

Language Socialization in the Classroom: Collaborative Learning Model

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Abstract: Collaborative learning as a mode of learning has long been a hotly debated topic because of its many advantages that can facilitate learning and some disadvantages that are hard to ignore. Sociolinguistic research has shown that students' socialization can be promoted through collaborative learning, and in order to achieve this, how teachers design and organize collaborative learning is particularly important.

Keywords: Collaborative Learning; Students' Socialization; Classroom Design.

1. Introduction

Collaborative learning has been shown to be effective in improving classroom atmosphere, increasing academic achievement in a wide range of areas, and promoting good non-cognitive qualities in students, as well as significantly improving peer relationships, which is the preferred mode of learning in today's classrooms. It is advocated that the atmosphere of traditional teaching and learning, which emphasizes individual learning and competition among students, should be changed.

A large number of studies have shown that collaborative learning can not only enhance students' learning, but also promote socialization development of students. Collaborative learning requires students to interact and help with each other in order to make progress together. This process is also an important step in the socialization of students in learning. In what ways can teachers organize collaborative learning effectively in the classroom and beyond are necessary to think about.

2. Socialization and Collaborative Learning

According to Vygotsky, human beings learn and grow within a specific historical and cultural environment. This is why human learning should be understood in the context of the social and cultural environment in which they exist. Children first learn from social activities and then internalize them into their own mental structures. Therefore, social learning is the first step in children's learning, which explains how people form their selves in social learning.

Sociolinguistics emphasizes the important influence of the social environment on language learning, and this core idea can be regarded as an important theoretical basis for the study of language socialization. Research has been found that when children grow up and enter a completely new social environment, they also have to go through the process of language socialization when they learn a new language. The socialization process of a second language is the result of the interaction between the individual and the society, and the learning of a second language is highly dependent on the socialization process of the second language. At the same time, language socialization also consists of two aspects together,

i.e., to learn the language to further understand the socio-cultural concepts of the target language and to use the language to express and communicate them smoothly (Su & Yang, 2021). For second language learners, it is even more important for them to consciously understand the social and cultural expressions of the target language in the process of learning the target language. Heath (1983) suggests that child language learners from different social classes are all affected by classroom discourse but differ significantly in the way they incorporate their own expectations and experiences into classroom language interactions, and that child learners with different ethnically diverse child learners exhibit unique understandings of linguistic communication.

L2 socialization research acknowledges that L2 learning is both social and cognitive in nature thus, can justifiably be considered socio-cognitive in orientation. Implicit socialization was evident in the teachers' and students scaffolding that supported the development of effective argument and also the choice of linguistic forms. As the students engaged with the project, they also internalized the institution's ideology of collaborative learning. As a specific type of education, collaborative learning requires a specific value, namely the belief that people cooperate to co-exist and develop through cooperation. Collaborative learning not only enables students to make academic progress, but also promotes their social development. It is only when this value of mutual help and co-existence becomes the dominant value of the school that the school will be able to realize the value of collaborative learning. When this value of mutual help and co-existence becomes the mainstream value of the school, then the school can widely implement collaborative learning (Kuang & An, 2008).

3. Merits of Collaborative Learning

Collaborative learning emphasizes mutual teaching and learning among students and promotes learning through cooperation.

3.1. Students are Able to Learn from Each Other's Strengths and Identify Their Weaknesses Through Collaborative Learning.

Students are able to observe the learning methods of their

learning partners up close and have a good enough understanding of the outcomes of collaborative learning outputs. In this process, students can feel the difference between working with peers of different learning styles and completing tasks on their own, and thus learn more about ways to improve learning efficiency. By observing their partners, students can clearly perceive the differences between themselves and others. This difference, whether good or bad, will motivate students to quickly adjust their learning methods and status. It can also guide students to establish a correct sense of healthy competition. It can also lead students to establish a correct sense of healthy competition, equalize their development level, improve their cooperation and communication skills, and build a harmonious learning atmosphere (Fan Xuejun, 2018). As students' ability to learn English increases, their actual interest in learning English will also increase.

3.2. Enhancing Communication and Strengthening School Socialization Through Collaborative Learning.

With the refinement of the division of labor in society, cooperation has become the theme of social development nowadays. Students must have a full sense of cooperation and a good ability to cooperate in order to make effective use of the resources and realize their dreams. At the same time, due to improper practice, students may think that cooperation is not important and there is no skill to speak of, thus belittling cooperation and neglecting the accumulation and exploration of cooperation skills and methods in their minds.

Collaborative learning will be an important method of classroom teaching in the future. Only when students develop good collaborative habits can they be comfortable in the promotion of collaborative learning, adapt to the environment of collaborative learning and excel in collaborative learning. According to Du Bo (2022), the learning experiences that one undergoes in cooperative discussion and inquiry are more important to literacy development than the conclusions themselves. This is the purpose of advocating independent, experiential and collaborative learning.

Under the current circumstances where collaborative learning in the classroom is not standardized, the cultivation of students' collaborative learning habits is bound to be affected. The formation and cultivation of such collaborative learning habits will undoubtedly be of great benefit to students' socialization. Students are exposed to what they should pay attention to when working with others and realize the advantages of collaborative learning.

3.3. As a Classroom Teaching Model to Make Teaching More Interesting and Effective.

In traditional classroom teaching, most of the time for the teacher is to stand on the platform to face all the students to teach. The National English Curriculum Standards for General High Schools (2017 Edition, 2020 Revised) emphasizes the need to take students as the center, to give full play to the students in the classroom of the main position. And the collaborative learning is a good way to make this theory into a realizable operation. In the collaborative learning model, students can team up to complete tasks assigned by the teacher. Students will feel a great deal of fun when they change from one personal work to group completion. In the process of collaborative learning, the communication between students increases, which highlights the students'

main position. Classroom activities in the traditional classroom are mainly issued by the teacher and completed by students. However, in the collaborative learning model, students are divided into different groups, and the teacher can arrange the same or different tasks, which allows students to form a positive competitive relationship and also develops students; ability to cooperate and work in teams (Gao & Zhao, 2022). And while completing group tasks, each student is in a smaller group which makes every contribution becomes transparent, so that each student needs to offer their own ability to complete the task together. At the same time, it avoids the disadvantage that only a small number of students participate to interact with the teacher in the traditional classroom.

4. Problems with Collaborative Learning in Classroom

Despite the many advantages of collaborative learning, there are still some teachers who are afraid to use this model in their classrooms because of its inescapable disadvantages.

4.1. Difficulty for Teachers to Monitor Each Student in Collaborative Learning.

In collaborative learning, each student has a different task to accomplish, which makes teacher supervision more difficult. Due to the task is not reasonably allocated and the teacher did not do timely guidance, active participation in the discussion most belong to the outstanding students. And for some motivated students may get tired of collaborative learning because the teacher can't see their efforts. For students who has poor performance in English class, due to the lack of attention and appropriate guidance, they may think that collaborative learning is a good activity because the final results are presented in small groups, and the teacher does not have a clear picture of what has been accomplished during the process. This has led to collaborative learning not being chosen by some teachers as a form of classroom activity.

4.2. Teachers are Unable to Provide Timely and Effective Feedback to All Students.

Since collaborative learning is usually time-consuming, the teacher can only evaluate the overall task in the classroom. If the teacher wants to gain a deeper understanding of each student in collaborative learning, teacher must spend more time and effort to invest in order to make targeted evaluations for each student. Grouping and organization require teachers to prepare in advance.

5. How to Organize Collaborative Learning

To realize the advantages of collaborative learning, teachers must play a proper role to truly make the collaborative learning model promote learning.

5.1. Construction of a Cooperative Atmosphere.

Since students' learning has always been done independently, sudden collaborative learning may trigger students' rejection or indifference, so it is very crucial for teachers to build a cooperative atmosphere. And the process should be gradual, slowly increasing the frequency and scale of collaborative learning. Let students realize that collaborative learning is also an effective and interesting way

of learning, in which students can exchange and collide ideas with their partners and come up with ideas that they may not be able to come up with on their own. Students will also realize that a win-win situation can be achieved when each member of a group plays to his or her strengths to accomplish a task together.

5.2. Flexibility and Rationality of Classroom Design.

For collaborative learning, it needs to be designed and organized by the teacher. Resource consumption is also to be considered. The most important cost of classroom instruction is time, because collaborative learning activities take up classroom teaching time. Therefore, the design and organization of collaborative learning should fully consider the cost of time. Teachers can use collaborative learning as a model for accomplishing classroom tasks in classroom design. Since classroom time is limited and collaborative learning often takes more time, it is especially important for teachers to consider various factors in advance. If teachers are going to engage in collaborative learning in the classroom, they need to know exactly what the task is going to accomplish. How to link classroom activities smoothly, how to maximize the advantages of collaborative learning as a classroom model, and how to avoid student confusion are all issues that teachers need to think about and anticipate in advance. For novice teachers, collaborative learning in the classroom may present problems in terms of difficulty controlling students. However, this does not mean that collaborative learning should be discarded. Teachers should utilize full flexibility when designing classroom activities. Observe the state of the students and the overall progress of the teaching to choose whether the activity can be changed into a collaborative form. If the students are highly motivated, they can use the collaborative form to advance the progress of the classroom, so that the students can more realistically enter the content of the lesson to be delivered and complete the classroom tasks through cooperation and interaction. Teachers have the flexibility to change the format of the task if they believe that the students as a whole are not in a position to engage in collaborative learning. Reflect on teaching and learning at the end of the lesson to consider the reasons and countermeasures.

5.3. Teachers as Participants

At present, in the process of collaborative learning practice, many teachers' participation is simply raising questions and evaluating the results, and this kind of awareness is not beneficial to teachers' control and guidance of the

collaborative learning and it is far from achieving the expected goals of collaborative learning. Teachers' participation in collaborative learning should involve the whole processes, which can be divided into before, during and after collaborative learning. Before the cooperation, teachers should clarify the members of the group and the discussion tasks and make a clear plan for the problems that will arise during the discussion, such as setting a stop signal for all the members, so that they can react in time when facing unexpected problems. In the collaborative learning, the teacher should always monitor the whole group, and keep track of and adjust the students' discussion status in time. After working together, teachers should make process evaluation and summative evaluation of all group, both of which are indispensable. The process evaluation is to correct and guide students' discussion behavior and habits, and the summative evaluation is to clarify and summarize the knowledge, which is helpful to the healthy and sustainable development of collaborative learning.

In conclusion, collaborative learning should particularly apply collaborative learning method, concepts and principles into practice, which can effectively enhance student learning and promote the development of student socialization.

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