

# The Application of Cooperative Learning Theory in College English Reading Teaching

Yan Zheng

Guangxi Normal University, Guilin 541004, China.

---

**Abstract:** Cooperative learning theory refers to a teaching method in which students help and cooperate with each other in learning based on cooperative group learning. Students are rewarded based on the overall performance of the group. The traditional teaching mode often puts both teachers and students in a state of anxiety or even opposition, which makes it difficult for students to give full play to their self-awareness and initiative, and the learning outcomes are poor. The application of cooperative learning theory in College English reading teaching is not only the requirement for the reform of College English classroom teaching, but also the need for the personal development of college students. In the process of teaching College English reading, it is necessary to adhere to the learner-centered teaching philosophy, closely carry out all-round communication and exchanges among college students, explore the material content of textbooks, provide time and space for College English reading teaching to the maximum extent, cultivate students' cooperative spirit, and thereby improve the efficiency of College English reading teaching.

**Keywords:** cooperative learning theory; College English reading; application strategy

---

## 1. Theoretical Analysis of Cooperative Learning

Cooperative learning is a general term for a series of methods to organize and promote classroom teaching, in which students are reasonably divided into several groups to help each other and complete relevant tasks. In the process of cooperative learning, students learn from each other, discover each other's strengths and weaknesses, make up for each other's shortcomings, and achieve comprehensive development. Cooperative learning plays an important role in College English reading teaching. Firstly, cooperative learning meets the basic requirements of the new curriculum reform, stresses the main role of college students in classroom learning, and is conducive to cultivating students' learning autonomy to meet the requirements of the new curriculum reform. Secondly, cooperative learning helps to build a harmonious classroom atmosphere. Through group cooperation, students strengthen communication among themselves, understand each other better, promote the formation of a relaxed classroom atmosphere, and have a positive effect on the cultivation of students' English reading literacy.

## 2. The Current Situation of College English Reading Teaching

### 2.1 Lack of Practical Teaching

The traditional teaching of College English reading is teacher-centered. Teachers' explanations occupy most of the time of College English classroom teaching. However, most students only focus on recording the knowledge explained by the teacher, which leads to the lack of communication and interaction. This teaching method is difficult to mobilize students' subjective initiatives and cultivate their autonomous learning abilities. At the same time, colleges and education departments do not attach importance to practical teaching, and do not provide sufficient support and encouragement to College English teachers in the innovation of teaching methods. As a result, some teachers cannot effectively combine the teaching mode of cooperative learning with actual teaching, resulting in poor teaching effectiveness.

### 2.2 Lack of Guidance for Cooperative Learning

College English reading teaching needs to attach importance to students' subjectivity, but appropriate guidance from College English teachers is essential. Middle school English teaching emphasizes the instrumental and knowledge-based nature of language, while College English reading teaching has made qualitative improvements in both breadth and depth. In the process of collaborative learning, without the correct and timely guidance of College English teachers, it is difficult for students to fully grasp the vast knowledge content of College Eng-

lish reading teaching at the required teaching pace, and it is also impossible to achieve significant improvements in reading and text writing abilities.

### **3. The Significance of Cooperative Learning Theory Applied to College English Reading Teaching**

#### **3.1 Cooperative Learning Enhances College Students' Understanding of College English Textbooks**

College English reading teaching based on cooperative learning can not only stimulate students' enthusiasm to participate in classroom text reading, but also guide students to deeply understand the teaching materials. In the process of reading teaching in College English classrooms, College English teachers organize students to engage in cooperative learning, which can create scenes matching the content of the textbook, so that students are immersed in the situation and have a sense of immersion. At this time, students can pay more attention to the reading of the textbook, and then explore the characters, events or scenes with other students in the same group, trying to understand the emotions or connotations expressed in the textbook, and deepen their understanding of the College English textbooks.

#### **3.2 Cooperative Learning Can Promote the Overall Development of College Students**

In College English reading teaching, cooperative group learning plays an important role, which helps optimize the teaching methods of College English reading and improve the overall reading level of college students. At the same time, the implementation of cooperative learning in College English reading teaching is also conducive to promoting the overall development of college students' comprehensive abilities. In College English classroom teaching, college students read, think, discuss and answer questions in groups. In the process of cooperative learning, there is healthy competition among groups. And in order to answer questions accurately and quickly, members of each group actively read the text and cooperate in problem solving. Joint learning within the group forms positive and active incentives for college students, builds a relaxing and pleasant learning atmosphere, improves students' participation in reading and learning, highlights their main position in the classroom, returns the classroom initiative to students, mobilizes students' motivation, allows them to truly understand the textbook in the process of cooperative learning, improves their reading ability, and promotes students' comprehensive enhancement. At the same time, the cooperation and communication within the group not only cultivate the collaborative learning ability of college students and enhance their team spirit, but also provide more reading ideas for group members, improve their thinking ability, guide divergent thinking, and enhance their imagination.

### **4. The Application of Cooperative Learning Theory in College English Reading Teaching**

#### **4.1 Scientifically Establishing Cooperative Learning Groups to Enhance College Students' Interest in Reading**

College students are the main body of College English reading teaching. In order to enhance the efficiency of College English reading teaching and help college students improve their English reading literacy, it is crucial to strengthen the cultivation of their cooperative awareness. The scientific and reasonable establishment of cooperative group learning is the foundation and prerequisite for the orderly development of College English reading teaching. When carrying out cooperative group learning, College English teachers need to think and analyze how to scientifically and reasonably divide groups. College English teachers can control the number of learners in each group, and design multiple reading tasks with different levels of difficulty for students in the same group. Reading tasks with different levels of difficulty are reasonably allocated based on the level of top students, intermediate students, and students with learning difficulties. Scientific and reasonable grouping can help students with a good English foundation drive those with weaker foundation and self-learning ability within the group, thereby improving the enthusiasm of students in the group to participate in reading. At the same time, positive and healthy competition among different learning groups is also conducive to forming a catch-up learning atmosphere and promoting the overall improvement of College English learning level.

## 4.2 Establishing Teaching Objectives and Strengthening Collaborative Group Teaching

In the process of College English reading teaching, College English teachers can guide students to transform their multiple identities through experiential group teaching mode, namely readers and evaluators, and form an experiential teaching mode. This enables students to gradually experience the pleasure of reading through group cooperation and enhance their subjective judgment and independent thinking abilities. Before implementing cooperative learning in College English reading classes, College English teachers should conduct systematic analysis and scientific research on the content of College English textbooks, and establish teaching objectives for College English reading classes, so that students' cooperative learning closely revolves around the learning objectives of College English reading classes, effectively avoiding deviations in the process of cooperative group learning. Based on this, in the process of implementing cooperative group learning, College English teachers should take into consideration the actual situation of students in class, divide students into different learning groups based on their individual differences, guide students with different English proficiency to actively participate in College English reading classroom learning, and make good use of the advantages of cooperative learning. At the same time, College English teachers must enable students to fully understand the methods and objectives of cooperative learning, provide correct guidance to students, actively guide students to learn and explore around teaching objectives, immerse students fully in the process of cooperative learning, improve students' participation in reading learning, improve the efficiency and quality of cooperative learning, and achieve effective improvement of the overall teaching quality of the entire class.

## 5. Conclusion

Cooperative learning theory is a new teaching method of great significance. In the context of the continuous deepening of the new curriculum reform, the application of cooperative learning theory plays an important role in College English reading teaching. College English teachers should fully recognize its importance and actively explore cooperative learning methods that are more suitable for College English reading teaching. In the process of teaching College English reading, College English teachers need to comprehensively adjust their English reading teaching methods, strengthen collaborative learning among college students, fully leverage their subjectivity and creativity in the learning process, enhance their interest in English reading, thereby improving the efficiency of reading teaching and promoting greater progress in College English learning.

## References

- [1] Li Chen. Analysis of the Application of Cooperative Learning in College English Reading Teaching[J]. Intelligence,2023(03):33-36.
- [2] Ling Ding. The Application of Cooperative Learning in College English Reading Teaching[J]. Seeking Learning,2021(40):29-30.