Educational Reform Under the Background of “Internet+”: Model Construction of Cooperative College English Learning in Blended Environment

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ABSTRACT

Under the background of “Internet +”, the combination of inquiry-based English teaching system reform and modern network information technology has become an inevitable trend in the development of foreign language teaching. Cooperative learning, as the main strategy adopted in today’s English teaching, has opened up a new direction of teaching research, but the traditional classroom learning environment cannot meet the needs of cooperative learning. Therefore, under the premise of the “Internet+”, this article will try to build a mode on the basis of the classroom environment and mobile learning to better leverage the effectiveness of collaborative learning.

1. INTRODUCTION

Under the deepening of the reform of the English teaching system, the promotion of the English network teaching system with the “Internet +” has become the consensus of the global education community and the majority of scholars have explored and discussed from the theoretical and practical levels [1-5]. How to teach English curriculum reform in the context of “Internet +” and practice exploration is an important step in the reform of English major teaching. Among them, the cooperative learning model is the focus of reform in teaching. To put it simply, “cooperative learning is a basic form of heterogeneous learning groups which uses the interaction between the dynamic factors of teaching to promote students’ learning, and the team's scores are used as evaluation criteria to achieve the teaching...
goals.” [6]. It is one of the widely used classroom teaching organizations in the world. Since the 1990s, China has conducted research and practice on cooperative learning and achieved good results.

2. COOPERATIVE LEARNING IN TWE DIFFERENT ENVIRONMENTS

2.1 A Brief Analysis of Cooperative Learning in the Traditional Classroom Environment

Cooperative learning in a traditional classroom means that in a fixed place (classroom), students perform group activities within a specified time period in order to achieve a common goal or to accomplish a common task. Each student in the group should undertake specific tasks and be responsible for their own tasks, and ultimately achieve common goals through cooperation [7]. In the cooperative learning of traditional classroom, students communicate face to face, can make the verbal expression more vivid through the form of body movements, facial expressions, etc., so that the companion can quickly understand their own information. Therefore, with direct communication and cooperation, the team members can achieve the same tasks and accomplish the prescribed tasks, so as to make progress together.

Although in the traditional classroom, students and teachers can communicate and communicate in time, but due to fixed time, fixed space, fixed form, fixed material restrictions, student cooperation sometimes stays on the surface, cannot be deepened, which will ultimately affect teaching effect.

2.2 A Brief Analysis of Cooperative Learning with the Mobile Learning under the Background of “Internet + ”

With the development of the Internet, mobile communication devices, as a communication tool with portable and personalized features, enable people to access various information about work, study and life anytime and anywhere, and keep in touch with their various social relationships. And as mobile technology matures, educators and technology developers are also exploring the potential of mobile technology for teaching and learning practices, also known as mobile teaching. As early as 2002, Klopfer proposed that mobile technology has portability, social interactivity, context sensitivity, connectivity, and personalization. Those five characteristics of supporting educational functions make teachers and students more connected to fully mobilize the enthusiasm of students. Therefore, cooperative learning in the mobile platform with network environment features good openness, wide-area and interactivity [8]. Learning in this environment is not limited by time or space, and can enter virtual classroom learning anytime and anywhere. The communication between teachers and students as well as students themselves is
carried out through mobile platform. Students can browse, download and upload materials through mobile platform to improve the depth and breadth of their knowledge.

However, because of the particularity of the mobile platform media, the communication and interaction maybe too dependent on mobile media. Students and teachers cannot communicate face to face as in real life. This will create distance between students and teachers, in which real emotions or feelings are sometimes not resolved in time, and it is easy to cause poor communication.

Therefore, the two environments are combined to learn from each other's strengths, to overcome their shortcomings, and to construct a new model to better practice cooperative learning.

3. COOPERATIVE LEARNING IN BLENDED ENVIRONMENT

Based on the respective advantages and disadvantages of the two learning environments, we try to build a cooperative learning model in a blended environment (Figure 1) under the background of “Internet+”, which consists of four modules, two platforms, each with four sections, each with its own differences, but are related, interdependent, and inseparable. We will further explain this model as follow.

![Figure 1. Model construction of cooperative learning in blended environment.](image-url)
Module 1: Grouping and tasks. According to the grouping principle, teachers group students before they start their tasks, but grouping is not exclusive to teachers, students can also regulate voluntarily. In this period, teachers need to briefly introduce the goals and learning tasks of cooperative learning so that students can get a general understanding of the tasks to be carried out. When setting up tasks, they should consider the actual situation where students in accordance with their aptitude. The difficulty of select sample tasks to explain should be moderate, so that students can have deeper understanding to discuss the task. The sample tasks include some basic knowledge and basic applications, which are representative and suitable for students to practice in the classroom platform; the extended tasks mainly involve knowledge transfer, knowledge innovation, etc., mainly practice on the mobile network platform.

Module 2: Classroom platform. The platform consists of four sections: traditional classroom resources, classroom assessments, classroom monitoring, and classroom interaction. The classroom resources mainly refer to the resources that students can use in the classroom, such as textbooks, teacher reference books, and multimedia. The classroom assessment uses teacher evaluation, self-evaluation, and peer evaluation; classroom monitoring is the on-site supervision of teachers on various group activities, including monitoring the interaction process of each student, each group, and the results, and providing guidance at any time; classroom interaction is between teachers and students, and team members. In this process, students will output information based on the classroom resources they have mastered. In this platform, each group members communicate, negotiate and discuss the sample tasks assigned by the teachers, and finally form the group results. This kind of result has a typical effect and can provide representative and basis for the interaction on the mobile platform in the “Internet+” background.

Module 3: Mobile network platform. Under the background “Internet+”, it also includes four sections, namely network resource system, network monitoring system, network evaluation system and network interactive system. This process mainly focusses on the extended tasks that teachers publish based on sample tasks in the classroom. The mobile platform here mainly refers to some mobile APPs (applications) such as WeChat, QQ, English learning applications, etc., which involve various online learning resources, provide students with rich language input, and prepare them with the output to complete the task. The network monitoring system is the teacher's monitoring of the completion of student tasks anytime and anywhere through the network, including the management of the relevant information of the student group cooperation, tracking the cooperation process of each group, checking the cooperative learning and timely providing necessary guidance. Mobile platform interaction and through WeChat, QQ, Weibo, various English learning applications, etc., to provide interactive communication between teachers and students regardless of time and place. The mobile network assessment system adopts a combination of self-assessment, group assessment and teacher assessment. It presents the assessment results on the platform in a three-dimensional
manner, so that students can directly accept and understand the assessment. Students rely on this platform to conduct group discussions on the extended tasks, and finally form the group results. Through this mobile platform, students ultimately output information and knowledge.

Module 4: Results presentation. The results of tasks formed in the mobile learning environment and classroom environment can be displayed in the classroom or in the network environment. Through the discussion and evaluation of all the groups, the collective wisdom is formed to accomplish the mission, from which students can learn from each other.

4. EMPIRICAL RESEARCH ON COOPERATIVE LEARNING IN DIFFERENT ENVIRONMENTS

4.1 Research Subjects

In this research, a total of 125 sophomores from four classes in a normal university were selected as subjects. The four classes were divided into experimental classes and control classes: 32 students of class A was experimental class, and 32 students of class B, 31 students of class C, and 30 students of class D were the control classes. There was no significant difference in gender, academic achievement, and teachers among the students in each class.

4.2 Data Collection Procedure

The four classes use the same teaching materials to complete the same teaching tasks and achieve the same teaching objectives. The experimental class A uses the cooperative learning mode in blended environment for teaching, while the three control classes B, C and D use cooperative teaching methods in the network environment, cooperative teaching methods in the traditional classroom environment, traditional teaching methods in classroom for teaching separately. First, the initial state of all the classes through pre-test will be confirmed, then the established teaching mode will be employed on these classes, and finally the post-test and data processing will be analyzed to get the research results. In both of the pre-test and post-test, a questionnaire about interest on English and an authoritative English test will be used to justify the research purpose.

4.3 Data Analysis and Research Results

The statistics and data of the pro-test and post-test were counted and analyzed by SPSS. The comparison between the experimental class and the control classes was performed by independent sample T test. The results are shown in Table I. It can see that there is no significant difference in the scores between the experimental class
and the control class in terms of learning interest and language skill in the pre-test (p>0.5). This indicates that the initial conditions of learning interest and language skill are the same for the four classes. Therefore, the experimental class and the control class are comparable under this condition.

### TABLE I. THE PRE-TEST OF INDEPENDENT SAMPLE T TEST OF EXPERIENTAL AND CONTROL CLASSES.

<table>
<thead>
<tr>
<th>Experimental class</th>
<th>Control class</th>
<th></th>
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<tbody>
<tr>
<td>Class A</td>
<td>Class B</td>
<td>Class C</td>
<td>Class D</td>
</tr>
<tr>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
</tbody>
</table>

(I=interest; S=language skill)

### TABLE II. THE POST-TEST OF INDEPENDENT SAMPLE T TEST OF EXPERIENTAL AND CONTROL CLASSES.

<table>
<thead>
<tr>
<th>Experimental class</th>
<th>Control class</th>
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</thead>
<tbody>
<tr>
<td>Class A</td>
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<td>Class D</td>
</tr>
<tr>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>S: 65.450</td>
<td>8.006</td>
<td>61.504</td>
<td>8.349</td>
</tr>
</tbody>
</table>

(I=interest; S=language skill)

Table II shows that there is a significant difference in the post-test scores between the experimental class and the control classes in terms of learning interest and language ability (p<0.1). That is to say, the difference between the experimental class and the other three control classes is prominent.

It can be considered that the cooperative learning model of the blended environment under the background of “Internet+” is conducive to improving students’ interest and language skill.

### 5. CONCLUSIONS

In short, under the background of “Internet+”, the cooperative learning model combines classroom teaching with self-learning in mobile networks, offline collaborative learning and online self-learning, mobile micro-learning, intra-school
training and off-campus internship. The construction of a multi-dimensional, three-dimensional, interactive, and cooperative learning model is conducive for language learners to acquire language knowledge, foster innovation and cooperation spirit, which enables barrier-free interaction between students and teachers at any time. In the Internet age, teachers’ teaching is no longer limited to traditional physical classrooms, but through the remote transmission resources sharing to promote interactive communication; teachers redesign, re-create, and share to break through the time and space limitations of classroom and become a continuation of the classroom. At the same time, we must also realize that the effectiveness of this model still depends on the implementation and discussion in specific teaching in the new age of “Internet +” background.

REFERENCES