

Research on the Influence of Group Cooperative Learning of University Chinese Language and Literature Major on Students' Learning Attitude

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Abstract

In recent years, the teaching of University Chinese Language and Literature Major generally implements the reform of teaching methods led by group cooperative learning to improve students' learning attitude and cultivate their autonomy in learning. This paper deeply investigates and analyzes the students' learning behaviors in cooperative groups in Chinese Language and Literature Major through case study. It is found that group cooperative learning can generally improve the learning attitude of the students in Chinese Language and Literature Major, but some of the underachievers have been "marginalized".

Keywords

University Chinese Language and Literature; Group Cooperative learning; Learning Attitude; Marginalization.

1. Preface

Chinese Language and Literature is a brilliant part in Chinese traditional cultural system. Many domestic universities have set up Chinese Language and Literature Major, and the particularity of this major is that "after graduation, students shall be engaged in jobs related to people, and teaching shall cultivate students' humanistic qualities and their adaptation to social concepts to create social benefits instead of directly creating economic benefits". [1] During the cultivation of students majoring in Chinese Language and Literature, in addition to improve students' academic research talents, at present, domestic colleges and universities also pay attention to cultivate applied talents, that is "the talents with both humanism and pragmatism are those who apply humanistic knowledge and humanistic quality to life practice through certain working skills, so as to benefit the society" [2]; however, there are some phenomena such as the lack of new teaching methods, low interest of students and large group of students with poor academic performance. At this stage, all colleges and universities constantly reform their teaching methods, especially to carry out group cooperative learning. The in-depth exploration of students' behavioral performances in group cooperative learning will provide more suggestions for the improvement of Chinese Language and Literature teaching all over the world.

2. Literature Review

In accordance with the theories of educational psychology, students' learning attitude is one of crucial factors that affect the learning effects. Bruner put forward that "learning attitude is the basis for solving problems and understanding conceptual relationships" [3], and Gardner held that "the students with positive attitude are more likely to participate in class" [4], which can be seen that students' subjectivity in learning is firstly reflected in their positive learning attitude. On this basis, the existing researches have discussed the dimensions that affect learning attitudes, and researchers all mentioned the classroom teaching, especially a key factor of cooperative learning. Yang Huping et al. found that the "Double Helix" teaching mode based on group cooperation made 77% students become more active in learning [5]; Hancock pointed out that variables of personality and situation in cooperative learning will affect students' learning motivation [6]; Zhao Minna believed that participatory group activities can improve the learning attitudes of college students, including giving full play to their intelligence and stimulating different thinking [7].

Although these researches have discussed how does cooperative learning affect students' learning attitudes, in summary, there are still two problems in current investigations and researches in this field in domestic researches. On the one hand, researchers have not pay attention to Chinese Language and Literature Major with Chinese characteristics. After retrieving relevant researches with the key word of "learning attitude" by using CNKI Database (www.cnki.net), it is found that the research literature on learning attitude of primary and middle school students is about 7 times as large as that on college students, and the existing investigations mainly focus on general disciplines, engineering and liberal arts in English, Japanese and other majors. On the other hand, researchers usually adopt method of large-scale questionnaire surveys, and the final conclusion only shows the positive and negative effects at a macroscopic level. They fail to deeply study and analyze students' behavioral performance in group cooperative learning through case study.

3. Research Methods

3.1. Definition of the Research Question

Based on the questions found by researchers and the analysis of relevant literature, this paper determines the following question as the research question, and answers this question with the following research data and analysis:

How does group cooperative learning in the teaching of University Chinese Language and Literature affect students' learning attitude?

3.2. Selection of Research Objects

8 students who participated in cooperative groups majoring in Chinese Language and Literature of H Normal University

3.3. Overview of Research Methods

Research methods: this paper adopts the case study, interviews the research objects, and analyzes the influence of group cooperative learning on students' learning behavior by comprehensively using the content analysis.

Research contents: the interview starts from the exploration of the traditional learning mode, guides the research objects to describe from students' learning methods, common passive teaching modes of students, lecture habits, learning experiences with satisfactory and unsatisfactory academic performance and learning methods as far as possible, focuses on the exploration of the research objects' group cooperation content, role, expected value, practical value and future feasible value in the actual form of group cooperation to the research objects'

own learning interest and professional interest, and draws the conclusion of the possible influence of group cooperation on students' learning attitude according to the special analysis of several students.

4. Data Analysis

In order to guarantee the persuasion of the research results, the reliability test is carried out to the content encoding. Two coders classify the analytical units respectively, and encode 73 key words (the total number of coding m_1, m_2), among which, there are 70 same codes (m). Hostey's formula $\frac{2m}{m_1+m_2}$ is used to calculate the consistency of the raters, and the consistency level is 95.6% (greater than 90%), which indicates that the consistency among the coders is very high. [8]

The researchers conclude the interview data to three dimensions, including "defining the concept of group cooperation", "the operating mechanism of group cooperation", and "the effect of group cooperation". Firstly, the researchers investigated the teaching modes adopted by most courses of Chinese Language and Literature Major. When asking "what are the main teaching modes in university courses?", all the interviewed students mentioned that the main teaching mode was "the teacher lectures and the students listen", but 25% of the students said there was also a new teaching mode of "group cooperation". In terms of this teaching mode, most of the students mentioned that "group cooperation" requires more autonomous learning of students. 50% of the students hold that autonomic learning needs a clear plan and they will actively search for relevant materials of the course; 37.5% of the students mention that autonomic learning is selective learning based on their interest; and 12.5% of the students believe that autonomic learning means being careful in class and interacting with teachers and students.

In accordance with the data results of the questions answered by eight students related to the "operating mechanism of group cooperation", 37.5% of the students hold that they mainly act as the "passive performers" in the group, and other students hold that they mainly act as the "active performers". After combining with the academic situation and personal information of the interviewed students, the researchers found that the less motivated students in the group mostly got lower scores in their majors, did not talk much in class, and the quality of their homework was low. When asking "do the students worry about less motivated students in the group?", all the interviewed students expressed their concern that the less motivated students cannot finish the tasks with high quality, and these less motivated students were marginalized. For this situation, 75% of the students will actively ask those less motivated students for their ideas; 37.5% of the students are willing to help the less motivated members complete the tasks; and 37.5% of the students hold that the tasks can be assigned according to the ability in the group.

In terms of the dimension of the "effect of the group cooperation", all the interviewed objects indicated that they would allocate more time to study after class after experiencing the group cooperative learning. At the same time, there are certain active effects brought by the mode of group learning: 87.5% of the students hold that group learning can give them more ideas and information; 37.5% of the students mention that this mode makes learning easier; and 25% of the students think they can make new friends from it. In addition, students' enthusiasm about the courses is improved: 62.5% of the students hold that after experiencing the group learning, they will finish their future homework basically according to the high quality of the group cooperation; 25% of the students hold that there is less effect of the group model on learning, and they are not willing to participate in more group learning, but this part of students are mainly underachievers. Moreover, the group cooperation mode will also have an impact on the whole major. 75% of the students think that will be more interested in other courses of the

major. If they have prejudice against the major before, they will eliminate the prejudice to a certain extent, and they have a deeper understanding of the academic value and social value of the major.

5. Conclusions and Discussions

5.1. Conclusions

1. Group cooperative learning is conducive to improving the learning attitude of students majoring in Chinese Language and Literature. In the group, students may obtain more ideas, put forward their views, and develop critical thinking; students' learning enthusiasm is generally improved by participating in group cooperative learning, and they will complete course tasks with higher quality and study autonomously.

2. Some students are "marginalized" in group cooperative learning. Some students, especially underachievers, tend to be passive in the group. They will not actively participate in the discussion, put forward their views, and sometimes do not complete the assigned tasks carefully and on time. Therefore, their learning attitude and learning autonomy improve little. But certain "containment" is reflected in the group, that is, other members will generally give them some help.

3. Group cooperative learning is conducive to improving students' acceptance with Chinese Language and Literature Major. The courses using group cooperative learning have the "associational effect", that is, students will be not only more positive about the course, but their attitude towards other courses in Chinese Language and Literature will also be improved. More importantly, students generally have a deeper understanding of the professional nature and social value of Chinese Language and Literature after experiencing group cooperative learning.

5.2. Discussions

Generally, group cooperative learning has a positive effect on the learning attitude of students majoring in Chinese Language and Literature, but has a small effect on a few students, especially underachievers, and even their learning attitude will deteriorate due to the "marginalization". Therefore, in this stage, Chinese Language and Literature Major of all colleges and universities shall try to use the teaching method of group cooperative learning in more professional courses to cultivate students' autonomy in the course of reform. [10] At the same time, in the process of carrying out group cooperative learning, teachers and members shall timely pay attention to the underachievers' behavioral performance in the group, and correspondingly adjust the specific implementation strategies, which is also conducive to the realization of educational equity. [11]

Nowadays, there is a trend of internationalization in the teaching of Chinese Language and Literature, and the interest of international community in understanding and studying the Chinese culture is also growing. [12] It is very difficult to learn Chinese language, so foreign students will face more problems in learning Chinese Language and Literature. [13] However, domestic and foreign students have different cultural traits, and foreign students may be more adaptable to group learning, so group cooperative learning, as a teaching method that can improve students' learning attitude and enhance their learning autonomy, is suggested to get more attention in international Chinese education.

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