Research on Cooperative Inquiry Teaching Model in College English Teaching

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Abstract. Under the background of the overall transformation, College English teaching should adapt to the requirements and adopt flexible teaching methods in this society, which is filled with mutual competition and cooperation. Cooperative inquiry teaching cultivates students' innovative spirit and practical ability, and adapts to the needs of the times. This research explored the methods of cooperative inquiry teaching mode and measured to optimize classroom teaching, according to the application of cooperative inquiry teaching in College English teaching.

Introduction

With the great reform of the College Entrance Examination (CEE) system and the transformation and development of many colleges and universities in China, the construction of College English curriculum and the examination system in local normal universities have been adjusted accordingly. College English teaching should pay more attention to the practicability and applicability of English in applied undergraduate colleges and universities, that is, to pay more attention to the cultivation of students' comprehensive abilities. Traditional teachers still take the students' receptive teaching as the dominant mode. Due to the relatively weak foundation of students in Local Normal Colleges and universities in the transitional period, the obvious individual differences, the students rely on teachers because of low self-learning ability. In order to effectively cultivate college English learning autonomy, language application ability and innovative ability, and improve the employment rate of students, it is necessary to adopt an effective teaching mode in the classroom. The cooperative inquiry teaching mode adapts to the needs of the times. The so-called cooperative inquiry teaching means that students mainly focus on inquiry, study independently, discuss cooperatively and solve difficult problems under the guidance of teachers. Under this kind of teaching mode, through the cooperation between teachers and students, students and students, cultivate students' inquiry ability and innovative spirit, so as to improve students' social communicative ability and social adaptability.

Specific Methods of Cooperative Inquiry Teaching Mode of College English

Setting up problem situations

In College English classroom teaching, the teacher's insistent boring explanation and indoctrination may not enable students to output effectively, but will cause students to become tired of learning. Language learning is a gradual process. Teachers should try to make students active. Therefore, teachers can set up problem situations for students according to the teaching content, guide students to cooperate and explore, and cultivate students' language expression and language application ability. In this process, teacher is a guide. Under the guidance of teachers, based on the textbooks, students make full use of the knowledge to design, question and discuss problems independently.

Role-playing

Role-playing is not only an interesting teaching method, but also an effective way of cooperative learning. There are many vivid teaching contents in College English textbooks. Teachers can
choose storytelling articles or passages, assign tasks to students, let students assign roles within the group, or students can give full play to their imagination, adapt textbook content, form scripts and perform. This is a good platform for art students in Local Normal Colleges and universities. This method can greatly improve students' enthusiasm for learning and their ability to express themselves in English.

Extension of extracurricular activities

College English is aimed at non-English majors. Most of the students are not very good at oral expression. Especially in Normal Universities, they pay more attention to their own professional courses and neglect the practice of English. Extracurricular teaching methods are flexible. Cooperative inquiry groups can practice oral English after class. For example, teachers can divide students into several groups according to dormitories and establish cooperative groups, or divide cooperative groups according to regions and assign oral tasks, so that students can engage in diversified oral activities and form micro-English corner.

Strive to be a minor journalist

In the transforming local Normal Universities, College English teaching emphasizes the practicability of English, that is, the five skills of listening, speaking, reading, writing and translating have become particularly important. In order to cultivate students' listening and speaking ability, College English listening and speaking course in classroom is far from enough. Teachers can arrange topics for students, let students act as small reporters for interviews, interview with other members of the cooperative inquiry group. In the process of question-and-answer, students' listening and speaking ability and communicative ability should be exercised.

Establishing Reading Inquiry Group

The key to learn English well is to read more and see more. A lot of reading is very important to improve students' English ability. Teachers can assign reading tasks to students after class and set up reading inquiry groups. Teachers can explore the mutual benefit between groups, use Internet resources, English reference books, in-depth reading, explore the article center, sentence structure, specific meaning of new words, improve students' reading ability and writing ability.

Exploration of Ideological Communication Writing

English writing is one of the most difficult problems for non-English major learners. It is also one of the skills that teachers tend to neglect in the process of College English teaching. In the teaching of writing, teachers can adopt the mode of thinking of cooperative inquiry. Before giving the topic of writing, teachers ask the students to discuss, exchange ideas, explore the different modes of writing, and discuss the intention and theme of the article. Through communication, students have words to say and write. After the writing is completed, the cooperative inquiry group can communicate in group, or discuss the grammar, the use of words, and the main idea with other groups, exchange the communication mutually, listens to the suggestion. Teachers can select excellent works in groups and communicate in the class to improve students' writing ability.

The Application of Cooperative Inquiry Teaching in College English Teaching

This paper chooses the textbooks of Comprehensive Course of College Experience English, published by Higher Education Press. This paper takes Passage a “Things I Learned from Dad” as an example in Unit 7 of College Experience English Comprehensive Course 2 to design cooperative inquiry-based classroom teaching.

Pre-preparation

Establishing Cooperation Groups. At the beginning of school, according to the development of students' personalities, a cooperative group should be set up based on students' voluntariness.
Cooperative groups should be based on the basic principles of homogeneity and heterogeneity within groups. There is no significant difference between groups and the same level.

**Preparing information.** The text of this unit is a narrative. Three successful people tell what they have learned from their father. Teachers prepare to flip classroom videos in advance “The Pursuit of Happiness”, arrange two groups in advance to report the video content in the form of oral English, PPT or other forms in class. Other groups preview the text in advance, collect the relevant information of the three successful people mentioned in the text, and think about what your father taught you in combination with their own experience.

**Classroom implementation**

Some questions can be asked according to the situation, such as “Which one do you like to share with, your father or mother if you have good things or bad things?”, “What is a good father like?”, “How often do you telephone your father?” “Do you remember the last time you telephone your father?” These questions are practical not too difficult, students can be easy to answer. The purpose of putting forward questions is to let students discuss and carry out the next step of study purposefully and efficiently.

In class, two groups who received the task ahead of time will report about the film clip video in class. The group leader sent the related content to the teacher in advance, and the teacher gave some advices. Reporting content can be diversified, oral reporting, PPT presentation, journalist interviews, or students can make their own micro-class presentation.

After class presentation, according to the questions raised before class, teachers can designate or adopt a voluntary way to discuss one or two topics. Teachers pay attention to students' discussion, and give guidance when necessary. After the discussion, according to the time arrangement, each group or a group of reports will be arranged. After the report, the teacher's evaluation will be mainly encouraged and appreciated.

**Summary of feedback**

Teachers should summarize the problems existing in each link of classroom report, group discussion and result display, and put forward requirements for the next step. In view of the cooperative inquiry teaching mode adopted in this lesson, the students' feedback effect is very good, and they can express their father's influence orally in English, what they have learned from their father, and finally let the students write a related composition according to the writing standard of CET-4. Students use the writing inquiry group to review and revise each other, select excellent works in the group, and communicate in class.

**Changing Role in College English Teaching**

**The Change of Teacher’s Role**

In the process of cooperative inquiry teaching, the role of teachers has changed to “Controller”, “Assessor”, “Corrector”, “Organizer”, “Prompter” and “Resource Provider”.

The premise and foundation of cooperative inquiry teaching is that teachers should give students the space to study independently and guide them properly. In the process of language learning, College English teachers should provide help to students, create learning environment and promote their learning. “Duck-filling” teaching has long been out of date. Modern education does not emphasize how much knowledge students have learned, but how students use the knowledge they have learned to think, that is, the value of education lies in “giving fish” rather than “feeding fish”.

Teachers should pay attention to the improvement of their abilities while teaching students. We should constantly improve our scientific research level, integrate scientific research into teaching, and integrate teaching and research into one. English teachers are different from other professional teachers. In the process of teaching language, they will integrate foreign cultures and customs. When students and teachers cooperate and explore in class, they will enhance their self-confidence
and innovative consciousness, improve their learning level and master more knowledge beyond textbooks.

In the process of cooperative inquiry teaching, teachers should give students a brief introduction of their unique views, positive and creative evaluation, and praise and make further efforts. The aim is to build a bridge for students to improve their knowledge, skills, emotional attitudes and values, and improve their comprehensive quality.

The Change of Student’s Role

The smooth development of cooperative inquiry teaching mode is based on the quality and ability of students themselves in the process of independent learning. Public curriculum, especially college English, is a general education course. The goal of curriculum reform is to cultivate students’ lifelong learning ability, innovative ability and practical ability, and to guide them to establish correct emotional outlook, outlook on life, values and world outlook. Language learning is a gradual process of autonomous learning. In the process of learning language, learners should constantly adjust their learning objectives, learning strategies and cognitive means to adapt to the learning process. Cooperative inquiry teaching is to enable students to actively think, dare to find problems and constantly explore problems in a relaxed learning environment.

Students are usually in a passive state, and their active participation is not high in the teaching of College English. Teachers can’t give full play to students’ subjective initiative and thinking activity in the classroom. The role of students in the classroom is a subjective activist. We should use appropriate learning methods, innovative language learning, and cultivate comprehensive ability and quality. After a period of application of cooperative inquiry teaching mode in English classroom, students have never spoken, dared not say, and are reluctant to say. Now they can say, speak actively and like to say. Language learning needs constant practice and application. Through cooperative exploration, students will have a strong interest in boring language learning. While learning independently, they will also improve their self-confidence, actively cooperate, and dare to explore, give full play to their own advantages and effectively carry out learning.

Cooperative inquiry teaching mode creates a good teaching and learning environment for teachers and students. Classroom interaction is mainly reflected in teacher-student interaction and student-student interaction. College English classes require teachers to be knowledgeable and able to control the whole classroom well. Students should respect teachers and make progress in learning. Teachers and students should work together to create a harmonious learning atmosphere. Teachers and students work together to explore, that can let students have a sense of pride, freedom, equality, enhance the sense of innovation at the same time, to achieve teaching objectives. Student-student cooperative inquiry will effectively make up for individual differences among students, different cognitive systems, cultural backgrounds, learning methods, in the process of cooperative inquiry will burst out with innovative and creative sparks. Students have more chances to communicate with each other than teachers and students to explore, so teachers can divide students into groups according to teaching materials to discuss texts and knowledge points after class.

Conclusion

Language learning is dynamic and open, especially English language learning. Larson Ferriman also mentioned that language learning changes with the system. Cooperative inquiry teaching can expand and extend this dynamic process. It has certain progressive significance for transforming the concept, improving teaching methods, carrying out teaching reform and improving teaching effect.

Reference