Cooperative Learning Strategies in the ESL Classroom: A Pathway to Proficiency

Dr. V. Deepa

Assistant Professor – II, Department of English, SASTRA Deemed to be University, Chennai, Tamil Nadu

Abstract

Proficiency in the English language is essential in today's globalised world as it grants individuals access to superior educational and professional prospects. Conventional language teaching approaches frequently do not successfully involve students, resulting in less-than-ideal language acquisition. Cooperative learning has garnered much attention in the research on English as a Second Language teaching, where more and more studies are indicating its effectiveness to be related with enhancing student engagement, language ability, and overall achievement. (Lucha et al 2016.) (Jacobs and Hall, 2002) (McGroarty, 1989). Cooperative learning is one technique that has been recognized significantly in the field of English as a Second Language education. Students are empowered to work in small groups using this learning approach, where a favourable social environment is developed and therefore allows for meaningful participation during the learning process (Wang, 2020). Conclusive research was carried out to establish that the ESL classrooms with cooperative learning practices would experience a positive student achievement, attitude, and motivation (Wyk, 2012). The current study is centred around the cooperative learning strategies which enhance the proficiency of ESL learners through active engagement and interaction with peers. The study also looks into the pedagogical benefits, challenges, and considerations of enhancing English proficiency among the ESL learners.

Keywords: cooperative learning, ESL classroom, ESL learners, pedagogical approach

Introduction

Co-operative learning is utilized in the most effective schools for English as a Second Language. It is a teaching technique that involves the learners and makes them work together through small groups in the attainment of mutual learning goals. This creates a setting whereby students help each other and depend on each other. (Roger & Johnson, 2002). It is universally accepted that this is an effective method of teaching and cooperative learning allows students in all grade levels and subjects to get to know each other as well as learn by doing things. (Gillies, 2016). Cooperative learning is something that can be helpful, especially for the ESL students since they will be able to communicate in a productive manner, practice the language, and assist each other in learning the language. (Susfenti, 1970) (Davidson & Kroll, 1991)

Problem Statement

Though it is recognized as supportive, traditional teaching methods known to be teacher-centered are still adopted in many ESL classrooms. This study, hence, aims to fill the gap in our knowledge of how cooperative learning impacts on language skills.

Knowledge Gap

Although the cooperative learning styles developed up to now are of benefit, there has been little previous research on enhancing language competencies in ESL classrooms, especially within the ambit of English Language Teaching.

Existing Knowledge

Earlier research has shown that using cooperative learning methods can help English as a Second Language (ESL) students improve their language skills. Nevertheless, more research is needed to find the best methods and how they influence on language proficiency.

Theoretical Framework
Social Constructivism

Lev Vygotsky's constructivist approach promotes social interaction in cognitive development. ZPD and scaffolding, where students work with direction, are crucial. Interdependence, accountability, and group processing make cooperative learning compatible with this paradigm. Jigsaw, Reciprocal Teaching, and Peer Tutoring promote peer assistance and collaborative learning. Using people from different linguistic and cultural backgrounds to help students learn languages and understand other cultures works especially well in English as a Second Language (ESL) classes.

Cooperative Learning Models

Johnson & Johnson's cooperative learning model focusses on four key areas: individual accountability (making sure everyone contributes), positive interdependence (encouraging supportive collaboration), social skills (improving communication and conflict resolution), and group processing (thinking about how the group did and how it could do better next time). This area provides a structured and useful cooperative learning setting that helps students grow intellectually and socially. Kagan's cooperative learning encourages student collaboration. During 'Think-Pair-Share', students explore a question in pairs and present their results to the class. After dividing the class into groups, "Jigsaw" makes each member an expert. Professionals teach their part to their initial group to ensure comprehension. Active learning is encouraged in both.

Literature Review

Recently, there has been a lot of interest in the study of how to use group learning to teach English as a foreign language (ESL). Findings show that these techniques are able to help people improve their speaking, make them more dependent on one another, and make them more responsible for what they do. In brief, this literature review will then present important studies that have looked into cooperative learning in English as a second language.

Foundational Studies and Literature Review

The works of Gagné (2013) and Chen (2015) made us realize the concepts behind group learning. According to Gagné, organization in teaching methodology was emphasized, and according to Chen, it allows cooperative learning that would empower students to acquire languages. "The Benefits of Cooperative Learning Arrangements in Second Language Instruction" (McGroarty, 1989) explored how cooperative learning benefits the ESL teacher for enhancing fluency and accuracy of students with approvable language. Individualism and differentiation make classrooms learner-centered. Cooperation helps students to respect others, gain confidence, and motivate themselves while creating a pleasant classroom.

"The Effect of Cooperative Learning on Inter Ethnic Relations in Schools" (Curry et al., 2011) studies how cooperative learning affects school children's inter-ethnic connections. It meta-analyses school-based intervention research on technique type, student characteristics, and implementation strategies. The authors emphasize the importance of structuring cooperative learning activities to meet Allport's Contact Hypothesis conditions, such as common goals, interdependence, equal status, and supportive social norms, to promote positive inter-ethnic relations in schools.

The paper "Developing an inclusive democratic classroom "in action" through cooperative learning" (Ferguson-Patrick, 2012) explores how one teacher uses cooperative learning to create a democratic classroom environment. The author argues that cooperative learning can be used to promote both academic and social learning, and that it can help to create a more inclusive and equitable classroom. The paper presents evidence from the teacher's reflective diary, interviews, and classroom observations to support these claims.

Azizinezhad, Hashemi, and Darvishi's article on "Application of Cooperative Learning in EFL Classes to Enhance the Students" Language Learning (2013) explores the impact of cooperative learning on EFL learners, highlighting its benefits for diverse learners and its connection to communicative language teaching. It highlights its positive motivation, benefits for all learners, and its alignment with communicative teaching principles, emphasizing meaningful interaction and authentic language use.

Min Kyung Han's study "An Empirical Study on the Application of Cooperative Learning to English Listening Classes" (2015) analyses how cooperative learning improves college students' English listening comprehension. The study examines cooperative learning's benefits using questionnaires, pre- and post-tests, and interviews. The data demonstrate that cooperative learning greatly enhances students' English communicative ability, particularly listening comprehension, boosting confidence, reducing assessment anxiety, and motivating them to learn independently. While (Selvaraj & Aziz, 2019) mentions cooperative learning as a beneficial element within ESL writing instruction, it doesn't focus on it as a primary approach. The paper primarily examines the broader categories of process, genre, process-genre, and product-based approaches

Amir Hoseyn Mohammad Davoudi and Babak Mahinpo (2012) came up with the Kagan Cooperative Learning Model, which is a better way to teach foreign languages. Students can practise using the target language in a useful way with this model, which focusses on small group work and structured interaction. Not only does this method improve language, social, and employability skills, but it also lowers learning anxiety and makes the learning environment more supportive. Students understand and remember new language ideas better when they can connect with the model. The Kagan Cooperative Learning Model makes foreign language learning fun and useful, according to the authors.

Terfa's study on "Applying Cooperative Learning to College Students to Enhance their Communicative Skills, (2020) Explores how cooperative learning improves college ESL students' communication. Cooperative activities boost student engagement, oral fluency, confidence, and language development attitudes, suggesting they can improve language skills.

Studies have also shown that it promotes inclusivity and cultural awareness in diverse classrooms. It also fosters cultural knowledge and inclusivity in diverse classrooms, according to research. Jigsaw, Think-Pair-Share, role-playing, peer tutoring, and collaborative writing boost language skills and student engagement. However, only a small number of studies have looked at how cooperative learning affects language skills over time or how it works with other teaching methods.
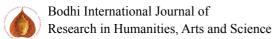
Pedagogical Benefits

Cooperative learning is a highly effective teaching method that can greatly improve student learning and involvement. (Gillies) (Nastasi and Clements) (Antil et al.) (Roger and Johnson). The collaborative learning approach, when students collaborate in small groups to accomplish common objectives, has been proven to provide a multitude of advantages. (Wang) (Wyk) (Hasmyati and Suwardi)

The research on cooperative learning provides a compelling justification for its adoption in the classroom. (Nastasi and Clements) (Smith) Involvement in cooperative learning activities is associated with improved academic performance, stronger peer connections, and overall student mental health, according to numerous studies.

Table 1 Pedagogical Benefits of Cooperative Learning in ESL Classroom

S.No	Benefit	Description	References
1.	Enhanced Student Interaction	Fosters more opportunities for authentic language use through collaboration, improving communication skills.	Wang, Wyk, Hasmyati and Suwardi
2.	Increased Academic Success	Students tend to achieve higher academic levels through cooperative learning activities.	Nastasi and Clements, Smith

3.	Positive Peer Relationships	Encourages the development of positive relationships among peers.	Gillies, Nastasi and Clements, Roger and Johnson
4.	Improved Psychological Well-being	Reduces anxiety and increases motivation, leading to greater student engagement and better learning outcomes.	Azizinezhad et al., Roger and Johnson
5.	Higher-Order Thinking Skills	Supports critical thinking, analysis, and synthesis through collaborative problem-solving and peer teaching.	Roger and Johnson, Smith, Nastasi and Clements
6.	Supportive Learning Environment	Creates a collaborative and less threatening environment, fostering engagement and improved outcomes.	Azizinezhad et al., Roger and Johnson, Hasmyati and Suwardi
7.	Increased Motivation	Enhances student motivation by providing a supportive and engaging learning environment.	Azizinezhad et al., Roger and Johnson
8.	Development of Critical Skills	Helps students develop essential critical thinking and problem-solving skills necessary for various settings.	Nastasi and Clements, Smith
9.	Social-Emotional Growth	Fosters both academic and social-emotional growth, creating a dynamic learning environment.	Smith, Roger and Johnson
10.	Collaborative Skills	Builds teamwork and collaboration skills, preparing students for future collaborative work environments.	Gillies, Antil et al.
11.	Increased Student Retention	Engaging students through cooperative learning can lead to better retention of information and concepts.	Wang, Wyk
12.	Diverse Perspectives	Encourages students to consider and integrate diverse perspectives, enriching the learning experience.	Nastasi and Clements, Gillies
13.	Self-Esteem and Confidence	Participating in cooperative learning activities can boost students' self-esteem and confidence.	Wyk, Hasmyati and Suwardi
14.	Lifelong Learning Skills	Promotes skills that are essential for lifelong learning, such as collaboration, communication, and critical thinking.	Nastasi and Clements, Roger and Johnson

Cooperative Learning: Implementation Strategies
English language learners need to work together to improve their language skills and grow. These strategies help people learn a second language by stressing the importance of good interdependence, personal responsibility, and active participation. ESL teachers need to include group work in their educational experiences. (Lucha et al, 2016)

Participant-led cooperative learning promotes group work, regular meetings, and teaching of both language and subject. Language learning, intellectual and verbal understanding, and academic success are all improved when students feel respected and are involved in the learning process. Through cooperative learning, ESL teachers can make the classroom a fun and helpful place where students

can improve their language skills and make progress. Students are given the tools they need to be involved in their own learning and learn 21st-century skills through this teaching process.

Table 2 List of activities in Cooperative Learning ESL Classroom

S.No	Activity	Description	Accountability
1.	Jigsaw Activity	Students become "experts" on a text section, then teach it to their group.	Each student must understand and teach their assigned section clearly.
2	Think-Pair-Share	Students think individually, discuss in pairs, then share with the group.	Each student must formulate and share their own thoughts during the pair discussion and group sharing.
3	Role Play and Peer Feedback	Students perform role-plays and provide peer feedback.	Each student must learn and perform their role and provide feedback to peers.
4	Cooperative Writing Task	Groups write, edit, and finalize a task together.	Each student is responsible for producing and refining their section and contributing to the final piece.
5	Group Projects with Roles	Students complete research projects with assigned roles.	Each student is accountable for their assigned role and must contribute effectively to the group's success.
6	Sentence-Puzzle Activity	Groups arrange sentence fragments into grammatically correct sentences.	Each student contributes to arranging and explaining at least one sentence.
7	Gallery Walk	Groups create visual presentations and explain them to peers.	Each student must explain part of their group's display and answer questions.
8	Peer Tutoring	Students with differing proficiency levels tutor each other.	Each student must actively participate in both teaching and learning.
9	Collaborative Storytelling	Groups create stories by adding sentences one at a time.	Each student contributes sentences and ensures coherence within the story.
10	Debate Teams	Teams prepare and present arguments on assigned debate topics.	Each student must research, prepare, and present their portion of the debate.
11	Information Gap Activities	Pairs or groups exchange information to complete a task.	Each student must communicate their piece of information and listen to peers.
12	Expert Groups	Groups research topics and teach them to the class.	Each student contributes to the research and teaches part of the topic.
13	Problem-Solving Tasks	Groups solve complex problems and present their solutions.	Each student contributes to the discussion and explanation of their group's solution.
14	Learning Stations	Students rotate through stations with different tasks related to the lesson.	Each student participates in completing tasks at each station and contributes to group discussions.

15	Collaborative Projects with Peer Review	Long-term projects are completed by groups, with progress presented for peer review.	Each student contributes to the project and participates in giving and receiving feedback during peer reviews.
16	Numbered Heads Together	Students are grouped and assigned numbers. The teacher asks a question, groups discuss, and a random number is called to answer.	Each student must be prepared to answer as anyone can be called upon.
17	Three-Step Interview	In pairs, students interview each other on a given topic, then share findings with another pair or the class.	Each student is responsible for asking questions, listening, and reporting.
18	Round Robin	Students take turns responding to a question or problem in small groups, ensuring everyone speaks.	Each student must contribute a response in turn, ensuring participation.
19	Think-Write-Pair-Share	Students think about a question, write down their thoughts, pair up to discuss, and share with the class.	Each student must write their own thoughts and share in pairs and groups.
20	Team-Pair-Solo	Students first solve problems as a team, then in pairs, and finally individually.	Each student progresses to solve problems independently after group work.
21	Peer Editing	Students exchange written work and provide constructive feedback to each other.	Each student must review a peer's work and offer specific suggestions
22	Fishbowl	A small group discusses a topic while the rest of the class observes and later discusses their observations.	Each student in the small group must actively participate in the discussion.

Challenges and Considerations in the ESL Classroom

Cooperative learning is an excellent technique to teach since it gets students to work together in small groups to reach shared objectives. (Johnson et al) (Roger and Johnson). Significant benefits for student learning have been shown for this teaching method, such as more motivation, better grades, and better social skills. (Wyk) (Hasmyati and Suwardi) (Wang). Despite this, there are still certain aspects that can go wrong when group learning is used in the classroom.

Table 3 Challenges and Consideration in Cooperative Learning in ESL Classroom

S.No	Challenge	Description	Consideration
1.	Classroom Management	Organizing and managing cooperative learning activities effectively.	Faculty need skills in creating structured tasks that foster collaboration and ensure all students participate and contribute to the group's success.

2.	Equal Participation	Ensuring that all students participate equally in group activities.	Faculty must design tasks that are challenging yet accessible for all students and provide support to encourage equal participation.
3.	Diverse Proficiency Levels	Managing groups with students of varying abilities.	Differentiating instruction and providing scaffolding are crucial. Structured roles and feedback mechanisms can help manage diverse proficiency levels.
4.	Teacher Preparedness	Training and preparedness of teachers to implement cooperative learning effectively.	Comprehensive teacher training is essential. Educators need skills in facilitating group dynamics, providing clear instructions, and offering constructive feedback.
5.	Social Dynamics	Navigating and managing the social interactions and potential conflicts within groups.	Faculty must foster positive interdependence and develop students' social skills, such as communication and conflict resolution.
6.	Task Design	Creating tasks that promote collaboration and individual accountability.	Tasks should require input from all group members and be designed to ensure individual accountability.
7.	Assessment	Measuring individual and group performance accurately.	Use a combination of individual assessments and group evaluations to ensure fair and comprehensive assessment of student learning.
8.	Time Management	Allocating sufficient time for cooperative learning activities within the curriculum.	Plan and structure activities to fit within class periods while allowing adequate time for meaningful collaboration and reflection.
9.	Student Motivation	Keeping students motivated and engaged in group work.	Implement diverse and dynamic activities to maintain interest, and provide clear goals and incentives for active participation.
10.	Resource Availability	Ensuring all groups have equal access to necessary resources and materials.	Distribute resources equitably and ensure all students have the tools needed to participate effectively.
11.	Group Composition	Forming groups with diverse skill levels and personalities.	Carefully consider group composition to balance skills and foster peer learning, while also managing potential personality conflicts.
12.	Monitoring Progress	Continuously assessing and supporting group progress.	Regularly monitor groups to provide timely feedback, address issues, and ensure groups stay on track with their tasks.
13.	Cultural Sensitivity	Addressing cultural differences that may impact group dynamics and participation.	Be aware of cultural backgrounds and design activities that are inclusive and respectful of all students' cultural perspectives.

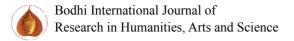| 14. | Conflict Resolution | Managing conflicts that arise within groups. | Teach and implement conflict resolution strategies to help students navigate and resolve disputes constructively. |
| 15. | Adapting to Changes | Flexibly adapting cooperative learning strategies to changing classroom dynamics or unexpected challenges. | Stay adaptable and ready to modify activities or group arrangements as needed to address new challenges or changes in student dynamics. |

In order to successfully integrate cooperative learning in the classroom, it is essential to address certain obstacles and considerations. Teachers may maximise the benefits of cooperative learning for their students by encouraging small-group work in a safe and welcoming classroom setting. Notwithstanding these difficulties, the prospective advantages of cooperative learning render it a valuable strategy for educators to contemplate. Through strategic navigation of several factors and effective implementation of optimal methods, educators can use the potential of collaborative learning to amplify student involvement, advance academic success, and cultivate an all-encompassing and encouraging learning atmosphere.

Cooperative learning in a classroom, therefore, requires a comprehensive approach for successful application. This includes an approach that covers aspects such as the management of classrooms, student engagement, and teacher training. The more teachers explore and refine this instructional practice, the better they will be able to tap into the full potential of cooperative learning and create dynamic, engaging, and optimal learning environments for their students.

Conclusion
Research has shown that learning English as a second language through collaborative learning has numerous benefits. Collaboration boosts the attitude of the language learner in speaking, listening, and learning languages. Previous concurrent study further confirmed that collaborative learning empowered learners of all levels to enhance language development in a big classroom. (Jacobs & Hall, 2002). Through active participation in cooperative learning tasks, ESL students do better academically by having a safe, interactive place where they can ask questions, gain knowledge and collaboratively approach problem-solving. This, therefore, is an indicator that cooperative learning activities should find way into the ESL syllabus to ensure that learners are well equipped for better performance in language learning. Cooperative learning enriches the classroom environment for ESL students, creating opportunities for helping, interacting, and practicing a great deal of the language skills. In conclusion, when used within the ESL classroom, cooperative learning has proved very helpful in improving students' language skills and performance. It requires the learners to actively work hand in hand with each other in small groups that help, share, and take responsibility for their own learning. Research has shown that working together to learn English as a second language has many benefits. Cooperation has been shown to improve the views of language learners about speaking, listening, and learning the language. The ability to work together to learn has also been shown to help students of all levels improve their language skills in a large classroom. (Jacobs & Hall, 2002) Active participation in cooperative learning tasks helps English as a Second Language (ESL) students do better academically by providing a safe and interactive space where they can ask questions, gain knowledge, and work together to solve problems. Consequently, it is highly suggested that cooperative learning methods be incorporated into the ESL curriculum to make sure that students have the tools they need to succeed in their language learning efforts. ESL classrooms that use cooperative learning create an atmosphere where students are more likely to help each other, be involved, and use a variety of language skills. In conclusion, when used in an ESL classroom, cooperative learning has been shown to be very helpful in improving students' language skills and academic performance. Within small groups, cooperative learning requires students to work together actively, helping each other and taking responsibility for their own learning.
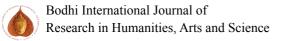
References

1. Antil, R., Laurence, et al. "Cooperative Learning: Prevalence, Conceptualizations, and the Relation between Research and Practice." SAGE Publishing, vol. 35, no. 3, 1 Jan. 1998, p. 419-419. https://doi.org/10.2307/1163443.

2. Azizinezhad, Masoud, et al. "Application of Cooperative Learning in EFL Classes to Enhance the Students' Language Learning." Elsevier BV, vol. 93, 1 Oct. 2013, p. 138-141. https://doi.org/10.1016/j.sbspro.2013.09.166.

3. Chen, H., & Goswami, J. S. (2011). Structuring cooperative learning in teaching English pronunciation. English language Teaching, 4(3), 26–32. Retrieved from http://files.eric.ed.gov/fulltext/EJ1080786.pdf

4. Chung, K. A. (1998). Cooperative learning for ESL students in the General Education Classroom (Order No. 1391198). Available from ProQuest Dissertations & Theses Global. (304489678).

5. Curry, P., De Amicis, L., & Gilligan, R. (2011). The effect of cooperative learning on interethnic relations in schools. Society for Research on Educational Effectiveness. Retrieved from http://files.eric.ed.gov/fulltext/ED519148.pdf

6. Davidson, Neil, and Diana Lambdin Kroll. "An Overview of Research on Cooperative Learning Related to Mathematics." National Council of Teachers of Mathematics, vol. 22, no. 5, 1 Nov. 1991, p. 362-362. https://doi.org/10.2307/749185.

7. Davoudi, A. H. M., & Mahinpo, B. (2012). Kagan cooperative learning model: The bridge to foreign language learning in the third millennium. Theory and Practice in Language Studies, 2(6), 1134–1140. doi: 10.4304/tpls.2.6.1134-1140.

8. Ferguson-Patrick, K. (2012). Developing an inclusive democratic classroom "in action" through cooperative learning. Australian Association for Research in Education. Retrieved from http://files.eric.ed.gov/fulltext/ED542298.pdf

9. Gagné, N., & Parks, S. (2013). Cooperative learning tasks in a grade 6 intensive ESL class:

10. Role of scaffolding. Language Teaching Research, 17(2), 188–209. http://dx.doi.org.cupdx.idm.oclc.org/10.1177/1362168812460818

11. Gillies, M., Robyn. "Structuring cooperative group work in classrooms." Elsevier BV, vol. 39, no. 1-2, 1 Jan. 2003, p. 35-49. https://doi.org/10.1016/s0883-0355(03)00072-7.

12. Gillies, M., Robyn. "Cooperative Learning: Review of Research and Practice." Edith Cowan University, vol. 41, no. 3, 1 Mar. 2016, p. 39-54. https://doi.org/10.14221/ajte.2016v41n3.3.

13. Han, M K. (2015, February 13). An Empirical Study on the Application of Cooperative Learning to English Listening Classes. Canadian Centre of Science and Education, 8(3). https://doi.org/10.5539/elt.v8n3p177

14. Hasmyati, and Suwardi Suwardi. "Experimentation of Cooperative Learning Model STAD-TGT Type against Students' Learning Results." IOP Publishing, vol. 1028, 1 Jun. 2018, p. 012090-012090. https://doi.org/10.1088/1742-6596/1028/1/012090.

15. Jacobs, M., George, and Stephen Hall. "Implementing Cooperative Learning." Cambridge University Press, 8 Apr. 2002, p. 52-58. https://doi.org/10.1017/cbo9780511667190.009.

16. Johnson, D.W., & Johnson, R.T. (1999). Learning Together and Alone: Cooperative,

17. Competitive, and individualistic Learning (5th. ed.). Allyn and Bacon.

18. Johnson, W., David, et al. Active Learning: Cooperation in the College Classroom. 1 Dec. 2006, http://ci.nii.ac.jp/ncid/BA38101966.

19. Johnson, D.W., & Johnson, R.T. (2009). An Educational Psychology Success Story: Social

20. Interdependence Theory and Cooperative Learning. Educational Reseacher, 38(5), pp.365-379

21. Johnson, W., David, et al. Active Learning: Cooperation in the College Classroom. 1 Dec. 2006, http://ci.nii.ac.jp/ncid/BA38101966.

22. Johnson, D.W., & Johnson, R.T. (2021). Learning Together and Alone: The History of our Involvement in Cooperative Learning. In N.Davidson (Ed), Pioneering Perspectives in Cooperative Learning : Theory, Research, and

Classroom Practice for Diverse Approaches to CL, pp. 44-62, Routledge.

23. Kagan, S. (2010). Cooperative learning. San Clemente., Kagan Publishing.

24. Kagan，S. (1995). Group Grades Miss the Mark. Educational Leadership, 52(8), 68-71.

25. Lucha, Teshome, Zeleke, et al. "Assessment of EFL learners' attitude towards cooperative language learning: Limu Preparatory School, East Wollega Zone in focus." Wollega University, vol. 4, no. 3, 29 Aug. 2016, p. 240-240. https://doi.org/10.4314/star.v4i3.36.

26. McGroarty, Mary. "The Benefits of Cooperative Learning Arrangements in Second Language

27. Instruction." Taylor & Francis, vol. 13, no. 2, 1 Jan. 1989, p. 127-143. https://doi.org/10.1080/08855072.1989.10668555.

28. Nastasi, K., Bonnie, and Douglas H. Clements. "Research on Cooperative Learning:

29. Implications for Practice." Taylor & Francis, vol. 20, no. 1, 1 Mar. 1991, p. 110-131. https://doi.org/10.1080/02796015.1991.12085536.

30. Roger, Isaac, Castillo, Tinoco, and David W. Johnson. An Overview of Cooperative Learning. 1 Jan. 2002, https://media.sabda.org/alkitab-1/Pdfs/Roger-David-Johnson-Overview%20of%20Cooperative.pdf.

31. Selvaraj, M., & Aziz, A. A. (2019). Systematic Review: Approaches in Teaching Writing

32. Skill in ESL Classrooms. International Journal of Academic Research in Progressive Education

and Development, 8(4), 450–473.

33. Smith, A., Karl. "Cooperative learning: Making "groupwork" work." Wiley, vol. 1996, no. 67, 1 Sep. 1996, p. 71-82. https://doi.org/10.1002/tl.37219966709.

34. Susfenti, Marlia, Erna, N. "Improving Students' Reading Comprehension through Student Team Achievement Division Technique." , vol. 10, no. 2, 1 Jan. 1970, p. 95-95. https://doi.org/10.32678/loquen.v10i2.701.

35. Terfa, Miressa Amenu. "Applying Cooperative Learning to College Students to Enhance their Communicative Skills." International Journal of Applied Research in Social Sciences, vol. 2, no. 3, Aug. 2020, pp. 71-78. Fair East Publishers, www.fepbl.com/index.php/ijarss. https://doi.org/10.51594/ijarss.v2i3.161

36. Wang, Guoqiao. "On the Application of Cooperative Learning in College English Teaching." Canadian Center of Science and Education, vol. 13, no. 6, 24 May. 2020, p. 62-62. https://doi.org/10.5539/ies.v13n6p62.

37. Wyk, van, M., Micheal. "The Effects of the STAD-Cooperative Learning Method on Student Achievement, Attitude and Motivation in Economics Education." , vol. 33, no. 2, 1 Nov. 2012, p. 261-270. https://doi.org/10.1080/09718923.2012.11893104.

38. Vygotsky L. S. (1978). Mind in Society: Development of Higher Psychological Processes.