



A Study of English Group Learning Strategies for Junior Middle Schools under the Background of the Internet

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ABSTRACT

With the continuous development of education, students' learning methods have changed. Different from the previous single, passive and receptive learning methods, the new curriculum reform advocates students to construct an "autonomous, cooperative and exploratory" learning style. As the carrier of autonomy, cooperation and exploration, group cooperative learning has also been highly praised by the majority of educators. At the junior high school stage, students' mentality has changed greatly, and their cognition of group cooperative learning has become more profound. Therefore, it is particularly important for teachers to help students to construct a good group learning method to cultivate their cooperative learning consciousness and problem-solving ability according to their characteristics. With the assistance of the Internet, an effective teaching tool, group cooperative learning can play a greater role and provide greater help for students' learning.

The purpose of this study is to explore how group cooperative learning can play a greater role in the network environment. On the basis of combining previous studies, the author puts forward some reasonable strategies for the three links: preparation before group learning, communication during group learning and feedback after group learning in view of the problems existing in the group learning process, hoping to make full use of the advantages of group cooperative learning to help students carry out group learning preferably.

Keywords: *The Internet; English teaching in junior high school; group learning; strategies.*

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INTRODUCTION

Background to the Research

Nowadays, we are in the background of the era of Internet application. The use of the Internet at all levels is popular among the public. Through the research of Internet application, we can see that it exists as a kind of auxiliary tool, especially in teaching practice. Because the Internet world is all-inclusive, you can find all kinds of teaching resources you need in it, such as pictures, videos, audio, etc. to collect and learn information, which provides a great possibility for acquiring new knowledge.

In the process of group learning, students' sense of teamwork has been cultivated and their ability of language use has been improved. Through communication with others, students have achieved ideological communication and collision, and gained different feelings [1].

Besides, the new curriculum reform advocates students to construct an "autonomous, cooperative and exploratory" learning style. Through the interspersed use of Internet advantages in group learning, it can attract students' learning attention, improve their learning interest, cultivate their critical thinking, and give them space to improve their learning skills.

Purpose and significance of the study

This article will analyze the problems in the process of practice according to the learning characteristics of junior high school students, and put forward targeted strategies. To sum up, this study will focus on group cooperative learning, and hopes that with the help of the Internet as a teaching tool, the group cooperative learning can be carried out more effectively and smoothly. Moreover, the research significance of this paper lies in that in the process of practice, it can help students cultivate teamwork awareness and the ability to solve problems in group cooperation more effectively, promote their all-round development, and also enjoy learning English in the process of learning.

LITERATURE REVIEW

Foreign Studies on Group Learning

There are many researches on group learning abroad, among which the Johnson Brothers (Johnson, D.W. & Johnson, R.T) from the University of Minnesota are the most representative. Johnson Brothers believe that cooperative learning should have five elements: positive interdependence among members, face-to-face mutual promotion, individual responsibility, individual communication and cooperation skills, and self-evaluation within the group. As Masoud Azizinezhad, Masoud Hasemi and Sohrab Darvishi [2] mentioned in their research that cooperative learning was of great help to students' second language acquisition. In their view, cooperative learning could not only enhance students' motivation for foreign language learning, but also their oral communication ability. Through communication, students could spontaneously carry out language cognition and get opportunities for learning. At the same time, it was also helpful to the achievement of the high-ability and low-ability students in the group. As for Martina Mulyani, Fuad Abdul Hamid and Bachrudin Musthafa [3], from students' perspective, they discussed students' attitude towards group cooperation and whether it would affect the communication between them. In addition, they also discussed the core of group cooperative learning: establishing mutual cooperative relationship, promoting each other, avoiding differences, and having strong team cohesion.

At the same time, group learning has brought about great changes in emotion: in communication with peers, group members tend to be more open, more able to express their ideas and enhance their self-confidence. In addition, through group work, they can deepen their understanding between each other and satisfy their own personal communication needs [4].

Domestic Studies on Group Learning

Compared with foreign countries, our country started late in the research of group learning. In the late 1980s, the method of group learning was introduced to China. Dulangkou Middle School is a successful example of group learning in the early stage of exploration. Liu Huixing [5] believed that cooperative learning was an important field in the current domestic classroom teaching reform. Although it was of great help to students' learning, there were still many problems in practice. Under the guidance of theory, we had made great progress in solving these problems and achieved remarkable results: motivation theory, cognitive refinement theory, interdependence theory and social cohesiveness theory. On the basis of these theories, teachers guide students' group cooperative learning from the aspects of objective, process, result and evaluation index, which provides feasible strategies for teachers to conduct effective group learning guidance. In addition, Shen Shisong [6] pointed out that group learning could promote students' self-regulated learning and free development. However, in order to develop effective group learning, we should follow the corresponding principles: voluntary principle, targeted principle, systematic principle, comprehensive principle, operational principle and openness principle.

Nowadays, group learning is mostly formalized in practical teaching. The main reason is that there is no effective model in this aspect. The analysis of group learning is still at the superficial stage, so the group learning should be further explored in order to find out a suitable education mode for the era.

PROBLEM IN ENGLISH GROUP LEARNING

Insufficient Preparation before Group Learning

In order to carry out group learning activities successfully, the preparation before the activities is essential. Generally, the preparation before group cooperation involves three aspects: the division of learning groups, the clarity of learning tasks and the division of group members' roles.

Group division is the beginning of good group cooperative learning. In the process of grouping, in order to give full play to the advantages of group learning, teachers should be the mentor of group assignment, helping students to carry out group assignment, rather than allowing students to randomly combine according to their individual subjective wishes. As the operator of group assignment, teachers will cause superior and low-ability students to maintain their original level.

Identifying learning tasks is the beginning of successful group learning. This requires teachers to inform students in advance of the objectives to be achieved in this lesson, so that students can learn with a certain purpose to ensure the integrity of the whole lesson. However, in the classroom teaching, teachers often simplify this link. They often give students some questions casually to let them start the group discussion directly without the effective information to provide. Therefore, students are confused and don't know what they need to learn.

The division of roles in group is of great help for group learning. In order to enable everyone to participate in group cooperative learning, each member of the group should be assigned a task to find out their role in the group. However, due to the inaccurate division of roles among group members, group members learn according to their own understanding, resulting in the lack of cultivation of students' cooperative awareness and skills [7].

Obstacles Encountered in Group Learning

In classroom teaching, teachers' teaching is full of variables. Because of the differences between students, there will be some problems during the group learning process.

From the beginning of learning, everyone is an independent individual, which results in the lack of students' awareness of cooperation with others. Coupled with the fact that students do not develop the habit of listening to others, they have poor English expression skills, lack of courage and confidence, and would rather give up their opinions than communicate with others, leading to the lack of cooperative learning [8].

As a brand-new language, English is difficult to learn, even the lack of a language learning environment. Without interest and motivation, students will be in a passive state in learning English. In this case, students will feel insipid or even disgusted with learning English, resulting in students' inattention and lack of interest in learning in class. The learning effect is negligible. What is more serious is that some low-ability students will make trouble in the classroom, which will affect the learning of others. All these will hinder the group learning.

Presentation and Feedback after Group Learning

In order to know whether students have learned something in the learning process, whether the teacher's teaching is effective or not, you cannot do without the students' demonstration and feedback of the knowledge they have learned.

In the process of group learning, students' classroom presentation reflects their mastery of knowledge. If students do not have a good grasp of knowledge, then their classroom performance after the group learning will be unsatisfactory, and the purpose of learning will not be fully achieved. At the same time, the lack of certain rules will lead to chaos and affect the group presentation.

In addition to students' classroom presentations, teachers' evaluation for students' presentations is also crucial. According to the Need Theory, everyone needs to be proved by others. This is not only the recognition between students, but also the recognition of teachers for students. However, in the class, teachers' evaluation for students' presentation is too simple that lacks specific evaluation. In the long run, students lose interest in the teacher's evaluation and feel that the teacher's affirmation is meaningless, resulting in no interest, few speeches and indifferent attitude in group cooperation [9].

STRATEGIES FOR EFFECTIVE ENGLISH GROUP LEARNING

Fully Prepared before Group Learning

Scientific Group Distribution

Scientific distribution of learning groups is the first step to start group learning successfully, which can be divided into two stages: the initial stage of group learning and the mature stage of group learning.

As we all know, it takes a long time to cultivate good study habits, and good group study methods are no exception. In the early stage, the distribution of groups should be judged by teachers. Generally speaking, teachers should follow the principle of "homogeneity among groups and heterogeneity within groups" in the process of group distribution. "Intra-group heterogeneity" means that the members of each group should be as different as possible in terms of gender, personality, achievements, abilities, interests, etc. "Inter-group homogeneity" means that on the basis of the greatest differences within a group, the gender, personality, achievements and abilities of each group should be balanced as far as possible [10]. Through this principle, teachers create differentiated groups for students, making up for the deficiencies among students and maximizing the potential of students' social development and classroom management. In this aspect, teachers can use group generation software to automatically arrange the composition of group members, which principle is to group students based on their ability level and gender. With the help of this Internet software, teachers can save more time and effort in grouping.

In the mature stage, through the practice in the early stage, students have a certain understanding of the operation of group learning and the ability of members, forming a certain degree of learning autonomy. At this time, the teacher can try to let the students group themselves, respecting their wishes.

Clarity of Learning Objectives

Every class of teachers will have certain learning objectives. So, how can they learn better? It depends not only on teachers' teaching ability, but also on students' learning ability. In order to study better, students' preview work before class is essential. Similarly, in order to teach preferably, teachers should also make students clear about their learning objectives, so that they can learn from knowing. Before teaching a new lesson, teachers should formulate practical "step-by-step" teaching goals based on students' psychological and physiological characteristics [11], so that students can gradually penetrate into classroom learning, and at the same time constantly stimulate their potential and gradually complete the learned objectives. For example, to find the relevant cultural background knowledge, to find the key and

difficult points, to think about the problems, to put forward doubts, etc [12]. All of these can help students learn better in class. In the preview process, in addition to the use of textbooks, students can also use the Internet to collect the required information to help them understand the learning content preferably and improve the learning efficiency.

Clarity of Member roles

In group cooperative learning, in order to enable everyone to participate in it, it is particularly important to clarify the individual role. It is because the roles are clarified that the group members can promote the completion of their common learning objectives on the basis of completing their respective tasks. There are usually the following four roles. First of all, each group should have a group leader who is responsible for organizing various activities and coordinating problems arising from the cooperation process. The second is the summarizer, who is responsible for summing up the results of the group learning. Then a recorder is responsible for documenting the process of the group discussion and the issues that arise. Finally, there is a speaker, who is responsible for reporting the learning results. Of course, according to the different learning situations and teaching needs, the setting of roles will be different. It should be noted that in the learning process, the selection of roles requires the members of the group to operate according to their own level of competence.

Focusing on Students' Situation

Construct Group Culture

In order to cultivate students' sense of cooperation preferably, the construction of group culture is indispensable. To construct group culture can start from the following aspects: group name, group rules, group goals and group slogans. The group name is the soul of a group and the representative of its members, which highlights the cohesion of the group. The group rules are constraints on the behavior of group members. Group goal is the benchmark of group members' efforts and the motivation of students' struggle. As for the formulation of the group slogan, it can well stimulate the initiative of the group members. In addition to the construction of these aspects, group activities not limited to learning can also be set up, such as games, communication meetings, group meetings, etc. Through the construction of group culture, group members have raised their awareness of cooperation, cultivated their mutual understanding, and learned more smoothly in the process. In addition, teachers can also use some classroom games or competitions to relax students' learning mood, let them communicate in the process of game cooperation, and help them build a profound friendship between each other [13].

Build Motivation System

At the junior high school stage, most students have not yet formed the autonomy of learning, and their learning often needs to be driven by motivation and interest. However, in most cases, the reason why group learning cannot be effectively carried out lies in the students' low interest in learning English and their lack of motivation, which leads to the students' inattention and deviation from group learning. In addition to teachers' use of teaching tools such as video, audio and pictures searched on the network in teaching design, the establishment of an effective motivation system can stimulate students' learning motivation preferably. No matter what school age students are, they can't escape the temptation of rewards. Rewards can be practical pens, notebooks, candy, dolls and other things, can be the exemptions or additions to assignments, can also be crowning of learning titles and so on.

Pay Attention to Classroom Order

A good classroom order is the premise of group learning. However, teachers can find that the classroom order of group cooperative learning is always difficult to maintain [14]. There are always students discussing topics outside the classroom, which affects the learning of other students in the group. Not only that, it will even affect the study of other groups. Therefore, in order to restrict students' behaviors and prevent personal factors from disturbing others' classroom learning, the construction of classroom routines should not be underestimated. Good classroom routines can help students form good study habits, which can be slogans or actions. Teachers can make their own daily routine according to their own teaching characteristics, or can also refer to some resources provided by the whole brain teaching website, such as www.wholebrainteaching.com, for supplementary teaching. Through the cultivation of daily routines, some improper behaviors of students in group learning will be restrained, thus forming a good learning atmosphere.

Students' Group learning with Teachers' Participation

Teachers' Participation

One of the greatest benefits of efficient group cooperative learning is that it enables students and teachers to be useful. Although students are the main character in group learning, the problems students encounter in the learning process are inevitable without teachers' inspiration. In the process of students' learning, teachers are the arrangers of tasks, the constructors of teaching links, and the dealers of students' doubts, with multiple identities. It can be said that excellent group discussion learning cannot be done without teachers' assistance. However, the teacher's assistance is not reflected in the constant help to the students. In the process of students' group learning, it is improper that the teacher answers all the questions no matter they are difficult or easy students ask, which will make the students have a learning

dependence. Instead, teachers should selectively enlighten students, guide them to find answers and solve problems by themselves.

Diversified Classroom Feedback

Class feedback is a reflection of whether students have mastered what they have learned in class. Diversified display methods are not only a reflection of group members' ability, but also the collision of innovative thinking. This kind of feedback lies not only in the students' own gains, but also in the results of group cooperation. Today, classroom feedback methods are constantly innovating, and a variety of feedback methods are emerging. In addition to the traditional boring verbal and written presentations, it is now more advocated to use knowledge flexibly and show it through various presentation methods, such as topic debate, group performance, scenario simulation, classroom interview, etc. In addition to these ways, it can also be displayed by introducing mobile phones into the classroom. Now, with the continuous update of mobile phones, mobile phone functions continue to increase, and various learning apps continue to emerge. In the apps, students can display the results at the same time, and everyone's work has the opportunity to display [4]. At the same time, teachers can also carry out personal random checks through the roll call function included in the software. This not only ensures fairness, but also to a certain extent urges each student to do his best in group study.

Effective Evaluation Feedback

In learning, each group will discuss according to the learning objectives, and the final results may be similar, but each group's learning ideas will be different, which will burst out new ways of thinking. Therefore, this requires teachers to evaluate not only the results of group learning, but also from the process of group learning, with multi-faceted evaluation. At the same time, the content of the evaluation should not only stay in the simple evaluation of "Good", "Excellent", "You did a good job.", but also evaluate the performance of each group according to the situation, so that students can know where they are good at and where they are not. In addition to the teacher's evaluation for students' learning achievements, the diversified interactive evaluation among students is also conducive to students' reflection of their own deficiencies, which can be made up in the later learning. In learning, students should have a corresponding language atmosphere during their study. During the process of mutual evaluation, students can establish a corresponding language atmosphere to improve their English level [15].

CONCLUSION

In recent years, as a teaching form that is conducive to students' autonomy, exploration and cooperation advocated by the new curriculum reform, group learning has been the focus of educators. It has great advantages in promoting the communication between teachers and students, improving students' cooperative consciousness and skills, and training students to solve problems. In this study, by referring to the relevant literature of group learning and observing the process of group learning among junior high school students, the author found out some problems in the group cooperation, such as unclear division of group work, ambiguity learning tasks, weak cooperative awareness, etc. Then it puts forward some relevant solving strategies to provide some reference for the teaching of the majority of teachers.

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