **seven** parts:

Chapter one gives a brief explanation on the research topic and the outline of the whole thesis.

Chapter two provides theoretical framework on Cooperative Learning.

Chapter three compares Cooperative Learning with the other teaching methods.

Chapter four investigates its theoretical basis from various perspectives.

Chapter five reports research methodology conducted by the researcher.

Chapter six offers the results and data analysis.

Chapter seven is a conclusion to the whole thesis, with suggestions for further research.

Chapter One Introduction

1.1 Purpose of the research

1.2 Significance of the research

1.3 Hypotheses of the research

1.4 Structure of the thesis

Chapter Two Literature Review

2.1 A brief history of Cooperative Learning

See [Table 2.1](#) Timeline on the history of Cooperative Learning

2.2 Definition of Cooperative Learning

Professor Johnsons states that Cooperative Learning is the instructional use of small groups so that students work together to maximize their and each other's learning.

Professor Slavin states that Cooperative Learning is a class technique, in which students learn in groups. They help each other to master the given materials. And they are awarded according to their group achievement and proficiency.

Professor Sharan thinks that Cooperative Learning is actually a generic term, which refers to numerous methods of organizing and conducting classroom instructions. The cooperation among students is a basic feature of these methods. And the cooperation is carried out through activities. The group is formed by students of 3 to 6.

2.3 Research on Cooperative Learning in China

The mode of Cooperative Learning was introduced in China in the 1990s. Since then, many Chinese scholars such as **Wang Tan, Sheng Qunli, Chen Xianming, Wang Hongyu, Zeng Qi** and so on have contributed to promoting the development of Cooperative Learning in China. And many educators have tried this strategy in their teaching practice. Some researchers and experts have carried out some studies and discussions of Cooperative Learning in Chinese teaching situation.

In the classroom of **Zhejiang, Shandong, Henan** and some other provinces, the America-rooted Cooperative Learning has been introduced. And there are more than ten special research centers on Cooperative Learning in China. All these have helped the spread and implementation of Cooperative Learning in China. But most of the studies focus on the Cooperative Learning in college English teaching, while the study of Cooperative Learning in high school English teaching is a little less.

2.4 Basic elements of Cooperative Learning

- (1) Positive interdependence.**
 - (2) Face-to-face group interaction.**
 - (3) Individual accountability.**
 - (4) Interpersonal and small group skills.**
 - (5) Group processing.**
-

2.5 Techniques of Cooperative Learning

(1) Student Teams-Achievement Divisions

(2) Teams-Games-Tournament

(3) Jigsaw

(4) Learning Together

(5) Group Investigation

Chapter three Comparison of Cooperative Learning with Other Methods

3.1 Differences between Cooperative Learning and Competitive and Individualistic Methods

3.2 Differences between Cooperative Learning and Traditional Teacher-frontal Instruction

3.3 Differences between Cooperative Learning Groups and Traditional Learning Groups

3.4 Advantages of Cooperative Learning

Chapter Four Theoretical Bases

Cooperative Learning is popular in many countries. One reason for this is that it can find stable and scientific theoretical basis in various aspects. The following part will mainly analyze its theoretical basis from the different viewpoints of motivation, cognition, social cohesion, and second language acquisition.

4.1 Motivational perspective

4.2 Cognitive perspective

(1) Developmental theories

Vygotsky, a famous psychologist of former USSR, presented “Zone of Proximal Development”

(2) Cognitive elaboration theories

4.3 Social cohesion perspective

4.4 Second Language Acquisition Theory

Krashen's theories of Second Language Acquisition, especially his three hypotheses: acquisition-learning hypothesis, input hypothesis and the affective hypothesis

Chapter Five Research Methodology

5.1 Research hypotheses

5.2 Subjects

The participants are two classes (class 1 and class 3) of senior 2 students from No. 1 Middle School in Fanchang county, Anhui Province. In class 1 there are 55 students . Class 3: 56 students.

The textbook the author is using is Senior English for China (Students' Book 2A) published by People's Education Press.

5.3 Instruments and data collection

- (1) Pre-test and Post-test
 - (2) Questionnaire investigation
 - (3) Student interview
 - (4) Classroom observation
-

5.4 Research Design

(1) Preparation

(2) Group Formation

(3) Cooperative Learning Design

Chapter Six Results and Analysis

6.1 Data of questionnaires

See [Table 6.1](#) : Post-test: outcomes of questionnaire 1

See [Table 6.2](#): Post-test: outcomes of questionnaire 2

(1) Questionnaire data analysis

(2) Discussion

6.2 Data of the tests

See [Table 6.3](#) : **Pre-test (Final exam of the first term)**

See [Table 6.4](#): **Post-test (Mid-term exam and Final-term exam of the second term)**

(1) Data analysis

(2) discussion

6.3 Data from student interview

6.4 Classroom observations

See [Table 6.5](#) : **Classroom observation of a reading class**

(1) Data analysis

(2) Discussion

Chapter Seven Conclusion

7.1 Summary of the findings

First of all, Cooperative Learning promotes active learning in class.

It increases language practice opportunities for students.

According to the classroom observations, the researcher finds when lessons are organized under the teacher-fronted instruction, the teacher talks for at least half, and often for as much as two thirds of the class period. Increasing chances for students to explain, discuss, elaborate in English help them consolidate the language knowledge and skills, and develop fluency in and comfort with English.

Furthermore, Cooperative Learning creates more enjoyable and relaxing atmosphere with such affective variables as motivation, interests, and self-esteem greatly enhanced.

7.2 Limitations and further research suggestions

7.3 Conclusion

The ultimate goal of education is not merely to transmit knowledge to students but to make students become life-long learners. So what a teacher should bear in mind is that teaching students how to learn is more important than what to learn.

By conducting Cooperative Learning, students have a proper perception of the relationship between teaching and learning and the roles they should play in the learning process, a kind of student-centeredness class comes true. Cooperative Learning activities provide an environment for students to do face-to-face interaction in accomplishing the task.

At the same time, this interaction is itself a real communication, during which the comprehensible input they get from their peers is much more than that they get from the teacher frontal class.

The advantage of Cooperative Learning are obvious, such as relaxing the learning atmosphere, providing greater motivation, reducing anxiety, resulting in greater and healthy students' relationship, and improving students talk and learning achievement.

But its demerits can not be ignored, such as students' relying on mother language, free-riding, especially when the cooperative tasks and activities are not designed or assessed.

Therefore, it is far from an easy job to make the most of the ultimate benefits of Cooperative Learning, which still demands more study, practice and improvement.

(That is the outline of my thesis.)

Thanks for listening !
