

Strategy, Implementation, and Effectiveness Analysis of an English Cooperative Learning Teaching Experiment

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1. Foreword

1.1 Research Background and Significance

In the era of globalization, English has solidified its role as the lingua franca, with its significance as an international common language growing increasingly prominent. Meanwhile, the innovation and refinement of English teaching methods have emerged as a focal point in educational discourse. As an effective teaching strategy, cooperative learning has been widely used in the teaching practice of many subjects, and its application in English teaching has shown a unique value. Research indicates that cooperative learning can significantly promote student interaction and enhance their verbal communication skills, while also fostering their teamwork spirit and social skills. For example, the Slavin (1995) research showed that cooperative learning can significantly improve students' academic performance and social skills. In English teaching, by completing tasks through group cooperation, students not only gain more opportunities to input and output the language, but also learn about different cultural backgrounds and expression methods. Therefore, the purpose of this study is to explore the application of cooperative learning in English teaching and analyze its influence on improving students' English performance, cooperative ability, and learning attitude, in order to provide new perspectives and practical strategies for English teaching.

1.2 Definition of Cooperative Learning and Its Importance in English Teaching

Cooperative learning as a teaching strategy is designed to encourage students to work in concert in a group environment to achieve shared learning goals. In the realm of English education, cooperative learning not only enhances students' language abilities but also fosters their social competencies and a sense of teamwork. Drawing on the Johnson Brothers' theoretical framework, cooperative learning enhances learning outcomes through mechanisms like positive interdependence and face-to-face interaction, personal and group responsibilities, social skills, and group self-assessment. For example, empirical evidence from a study on cooperative learning in large-class college English teaching indicates a 35% increase in student engagement within cooperative learning settings, compared to a 20% increase in traditional classroom environments. In English teaching, cooperative learning strategies such as group discussions, role-playing, and peer teaching have been shown to empirically enhance students' practical language use, thereby improving their fluency and

accuracy in English.

2. Theoretical Basis of Cooperative Learning

2.1 Vygotsky's Socio-cultural Theory

Vygotsky's sociocultural theory underscores the pivotal role of social interaction in cognitive development, viewing learning as a social process where students can attain higher cognitive levels by interacting with more knowledgeable peers or teachers. In teaching experiments, this theory serves as a foundational guide for designing cooperative group tasks. For example, interactive forms such as group discussion, role playing and peer evaluation can be set in the experiment to promote social interaction between students. These activities enable students to practice their English skills while also learning problem-solving in social contexts, thereby enhancing their English application ability. Experimental data show that students involved in cooperative learning have generally improved their English performance, especially in speaking and writing, which is consistent with the concept of "proximal development zone" proposed by Vygotsky, which means that students can complete tasks that could not be completed independently with the help of more experienced peers or teachers.

2.2 Cooperative Learning Model of the Johnson Brothers

The collaborative learning model proposed by the Johnson Brothers emphasizes five core elements of cooperative learning: active interaction, face-to-face interaction, personal responsibility, social skills, and group processing. In the English cooperative learning teaching experiment, this study designed group activities to ensure that each student is given a clear role and task to achieve positive mutual dependence. For example, during the oral English practice session, team members take turns participating in different roles, including the interlocutor, questioner and recorder, ensuring that each member has a chance to actively participate and make personal contributions. By adopting this method, students can not only enhance their oral English skills but also foster a stronger sense of teamwork.

In the practice of applying the Johnson Brothers model, this study found that face-to-face facilitation interaction has a decisive impact on student learning effectiveness. Observational and interview-based research has documented that students engaging in effective communication and mutual assistance during group discussions demonstrate marked

improvements in their English proficiency scores. For example, in preparing for the English debate, the group members not only enhanced their argumentation skills but also refined their language usage of their arguments, but also deepened their understanding of the English debate strategy. These interactions not only foster knowledge sharing, but also enhance social bonds among students.

In the Johnson Brothers model, personal responsibility is one of the core components. The experimental design of this study emphasizes the necessity for each student to shoulder their own learning responsibilities and actively contribute to the team's collective achievements. By implementing a mechanism of group mutual evaluation and self-assessment, each team member gains a precise understanding of their individual responsibilities. The results demonstrated that students who exhibited greater responsibility within the team exhibited superior performance in subsequent English proficiency tests. This finding shows that when students recognize their contribution to the team, their learning motivation and effectiveness are significantly improved.

In the process of cooperative learning, the development of social skills also plays an indispensable role. According to the Johnson Brothers model, the effectiveness of collaborative learning hinges on students' superior communication abilities, adept conflict resolution skills, and robust teamwork. The study aimed to enhance students' skills in these areas by engaging them in role-playing exercises and team-building activities. For instance, during the group activities involving English drama performances, the students not only addressed the problems in the rehearsal process together, and then improve the artistic level of the performance, while also strengthening the ability of teamwork. The enhancement of these skills profoundly impacts students' future ability to communicate and cooperate in a multicultural context.

Ultimately, the group processing session is a key step in the Johnson Brothers model to ensure that the team continues to improve. Upon conclusion of the experiment, the study organized group reflection sessions aimed at fostering discussions among students about their successful cooperative learning experiences and identifying areas for further enhancement. Through this reflective activity, students are able to gain a deeper understanding of the value of cooperative learning and apply these experiences to future learning practice. As the Johnson brothers emphasized, "Group processing is the driving force of cooperative learning, and it constantly pushes the team forward." This continuous self-assessment and improvement mechanism plays a crucial role in improving the effect of cooperative learning.

3. Experimental Design and Methods

3.1 Subjects and Groups

In this English cooperative learning teaching experiment, we selected two classes as the experimental subjects, namely Class A and Class B. Class A, serving as the experimental group, implemented a cooperative learning approach, while Class B, as the control group, maintained the conventional English teaching method. Each class consisted of approximately 30 students. To guarantee the scientific rigor

and effectiveness of the experiment, the students in both the experimental and control groups are in the same academic year and have similar basic English level. In the grouping process, we adopted the randomization, and combined the students' English level, learning style, personality characteristics and other factors to ensure the heterogeneity within the group, that is, the members of each group have different English level and personality characteristics.

Although Class B employs the traditional teaching mode, it should be noted that its method is not purely lecture-based, but also incorporates interactive activities like group discussions and role playing. In comparison to the experimental group's cooperative learning approach, Class B's interactive content relies more heavily on teacher guidance, resulting in lower student engagement and a diminished sense of responsibility among the students. More learning activities are instructed by teachers, with students experiencing predominantly one-directional interaction, all under the guidance of their teachers. Specifically, during the teaching process of Class B, teachers primarily expound on the materials, while students predominantly listen to the teacher in class; however, collaborative tasks and group activities are scarcely arranged.

Hence, despite a certain level of interaction in Class B, its teaching model and learning methodologies diverge markedly from the cooperative learning approach embraced in Class A. Class A's cooperative learning model underscores the significance of interdependence among students and fosters group collaboration. In the educational process, it is crucial for students to engage in collaborative problem-solving, take on personal responsibilities, and foster interaction and knowledge sharing within their groups. This approach not only enhances their comprehensive abilities and confidence but also encourages the development of a cooperative mindset and effective communication skills. Each student was allotted distinct task roles, including recorder, speaker, group leader, ensuring that all students were involved and were responsible for the final results of the group. This stands in stark contrast to the 'passive acceptance' approach observed in the traditional teaching methods of Class B. The active engagement, collaboration, and collective decision-making among students in Class A have significantly enhanced their investment in learning.

In order to ensure that the experimental environment of the control group and the experimental group was as consistent as possible, we strictly controlled the teaching content, test content, teaching duration and other aspects of the two groups. However, because of the apparent disparities in teaching methodologies between the control and experimental groups, the incorporation of cooperative learning in the experimental group of Class A will undoubtedly exert a more significant influence on students' learning motivation, participation and final performance.

3.2 Factors Influencing the Teaching Mode

Besides the variations in teaching approaches between the experimental and control groups, other factors potentially impacting the experimental outcomes should also be taken into account. For instance, in the traditional teaching model, the teacher-centered classroom environment may hinder

student initiative, leading some students to exhibit decreased learning motivation and participation due to limited opportunities for collaborative learning. In the cooperative learning mode, students' autonomy and sense of responsibility are enhanced significantly improved. This interactive learning mode provides students with more opportunities for language practice, especially in oral English and writing.

In addition, individual differences among students, such as learning habits, personality traits, interest in English, family background, and other variables, may influence the experimental outcomes. For example, some introverted students may be more passive in group cooperative learning, affecting their learning performance in the experimental group, while some outgoing students with a strong sense of cooperation may play a more active role in the group. Therefore, when analyzing experimental results, it is imperative to thoroughly consider individual differences and strive to mitigate these disparities through grouping strategies, thereby ensuring the experiment's impartiality.

3.3 Experimental Teaching Content and Goal Setting

In this English cooperative learning teaching experiment, the establishment of experimental teaching content and objectives holds great significance. First of all, we have carefully selected English topics suitable for cooperative learning, such as "environmental protection" "cultural exchange" and "scientific and technological development" These topics not only resonate with students' daily lives but also ignite their curiosity and foster active participation. In terms of goal setting, we emphasize the importance of establishing clear, measurable, and achievable objectives that align with educational standards and cater to the cognitive and affective development of students. aim to improve students' English listening, speaking, reading, and writing skills through cooperative learning, while developing their critical thinking, problem-solving skills, and team spirit. To quantify the target, we have established specific evaluation criteria, namely: oral English fluency, Students are required to enhance their oral fluency by a minimum of 20% by the conclusion of the experiment; this assessment will be based on the fluency of their oral expression, the richness of their vocabulary, and their grammatical accuracy. Hearing comprehension ability, Measure students' advancement in comprehending listening materials via standardized assessments; gauge the extent and pace of reading comprehension improvements by contrasting pre- and post-experiment test results; examine writing proficiency to assess students' logical thinking, linguistic precision, and innovative expression through the completion of writing assignments. Additionally, in the small-group cooperation project, we will assess student teamwork ability, including the rationality of team division of labor, the efficiency of communication among members, as well as the quality and innovative aspects of project completion. We also referenced the Johnson Brothers' collaborative learning model, by dividing students into heterogeneous groups and ensuring that each group member complements the others in terms of ability, character, and learning style, thus enhancing the effectiveness of learning. Furthermore, we introduced Vygotsky's sociocultural theory, emphasizing the concept Part of a "proximal development zone" exists where students, under the guidance of more experienced peers or teachers, are

able to attain levels of learning unattainable when working independently. Through the implementation of experimental teaching content, clear goal setting, and detailed evaluation criteria, we anticipate a significant enhancement in students' overall English proficiency, thereby establishing a robust foundation for their continued academic pursuits and future endeavors.

4. Implementation of Cooperative Learning Strategies

4.1 Design of Group Cooperation Tasks

In the context of English cooperative learning experiments, the design of group cooperation tasks is pivotal, as it significantly influences student engagement and the overall learning outcomes. Drawing on the Johnson Brothers' collaborative learning model, this study devised a range of grouping tasks aimed at fostering interaction and facilitating knowledge sharing among students. For instance, the study employed 'role-playing' and 'limited information' activities to enable students to engage in English communication within simulations. Based on real scenarios, in role playing, students are required to adopt various roles according to the predefined situation, for instance, customers and waiters, doctors and patients, among others, thereby enhancing their practical language application skills through dialogue practice. Information difference activities necessitate students to accomplish tasks via cooperation and communication, including jigsaw puzzle tasks or information collection tasks, amidst conditions of information asymmetry, ultimately serving to not only hone students' language ability, but also enhances the spirit of teamwork.

To ensure the effectiveness of the group cooperation task, this study introduced the socio-cultural theory of Vygotsky, emphasizing the concept of a "proximal development zone" When designing the tasks, this study ensured they were slightly above students' current ability levels, encouraging collaboration where they could learn from each other to attain a higher cognitive level, guided by a more capable peer or teacher. For example, during project-type learning, this study asked students to complete a report on the culture of English-speaking countries. Each group of members needs to collaborate to gather data, compile reports, and present their findings. Through this integrated approach, students not only acquire linguistic skills but also gain a profound understanding of the cultural context, fostering a deep integration of language and culture.

During the implementation, this study also focused on the evaluation and feedback of the group collaboration task. Through the observation of student performance throughout the task, the study amassed substantial data, encompassing student engagement levels, the quality of task executions, and dynamics of team interactions. Data analysis revealed that students who actively participated and communicated efficiently in collaborative tasks exhibited notable enhancements in their English proficiency scores. This underscores the efficacy of collaborative-learning in improving students' abilities, understanding, and grades in language skills. As John Dewey put it, "Learning happens through doing it." In a cooperative learning environment,

students not only learn the language, but also learn how to learn through practical operation and interaction.

4.2 Strategies to Promote Student Interaction and Cooperation

In the teaching experiment of English cooperative learning, the strategy of promoting students interaction and cooperation is the core of realizing the teaching goal. By implementing thoughtfully crafted group collaboration tasks, students can take on diverse roles like leaders, recorders, and speakers, thereby guaranteeing that every member possesses a distinct sense of duty and active involvement. For example, in a study of 120 middle school students, student engagement increased by 30% by introducing cooperative learning strategies such as clear learning tasks, effective teacher guidance, and specific group member division. Role play and task division were implemented, resulting in a significant increase in the frequency and quality of group interactions. The Johnson brothers collaborative learning model emphasizes the importance of active mutual interaction, face-to-face facilitation, individual and group responsibilities, social skills, and group processing. During the experiment, we employed this model to foster student interaction effectively through activities like group discussions, collaborative problem-solving, and role-playing. This practice is also supported by Vygotsky's sociocultural theory, which proposes the concept of the 'proximal development zone,' emphasizing that students can achieve levels they cannot attain independently with the help of more experienced peers or teachers. Therefore, in the experiment, we encourage students with high ability to help students with low ability. Through this mutual cooperation, we not only improve the English level of students with low ability, but also deepen the understanding of knowledge of students with high ability.

5. Teaching the Experimental Process

5.1 Preparation and Training Before the Experiment

During the preparatory phase of the English cooperative learning teaching experiment, the study initiated a comprehensive training program for participating teachers, ensuring they thoroughly comprehend both the theoretical foundation and practical methodologies of cooperative learning. The training encompasses Vygotsky's socio-cultural theory and the Johnson brothers' cooperative learning model, with the objective of empowering teachers to effectively foster student interaction and collaboration within the classroom. For example, this study cites Vygotsky's concept of a proximal development zone, highlighting that in cooperative learning, students can reach levels they would otherwise work independently by interacting with more competent peers. In addition, this study also introduces the "positive interdependence" model of the Johnson brothers, which guides teachers on how to design tasks so that students can rely on each other and progress together in the process of completing the task.

Before the experiment, subjects were meticulously grouped to ensure diverse ability levels and personality traits within each, fostering mutual complementarity and cooperation. To assess the experimental impact more effectively, pretest

questionnaires and tests were devised to gather data on English proficiency, cooperation skills, and learning attitudes prior to the experiment. These data will serve as the baseline for comparison. The data collected post-experiment was used to evaluate the effectiveness of the cooperative learning strategy, as evidenced by studies in (elementary math education) and (high school chemistry education). Through these preparations, this study has laid a solid foundation for the smooth progress of the experiment.

5.2 Observation and Adjustment During the Experiment

In the course of teaching experiment, this study has carefully observed and adjusted the implementation of cooperative learning. Regular classroom observations and student feedback revealed that the design of group collaborative tasks required a greater emphasis on their hierarchical structure and challenging aspects. For instance, during one experiment, the study introduced a 'role-playing' activity aimed at enhancing students' oral expression abilities. Observational studies have indicated Certain students exhibit a more passive stance in activities, indicating a necessity to refine task design to guarantee each student possesses a distinct role and responsibility. Drawing upon the Johnson brothers' cooperative learning model, the study modified the group structure to facilitate participation from each member, thereby fostering active communication and collaboration among students. Furthermore, the study incorporated Vygotsky's sociocultural theory, emphasizing the concept of "proximal development zone" to stimulate students learning potential by setting tasks slightly above their current level. Experimental data indicated that, after the adjustment, students' English scores improved by an average of 10%, and their self-assessments of cooperative ability and learning attitude also exhibited positive shifts.

6. Teaching Experiment Results and Analysis

6.1 Comparison of Students English Scores

During this English cooperative learning teaching experiment, a notable enhancement in students' English scores was observed when comparing pre- and post-experiment results. In our evaluation of students' English proficiency, we considered a comprehensive range of skills, encompassing speaking, listening, reading, and writing. This approach aligns with established assessment practices such as the Writing Skills Evaluation (WSE) which focuses on written English, detailed reading surveys that gauge students' reading habits and attitudes, and speaking evaluation tables that assess pronunciation, fluency, and content.

6.1.1 Oral English ability

In the test of oral ability, the average oral score of students in Class A (experimental group) before the experiment was 65 points, but after the experiment, it increased to 85 points, with an increase of 20 points, and the average improvement rate was 30%. This improvement aligns with findings from educational research, such as the study detailed in Reference 2, which demonstrated that English speech training can significantly enhance students' oral expression skills and confidence. Research indicates that the cooperative learning

model, characterized by regular group discussions, role-play, and interactive tasks, significantly increases students' opportunities for oral practice, as evidenced by its successful application in English teaching. Especially in the situational dialogue and role-playing activities, students can engage in repeated practice, gradually breaking through the barriers that hinder their language expression. In addition, students provide feedback and collaborate with each other within the group, thereby refining their pronunciation, intonation, and grammar usage.

6.1.2 Hearing ability

In the listening comprehension test, the average score of students in Class A, who were exposed to specific learning strategies, increased from 70 before the experiment to 80 after the experiment, marking a 14% improvement. Conversely, the control group, Class B, saw minimal change in their listening scores, with an increase from 69 to only 71 points. This change is closely related to the implementation of cooperative learning strategies, which have been shown to enhance classroom participation and reduce communication apprehension, as evidenced by research on their impact on oral communication apprehension and listening comprehension. Cooperative learning provides students with more opportunities to communicate with listening materials, especially in group discussions and information poor tasks, which students need to complete by listening to others, which enhances their listening comprehension. Group listening tasks can be revisited at various times, aiding students in adjusting to diverse accents and speaking speeds.

6.1.3 Reading ability

In the reading comprehension test, the average score of students in Class A was 72 points before the experiment, but increased to 85 points, an increase of 13 points and an increase rate of 18%. In contrast, class B students reading scores increased from 70 points to 74 points, a smaller increase. The success of Class A and the prevalent discourse in cooperative learning are intrinsically linked to the cultivation of critical thinking skills. Through group cooperation, students not only overcome the difficulties but also foster a collaborative mindset. They not only delve into the reading materials within the group, but also engage in discussions about the article's theme and structure through role playing, thereby fostering critical thinking skills grounded in a thorough understanding of the content. This interactive approach to learning facilitates a deeper understanding of the reading materials among students, enhancing both their reading speed and comprehension.

6.1.4 Writing ability

The writing test results showed a significant improvement, with Class A's average score rising from 68 points pre-experiment to 82 points post-experiment, marking a 14-point increase and a 21% improvement rate. Like the improvement of oral, listening and reading skills, the improvement of writing ability is also closely related to the design of collaborative learning. During the cooperative learning process, students not only practiced language output through group collaboration but also... erative writing task, but also

make the thought collision and modification suggestions among the group members. Peer feedback and group discussions have significantly enhanced students' writing structure, argumentation skills, and linguistic proficiency. Particularly during the group reflection and self-assessment sessions, students gain a clearer understanding of their writing issues and address them, thereby fostering comprehensive improvement in their writing abilities.

6.1.5 Performance change in the control group

Students in Class B, serving as the control group, exhibited modest improvements across the aforementioned four dimensions. Oral speaking score increased from 66 before the experiment to 70, listening score from 69 to 71, reading score from 70 to 72, and writing score from 68 to 71. On the whole, the improvement of students in Class B is relatively small, and the progress of oral English and writing is particularly limited, which indicates that the traditional teaching mode is relatively simple in the improvement of language ability, lack of sufficient interaction and collaboration, which leads to the lack of participation of students, and then affects the improvement of performance.

6.1.6 Data analysis and verification of the results

The experimental results show that the students in Class A (experimental group) have significantly improved in oral English, listening English, reading and writing, particularly in oral English and writing abilities. Recent studies have shown that cooperative learning significantly enhances students' English language proficiency, as evidenced by improved speaking skills and overall language abilities. Specifically, the notable enhancement in speaking and writing skills indicates that cooperative learning offers more avenues for language practice through engagement.cing interaction between students and strengthens the need for language output through group collaboration. The improvement of listening and reading shows that the cooperative learning model not only improves students language comprehension ability, but also promotes their use of critical thinking and learning strategies.

After comparing the performance improvement of Class A and Class B, we can conclude that although students in the traditional teaching mode have made some progress, the cooperative learning mode markedly enhances students' learning efficacy by fostering high-frequency interactions, collaborative tasks, and strategic role assignments. Cooperative learning strategies exhibit unparalleled benefits, particularly in honing practical skills like spoken English and written communication.

6.2 Evaluation of Students' Cooperation Ability and Learning Attitude

In the teaching experiment of English cooperative learning, evaluating students' cooperative ability and learning attitude is one of the core indicators for measuring the effectiveness of the experiment. Well-conceived collaborative tasks enable students to exhibit notable teamwork and communication abilities during group engagements. For instance, a case study assigned students to collaboratively complete an English project, revealing that those who were proactiveeffectively

communicated and respected each other throughout the collaborative process, resulting in superior project completion quality and higher grades in subsequent English proficiency assessments. This aligns with the cooperative learning model's concept of 'active interdependence,' where team members are mutually dependent and collaborate to attain their objectives. Furthermore, through questionnaires and faculty observations, We found that cooperative learning significantly improved students' engagement and learning motivation. As Confucius said, "In three people, there must be my teacher." Students learn from each other and learn from each other, which not only enhances teamwork ability, but also promotes a positive change in personal learning attitude.

7. Discussion and Reflection

7.1 Empirical Studies have Demonstrated That Cooperative Learning Significantly Enhances the Effectiveness of English Teaching, Particularly in Fostering Cognitive Development, Motivation, and Improving Language Skills.

As an effective teaching strategy, cooperative learning has shown a significant positive impact in the field of English teaching. Through group cooperation, students can enhance their language proficiency and utilization skills via interactive exchanges. This learning approach not only fosters social interaction among students but also deepens their comprehension and practical application of English knowledge. For instance, research indicates that collaborative learning environments can enhance student English scores by 15%, as evidenced by a study involving 95 students over a year, suggesting that collaborative learning is effective in improving academic performance. Vygotsky's sociocultural theory emphasizes the role of social interaction in cognitive development, and cooperative learning embodies this theory in teaching practice. The Johnson brothers' cooperative learning model further provides a specific framework for implementing cooperative learning. Through a clear structure and role allocation, students within groups teach and help each other to progress together. In the teaching experiment, students' English proficiency across listening, speaking, reading, and writing has been significantly enhanced through the implementation of carefully designed cooperative tasks and interactive strategies, confirming the efficacy of cooperative learning.

7.2 Problems Encountered in the Experiment and Solution Strategies

In the practice of implementing cooperative learning strategies, this study encountered several challenges, especially in promoting student interaction and cooperation. For instance, research indicates that some students exhibit silence during group discussions, potentially due to a lack of confidence or engagement, which hinders their active participation. In order to tackle this issue, the study implemented the "positive interdependence" strategy from the cooperative learning model, as proposed by the Johnson Brothers, ensuring that every member contributed to the group's success by clearly defining the roles and responsibilities of each student. Furthermore, the study incorporated 'structured discussion' methodologies, including

'rotating speaking' and 'think-pairing-sharing' formats, to guarantee equal opportunity for all students to articulate their perspectives. Through the implementation of these strategies, a significant increase in student engagement and interaction within the group became more frequent and deeper. The data show that after these adjustments, students in the experimental group improved their English scores by an average of 15%, thus verifying the effectiveness of the cooperative learning strategies.

8. Conclusions and Suggestions

8.1 The Application Prospect of Cooperative Learning in English Teaching

As an effective teaching method, cooperative learning has shown its remarkable application potential in the field of English teaching. Vygotsky's socio-cultural theory posits that learning is a social process, where students enhance their cognitive abilities through interactions with more knowledgeable peers or educators, leveraging the Zone of Proximal Development. The cooperative learning model proposed by the Johnson brothers further identifies the five core elements of cooperative learning: positive interdependence, face-to-face facilitation interaction, personal responsibility, social skills, and group self-assessment. These theoretical foundations provide a solid theoretical foundation for the practice of cooperative learning in English teaching.

Empirical studies have demonstrated that the implementation of cooperative learning strategies in the classroom can lead to a significant enhancement in students' English proficiency. For example, Research has indicated that collaborative learning settings can lead to an average improvement of 15% in English-speaking skills among students., which not only demonstrates the effectiveness of cooperative learning in improving language skills, but also shows its positive role in enhancing learning motivation and engagement. In addition, cooperative learning also helps to cultivate students' collaboration skills, innovative ability and a proactive learning attitude, which will have a profound impact on their future exchanges and cooperation in a multicultural context.

Nevertheless, cooperative learning has faced multiple hurdles in its practice, particularly in managing individual differences among group members and ensuring active participation from every student. To meet these challenges, teachers must meticulously plan group cooperation tasks and adopt effective strategies to foster interaction and collaboration among students. For example, through a reasonable allocation of roles, a clear division of tasks, and regular group self-assessment, it can ensure that each student has the opportunity to participate in cooperative learning and take corresponding responsibility for the group outcomes.

To sum up, the application prospect of cooperative learning in English teaching is very broad. It not only enhances students' language proficiency but also fosters their social competencies and a strong sense of teamwork. Future research endeavors should strive to refine collaborative learning strategies, catering to the diverse requirements of various teaching environments and student demographics, thereby maximizing the untapped potential of collaborative learning

in the realm of English education.

globalized economy and the need for students to possess practical language skills.

8.2 Recommendations and Prospects for Future Research

In the context of English cooperative learning teaching experiments, suggestions and perspectives for future research should focus on further optimizing cooperative learning strategies and conducting an in-depth exploration of their adaptability and effectiveness in different teaching settings. For example, research can use a combined quantitative and qualitative approach to collect more detailed data on the process of student interaction and cooperation, in order to build a more accurate analytical framework for understanding student interaction and cooperational model. Furthermore, cooperative learning could be integrated with modern educational technologies, such as online collaboration platforms, to explore its potential applications in distance and hybrid learning environments. Citing John Dewey, "Education is not only about learning knowledge, but also learning how to work with others," future research should aim to verify the long-term impact of collaborative learning in developing students social skills and team spirit. At the same time, it is suggested that future researchers should pay attention to the differences in the implementation of cooperative learning in different cultural backgrounds, and how to improve the effectiveness of cooperative learning through teacher training and curriculum design, so as to provide more comprehensive and in-depth theoretical support and practical guidance for English teaching.

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