Cooperative Language Learning In English Language Teaching: A Review

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Abstract

This research examines the Cooperative language learning as one of the effective methodologies in teaching and learning English language in terms of increasing learners' motivation, improving the attitudes of learners toward cooperative learning, and enhancing language acquisition. By implementing the cooperative method, teachers also motivate learners to participate in all activities as well as give learners more chances to learn from friends within and between groups. Cooperative learning is a type of group occurrence, according to the behavioral perspective, because it exhibits learners based on their group's performance. The learner's perspective focuses a strong emphasis on collaborative understandings. Social contexts have been used more frequently to influence behavior than learning, and studies on peer interaction, in general, have not revealed many academic advantages. Instead, to achieve the learning gains typical of efficient cooperative learning methods, a combination of group rewards (based on group members' learning) and peer interaction on effective learning. Additionally, the researcher suggested a few strategies for encouraging cooperative learning in English classes, such as clearly defining tasks for learners, creating an ideal setting for learning, and closely observing the groups.

Keywords: Cooperative Language Learning (CLL), English Language Teaching (ELT), Cooperative Language Teaching (CLT), Information Communication Tools (ICT), Zone of Proximal Development (ZPD), Second Language Acquisition(SLT).

Introduction

Enhancing Cooperative Language Learning (CLL) refers to group learning and working in pairs inside the classroom. It can also be

called collaborative learning. Cooperative language learning is a teaching method that encourages learners to work together in groups to help each other experience learning activities. Cooperative learning is "dependent on the socially structured exchange of information between learners in groups" (Olsen and Kagan 8). Olsen and Kagan state that cooperative learning relies on the exchange of information among the group learning activities in which every learner ensures their self-learning and motivates others to learn more on their own. In the teaching-learning process, the varying scope of the subject whichis to be exchanged to the perspectives of the learner.

A similar subject can be exchanged in various ways depending on the necessary outcomes. Cooperative learning is a structured group learning activity where learners share information while working collaboratively within a framework of individual accountability and a desire to improve mutual learning (Johnson & Johnson 68). The key concept of CL is that group members are linked so that they cannot succeed unless everyone else succeeds; as a result, they will actively support one another in completing the assignment and achieving the group's goal (Deutsch 129). Similarly, "cooperative learning is the combination of group contingencies and high-quality peer interactions. Students are motivated to engage in elaborated, cognitively involving explanations and discussions if the learning of their groupmates is made important by the provision of group rewards based on individual learning performances" (Slavin 33).The cooperative learning is the success of a group is dependent on all members, as a result, each member will learn. Learners vary both between themselves and within themselves, for instance in terms of aptitude or interest in a certain discipline and so on. Different classes and teachers exhibit different teaching methods. Therefore, this research perspective, cooperative language learning is determined by the teacher or master in the classroom.

Hypothesis
i. Cooperative language learning is practiced in English language classrooms through contextualization.
ii. Contextualization can effectively be brought inside the English language class through group work or pair work and effective peer interaction.

Objectives of the study
i. To investigate the effectiveness of cooperative language learning in English language classrooms.

ii.   To learn the possibilities of bringing contextualization through cooperative language learning.

iii.   To understand the feasibility of applying linguistic theories in English language classrooms.

iv.   To explore the ways and means of enhancing second language acquisition through cooperative language learning.

v.   To strengthen the idea of cooperative language learning to pair work, group work, and peer interaction.

Review of literature

Cooperative learning can be understood as a teaching strategy in which individuals try to benefit themselves and all other group members by working collaboratively. "Cooperative learning has antecedents in proposals for peer-tutoring and peer monitoring that go back hundreds of years and longer."(Rodgers 1988) People can learn a language together with the help of cooperative language learning, even if they simply observe it. The Cooperative learning method has a long history, and it still seems to continue to be more successful for learners today.

In cooperative learning, according to John Dewy cooperation in learning improves ideas and knowledge of the language. Learners' cooperation makes the language learning in continuous process and efficient learning in the structural base. "Traditional models of classroom learning were teacher-fronted, fostered competition rather than cooperation." (Rodgers 1988) The learners are concerned when teachers employ traditional or conservative language in the classroom because they have been exposed to these sorts of language in the past. The cooperation in language learning highly improved the ideas of language among the learners through the cooperative basis. The learners should cooperate with other learners to enhance their language outcomes. The learners should share and study together to achieve their aim in language. When learning of language, everyone accomplishes to work together in a cooperative way that is beneficial for every person to attain oneself for achieving one's goals.

The essential feature of cooperative learning is that the success of one learner helps other learners to be successful. In second language teaching, cooperative language learning influences communicative interaction and the principles of communicative language teaching. In second language teaching, "variety of second language practice possibility for development or use of language in ways that support cognitive development and increased language skills."(Rodgers 192) McGroarty states that

second language teaching offers many types of learning advantages. It influences communicative interaction and the principles of communicative language teaching. Second language learning has developed by cooperative learning activities which provide an optimal context for negotiation in meaning.

The assumptions are that learners seek to achieve meaning in which various communication strategies are used to maintain the flow of communication. "Repetitions, confirmations, comprehension checks, clarification requests, etc" (Long 413). Long describes that the flow of communication can get the learners through the clarity of subject knowledge and practicing comprehensive writing. For effective learning, learners try to sort out their struggles in self-communication without the master's intervention. The theory of learning is, a socio-cultural process derived from the work of the Soviet psychologist Vygotsky. The original formulation of language learning considers the particular notion of proximal development and scaffolding.

Scaffolding refers to language learners being advanced in their learning and knowing the subject knowledge to foster outcomes. Collaborative learning is more advanced for the learners to gain more skills and do many tasks on a cooperative basis. Cooperative tasks provide extended opportunities for these processes to take place. Vygotsky asserted that any child may learn any subject efficiently by implementing scaffolding techniques and utilizing the Zone of Proximal Development (ZPD) scaffolds. By teaching concepts that are slightly above the learners' current levels of knowledge and proficiency, teachers can motivate their pupils to perform above their current level of ability. When the process of teaching using scaffolds, a more knowledgeable person provides assistance or supports the learner's development. Learners can more easily build on their prior knowledge and absorb the new content thanks to the scaffolds. The tasks that are included in scaffold education are a little more difficult than what the learners can complete independently (Olson & Platt 170). By providing scaffolds so that the learner may do activities that they would otherwise be unable to complete, the more experienced person assists the learner through the ZPD (Bransford 3).

Cooperative learning activities allow the learners to succeed in an interactive, responsive, cooperative thinking environment. Kagan states that cooperative learning activities offer classroom instruction that has cooperative learning to improve potential interaction among learners and engage them in learning. Positive interdependence encourages everybody and then creates the sense of group members "since or swim together" (Johnson, et al 341). Johnson and others claim that cooperative

learning can create positive interdependence which means that everyone in the group is bound together, sharing notes and opinions to maximize the learning positively. When positive interdependence is established, learners have a sense of responsibility for their learning and for the success of other group members. In order to complete the tasks and have the motivation necessary for learning, each group member must help, support, and encourage one another (Johnson, Johnson & Smith, 85).

As learners try to mimic real-life learning, cooperative learning relies on the theories of Vygotsky, Piaget, and Kohlberg by making the individual and the social context active elements in the learning process. Learners work toward receiving both knowledge and social skills by utilizing teamwork and individual accountability. It is a method of instruction that enables learners to collaborate in small groups with people from various perspectives, skills, and competencies to achieve a common objective. Each team member is in charge of both their learning and collaborating with the other team members on their own. According to Panitz (1996), learners create an "atmosphere of achievement" by working until each group member fully comprehends and concludes the given task (Panitz 5).As a result individuals construct innovative concepts by utilizing consequences from the previously acquired information. This approach leads to a greater comprehension of the subject matter and increased retention capacity.

Shabani (2010) in his article titled, "Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development" Together, cooperative learners can better grasp and complete activities, as well as build knowledge (Vygotsky). The zone of proximal development (ZPD), which is the gap between a learner's cognitive ability and the greater degree of cognitive ability others have, can be overcome in various ways by learners by communicating with their peers or teachers. Interaction amongst peers is crucial to language learning. This qualitative descriptive case study investigated the potential for bridging the gap between classroom language practice and real-life second language communication using the educational simulation of a group interaction platform. The study uncovered specifics in communication between adult English language learners and their digital character classmates using conversation analysis. The participants were actively involved in the conversations, and collaborative and cooperative communication styles predominated (Shabani 8).

The elements influencing the communication patterns between young adult English learners and their peers were

investigated through the analysis of interviews with participants and the interactor. Nguyen, Cang Trung, et al. (2021) the aim of cooperative learning, according to Slavin (1990), is for learners to support one another's academic success. Cooperative learning is defined differently by different writers, but they all share one element. Learners collaborate for the success of their learning in this instructional approach. In this research, cooperative learning is defined as a teaching technique in which learners attempt to use teamwork for the benefit of the entire group(Nguyen, Cang Trung, et al 89).

The researcher Hancock (2004) in his article titled, Cooperative Learning and Peer Orientation Effects on Motivation and Achievement"states that learner who valued working with others appeared to be more motivated to learn in environments that promoted learner interaction than learners who valued working alone, as evidenced by the fact that learners with high peer orientation were significantly more motivated to learn than learners with low peer orientation. By virtue of the fact that it forces learners to collaborate, CL is proven to assist learners develop a sense of peer orientation, which may result in increased motivation for language learning (Hancock 159).

Cooperative learning, as defined by Slavin (1987), is "instructional methods in which students of all performance levels work together in small groups toward a group goal" (Slavin 8). Similarly, cooperative learning is seen as a process where students work together in groups to "master material initially presented by the teacher" (Slavin 20).Cooperative learning is intended to help students support one another's academic success. Cooperative learning has been defined differently by several writers, yet they all share a similar element. The success of their learning is ensured by the collaborative nature of this teaching approach.

Background of the study

In this research, learning a second language through cooperative language learning has four skills that must be learned to learn English as a foreign language. In addition to speaking and writing, they are also listening and reading. Along with these four talents, learners must also be fluent in language skills including grammar, vocabulary, pronunciation, and spelling. Learning how to write is one of the language's essential skills because it helps with communication. People can, for instance, exchange information, ideas, thoughts, etc. Writing is a method of communication used by people to exchange information. Writing is an effective learning activity that is used to convey information, make ideas clear, and acquire new knowledge. A writer discusses and clarifies thoughts

and feelings with readers while they are writing. Writing also involves the process of expressing the writer's ideas to the reader in writing, and it also claims that writing's main goal is to transmit ideas and messages. A writer should delve inside her imagination when writing to come up with fresh concepts that will give the writing purpose.

The concepts will be presented in sentences, paragraphs, and texts. Several books might help you gather ideas, such as the one that says, "Unfortunately, learning writing is an uninteresting subject for some learners during the learning process because they have to memorize a lot of complex rules and terms in addition to learning the language itself." To create a fun environment for learning and to fulfill their professional obligations, teachers must use the right techniques in the classroom. As a result, teaching methods aid in the delivery of material by the teacher. It is hoped that the content will be simple for the kids to understand.

According to Patel and Jain (2008), teaching strategies are guided by the technique. They further include that method as a planning, selecting, and grading procedure for language resources and products, as well as a teaching methodology. These arguments lead to the conclusion that the application of the teaching strategy will determine the effectiveness of the instruction. Teachers must be well-versed in a variety of English teaching techniques (Patel and Jain 9). Cooperative learning is a different teaching strategy that teachers have at their disposal for writing instruction. The method of cooperative learning requires groups of learners to work together to acquire the content, and it also has the potential to boost individual learner motivation.

Cooperative learning is a type of group learning that is arranged so that each learner in a group depends on the other to share information in a socially structured manner and to motivate the other members of the group to learn. There are other benefits to cooperative learning as well. According to Brown (2001), the benefits of cooperative learning include fostering intrinsic drive, elevating self-esteem, forging relationships of care and altruism, and reducing anxiety and prejudice.

Cooperative learning enhances learners' success in critical academic subjects while simultaneously addressing several social objectives. Arends (2012), who claims that the cooperative incentive structure of the model increases learners' value of academic learning and modifies the norms associated with performance, supports it. The Cooperative Learning in teaching, writing using cooperative learning methods has a significant impact on raising learners' proficiency in writing descriptive paragraphs at Raden Fatah Junior High School's second grade. It

has been demonstrated that cooperative learning incorporates a range of social goals and improves learners' academic performance (Arends 67).

Theoretical perspective

According to Vermette (1998), it is common practice to use CL, which is acknowledged as an effective teaching method. The most important and successful paradigm for educational transformation in recent decades in Slavin (1990a, b) defines CL as a paradigm of learning in which pupils collaborate in groups and receive grades based on their collective performance. Kagan (1994) defined CL as any group activity that incorporates information exchange with the goal of learning. Team members are in responsible of expanding their knowledge and assisting the other team members in learning in this paradigm. According to Johnson & Johnson (1994), integrating CL into learner-centered teaching strategies has been seen as a good technique to boost learner social and communication skills, improve learner retention, and develop their critical thinking abilities. First, since learners believe that their ability to function as a team determines whether they succeed or fail, learners are more likely to support one another in doing anything that will make the group successful. Additionally, they are more inclined to support one another in completing the task at hand.

Another theory is that cooperative learning promotes the development of learners' critical thinking abilities. Other researchers think that by creating their ideas, sharing them, getting rapid feedback, and reacting to queries and comments, this activity will assist individuals in building useful problem-solving abilities. According to this theory, knowledge develops through social interaction rather than just through the direct instruction of a teacher. Other advantages include the improvement of learners' capacity to debate, negotiate, compromise, and think about the opinions of others. It shows that the CL values and encourages the learners' rich and inquisitive minds. Cooperative learning as a collection of rules and techniques for fostering learner collaboration offers one more definition of CL. Group projects can be only one component of CL, which is stressed in this remark. Learners have a deeper comprehension of the subject matter because cooperative learning places them in a circumstance where they must articulate and debate multiple points of view. Learners benefit from cooperative learning (CL) by using interaction and debate to describe concepts and ideas. Learners receive rapid feedback, raising the level of interaction because group discussion is notably more advanced than researcher-led negotiations.

Cognitive development is encouraged by this process of coordinating with learners who hold various points of view.

To find an optimal answer to a problem, emphasis is put on understanding how to cooperate. This theory stresses the importance of examining reinforcement for the group. Johnson et al., (1994) stated Skinner focused on group contingencies, Bandura focused on imitation, and Homans as well as Thibaut, and Kelley focused on the balance of rewards and costs in social exchange among interdependence and individuals. The fundamental premise of the learning theory perspective is that behaviors are repeated when they are accompanied by extrinsic incentives in group contingencies (Johnson et al.18). Thus, cooperative efforts are powered by an extrinsic motivation to achieve group rewards Team members are motivated to learn, to help other team members learn, and to learn themselves as a result of group learning objectives. Peer tutoring, practice, assessment, and correction result in deeper learning within each participant.

Methodology

The implementation of cooperative learning happens in three stages.

The pre-implementation phase is the first step, and it entails defining the learning objectives, choosing group sizes and placing learners in groups, setting up the classroom, planning instructional materials to encourage interdependence, distributing group roles and tasks, defining success criteria, structuring positive interdependence and accountability, and defining desired behaviors.The implementation phase entails behavior monitoring, potential intervention, meeting needs, and praising. Post-implementation, the third phase includes offering closure through summarization, assessing learners' learning, and considering what transpired.

Cooperative learning in pre-implementation

After agreeing to use CL; the main hurdle is getting the classroom and learners ready. Before introducing cooperative learning in the classroom, a teacher must complete several steps, according to Johnson, Johnson, and Smith (1991). These duties are described in this section.

Describe the (social and intellectual) learning objectives of CL

The researcher must justify her use of CL, outline its advantages, and discuss the typical outcomes. The teacher might create and distribute a handout that discusses collaborative learning to help with this explanation.

Identify Group Size and Assign Learners to Groups

Depending on the CL task, groups can have two to four learners. These groups may be homogeneous or heterogeneous. Groups can be created by pairing up learners with similar skills, interests, etc., or they can be chosen at random. The learners should have time to form a strong group and work together for some time before switching to a different group, therefore groups should not be changed too frequently once they have been assigned.

Workspace arrangement

Teachers should make the most of the available space in their classrooms to encourage interaction and facilitate easy movement among groups and individuals. A group must sit facing one another. Additionally, it should be simple to access research tools in the classroom or a nearby room.

Create educational resources that foster interdependence

Each learner has to be able to make a distinctive and significant contribution to the achievement of the group through the use of the educational techniques and resources that a teacher selects. A group's structure and cohesion will be in peril without these distinctive contributions.

Assign group roles

There is some discussion as to whether or not the researcher should be involved in this choice. A teacher should make sure that each learner has a specific role, whether or not they decide to give duties within a group. Additionally, the teacher should assign duties that make use of the learners' talents and strengthen their areas of weakness, or at least help them do so. The selection of the same role by learners repeatedly should be prevented, according to researchers.

Assign task

The researcher should pick one standard task to address and match it to the learning approach when selecting an assessment task (product to be created). The assignment for the cooperative learning group should be engaging and must be inspiring also. It should also be a genuine task that is performance-driven. The teacher should clearly outline the task's steps, offer structure (this is especially helpful for learners who are new to CL), and set deadlines for both the task's components and as a whole. Last but not least, the teacher should ask the learner questions to make sure they comprehend the assignment and its steps.

Explain Criteria for Success

The research should explain the standards for success and the abilities for group work that will be assessed. Additionally, a rubric scoring assessment that will be used to assess both the assessment task and the teamwork abilities should be made, possibly with the aid of the learners.

Develop healthy dependency and accountability

Group sizes should be kept modest to encourage participation and individual contributions. Teachers should use questions to test both groups and individuals. An individual should be able to defend their stance as well as that of the group as a whole when a group is asked to explain its findings collectively.

Teaching learners how to collaborate in a group is a crucial component of the success of cooperative learning. The researcher can do this by giving brief lessons on how to respect others (such as giving praise, waiting their turn, and delegating decision-making). Conflict resolution skill training is also necessary for learners. Finally, it would be a good idea to employ icebreaking exercises in the beginning of the lesson to let learners discover that they have something in common.

Learners also have several tasks to do before cooperative learning is implemented. First, if the researcher is willing to let the learners engage in this capacity, they can assist in the creation of an evaluation rubric and possibly in the design of the assessment activity. Learners will gain a deeper understanding of these products by helping to produce them.

Implementation

The learners' role is crucial during the cooperative learning implementation phase. At this point, some of their duties are as follows:

a) Working together

b) Listening to one another

c) Questioning one another

d) Keeping records of their work and progress

e) Producing the assessment task (product)

f) Assuming personal responsibility/ being involved in the group

During this phase, the researcher is also responsible for certain things. According to Johnson, Johnson, and Smith (1991), and researcher plays several different responsibilities while putting cooperative learning into practice.

Monitor behavior

As cooperative learning is being used, the researcher should visit each group while moving around the room to keep an eye on behavior.

Intervene is needed

The researcher should step in if she observes any group dispute or off-task conduct while circulating. Small-group disputes should be settled as soon as feasible, and instruction on how to avoid such issues in the future should be given to the learners. To resolve the dispute inside the group, the researcher could employ a conflict resolution checklist. Explaining the value of listening to everyone in the group, outlining roles, respecting individual talents, setting an example of excellence, and encouraging humor are all elements on this checklist. These being included on a group handout could stop squabbling and off-task conduct.

Assist with needs

The teacher should help groups with their needs while keeping an eye on their work in groups. This may entail pointing out additional sources and/or points of view, as well as assisting the learners in critically thinking about the work they have done and their development.

Recognition

Especially if they have not worked in groups before, learners need to know if they're finishing the project satisfactorily. Because of this, the researcher needs to praise specific individuals and groups when they perform well.

Post Implementation

After spending countless hours planning, cooperative learning groups are subsequently put into practice. Following the completion and submission of the assignment by the learners, Johnson, Johnson, and Smith (1991) provide the researcher with three obligations to fulfill.

Provide closure through summarization

The teacher should gather the whole class together again. The researcher can now briefly review the lesson's key points. Another idea is for each group to sum up what they did and the key things they felt were important. This makes it easier for the researcher to determine exactly at what level of understanding each group is operating. The concept of communication and analysis from the chapter on cognitive apprenticeships is also very much associated with this.

Evaluate learners' learning

A rubric scoring assessment test should be used by the researcher to mark and assess each group's assessment task. A rubric should be used to score their group project as well. The learners might have had input into the content of these rubrics during the cooperative learning process pre-implementation stage. The researcher must provide the learners' comments regarding their work and the performance of their groups after the assessments have been finished. The kids will not be able to develop their cooperative learning skills without this knowledge.

Reflect on what happened

When completing a CL lesson or unit, researchers should keep a note of what worked and why it worked. Their cooperative learning support group should be informed of this information. The educator must also modify their lessons in light of learner evaluation and feedback. As a result, a CL unit won't become stagnant; instead, it will develop and alter with each new group of learners. It is the responsibility of the learner to reflect on the work that was completed in their group after finishing the group work and assessment activity. What was effective and ineffective? The next time they collaborate, what would they maintain or change? The learners should provide their researcher with feedback as well. They should be able to communicate to the researcher what was successful or beneficial about this unit as well as what did not go as planned.

Methodological tools

For this research, the researcher applied language lab and ICT tools, along with Tools for e-creation, E-Communication Tools, Listening/Speaking-Facilitative   E-Tools, and E-Assessment Resources. The learners were persuaded to be involved in the study through small group interaction, interviews, and group processing. The researcher exposed the learners to a variety of contexts in an attempt to determine their perception of language acquisition through these techniques.

Group Processing

The members of a team establish collective goals, explain which team members' actions are beneficial or not, occasionally evaluate what they are doing well as a team, and decide on enhancements they will make going forward to work more efficiently(Kagan, 1994; Johnson, Johnson, & Holubec, 1991; Johnson & Johnson, 1999). Cooperative efforts are facilitated and the disciplined application of cooperative learning for long-term success is made

possible by systematically incorporating those fundamental concepts into group learning circumstances.

Language laboratory

Learning a language is different from learning other fields of study. This is a skill that can be effectively acquired with the help of an effective tutor. Technology alone cannot be used to teach languages. When using the language lab's software as a legitimate teaching tool, the teacher must use her knowledge of the subject to direct the learners toward the complex vocabulary of the English language. His or her job as a role model for language acquisition requires effective verbal competence, a high degree of grammatical precision, and an excellent understanding of phonetic knowledge. His/her command of the English language should serve as the most effective possible example for replication. In an English language lab, the role of the instructor is extremely important to constantly guide and motivate learners to effectively learn the language. She or he plays an essential role in helping her learners understand and explore linguistic concepts.

Observation

A methodological strategy for gathering data is through observation. Researchers analyze people in natural surroundings or spontaneous circumstances using all of their senses. The subject may be observed directly or indirectly, with or without their knowledge. Depending on the task, one might decide to gather data over a continuous period or over a predetermined length of time.

Small group interaction

Small group interaction is crucial for success in the workplace, in business, and in administration. It is an interactive oral procedure that is methodical and deliberate. Here, verbal communication is used to exchange ideas, thoughts, and feelings. The exchange of ideas occurs in a methodical and organized manner. Participants provide their opinions on the given topic, issue, or problem while seated almost in a semicircle facing each other. It is useful for making decisions, analyzing personalities, and solving problems.

Interviews

A face-to-face talk between two people conducted only for the goal of gathering pertinent data is known as an interview. Interviews can be divided into three primary categories: structured, semi-structured, and unstructured. The categories are slightly different from one another.

a) **Structured interviews -** A vocally offered questionnaire to put it simply. It is superficial in terms of depth and is typically finished quickly. Although it lacks depth, it is incredibly efficient and quick.

b) **Semi-structured interviews** - In this approach, the extent of the subjects to be studied is covered by a few essential questions. It gives the researcher a little greater ability to go further into the subject.

c) **Unstructured Interviews** - Through this type of in-depth interview, the researcher can gather a variety of data for a specific goal. Although it takes more time, this strategy has the benefit of allowing a researcher to utilize a structure with versatility.

Roundtable

There is a pen and a sheet of paper for each team. As one learner participates, the other learner to their left receives the paper and pen. Turn-based contributions are made by each learner. The format of structure is known as Round Robin if it is performed orally.

Classification of ICT Tools: ICT tools have reportedly produced favorable outcomes in ELT subjects. English learning is improved when ICT technologies are used strategically to foster perspectives, self-determination, and originality. Several ICT tools will be listed in this area, each one categorized by its purpose. To this end, the researcher will employ the classification system developed by Erben et al. (2009), which focuses on the various ICT tools' features.

Tools for e-creation

These resources encourage creativity in English language learners. They involve using language to create, investigate, and discover things simultaneously creating content and developing objective learning outcomes. Internet publishing, software for presentations, exercise-creation tools, podcasting, cameras, moviemakers, and audiobook creators are a few examples of these advances in technology to learn the English language.

E-Communication Tools

Two categories of software encourage communication between learners and teachers. First, there are the synchronous (i.e., real-time) software kinds that support activities like voice conferences, board meetings, instant messaging, and phone calls. The second kind of software consists of time-delayed (or asynchronous) applications including discussion boards, email, and text messages

sent over mobile devices.Listening/Speaking-Facilitative E-Tools: Through the use of ICT tools, such as a) video and audio files, b) podcasts (syndicated audio files) and vodcasts (syndicated video files), and c) audio video sharing sites like YouTube, listening abilities can be enhanced.

E-Assessment Resources

Three fundamental performance evaluation types performances, portfolios, and projects are listed by Tony Erben et al. (2009). The learner "produces evidence of accomplishment of curricula objectives" using alternative assessment tools, there is a major distinction between these types of evaluation and typical standardized examinations (153). Tony Erben presented as a performance, project, or portfolio and archived and used at a later date with other pieces of learning evidence as a compilation of proof to demonstrate achievement. (Erben et al. 632). The purpose of using ICT in education has been attempted to be reviewed in this article. We also made an effort to describe ICT tools and their application in ELT. These resources come in a variety of forms, some of which are meant to aid in communication and others which foster creativity. ICT tools can help with language skill development as well.

Cooperative Language Learning through Contextualization and Peer Interaction

Cooperative learning is a different teaching strategy that teachers have at their disposal for writing instruction. The method of cooperative learning requires groups of learners to work together to acquire the content, and it also has the potential to boost individual learner motivation. According to Olsen and Kagan,

"Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in a group and in which each learner in a group is held accountable for his or her learning and is motivated to increase the learning of other". (Richards and Rodgers 192)

When learners are grouped in large groups for teaching and learning activities, one strategy is known as cooperative learning. The main group's objectives are to effectively provide the support, guidance, encouragement, and help each member needs to advance academically. In Cooperative language learning through peer learning is defined as "the acquisition of knowledge and skill through active help and support among status equals or matched companions" (Topping, 2005 631). For many different reasons, it created a great lot of interest in the subject of

education. First, it is a powerful instructional strategy for inclusive education, second, it fosters the skills and attitudes that are fundamental to building a democratic society to be constructed (Slavin, 1995) and finally, it constitutes one of the pillars of networked learning. It is also a great tool for encouraging the development of interpersonal skills, which are extremely important in the knowledge-based society.

In addition, peer interaction is a true learning engine. Piaget's theories depicted interaction as a means for generating the cognitive conflict that the foster development. Cooperative language theory emphasizes the key role of interaction to mediate learning. Along with the contributions of these two theories, integrated models for peer learning have also been attempted to be articulated. However, there is still no unitary conceptual framework for peer learning. Researchers have identified the groups of processes that can explain the effectiveness of peer learning (Topping 63). These elements include contributions from the negotiation of meaning through dialogued interaction as the optimal mechanism for self-regulating shared knowledge generated through social learning.

Dialogued interaction allows learners to jointly construct knowledge through a process of scaffolding assistance provided by peers. Nonetheless, this construction of knowledge does not take place spontaneously and requires careful structures to be in place to facilitate and maximize the potential of the processes. The teacher must predetermine what must be learned and how this can be facilitated. This requires the teacher to make effective curricular and organizational decisions. Central to the success of the process will be a defined structure to guide interaction. Speaking among classmates is one of the most important components in the success of peer learning, according to the interaction generated within the framework. In order to give control to the students in the classroom, it depends on the process of cooperative learning between classmates.

Depending on the component the researcher wants to emphasize, peer-mediated learning goes by several names. As a result, in addition to the phrase "cooperative learning," which is the most often used in the scientific community; researchers also come up with terms like "peer-mediated instruction and intervention" or "peer-assisted learning". Some authors prefer to use the term collaboration as a general concept and distinguish between cooperation and collaboration. The complementary contributions of McCarthy and McMahon (1992), comparing the three dimensions with the concept of learning, zone of proximal development, and discourse, help us to conceive of cooperation as

the central space within a continuum. Because of this, the use of cooperation or cooperative learning is used as an umbrella term when referring to peer-learning situations, including tutoring and collaboration in this manuscript. Indeed, the conditions that convert group activity into cooperation (Johnson, Johnson & Holubec, 17), and that guide the cooperative learning process apply to peer learning as a whole.

Peer tutoring is a method of cooperative learning based on the creation of pairs of learners with an asymmetrical relationship and sharing a single common goal, which is known and shared and must be achieved through a relationship framework planned by the teacher. The researcher concentrates on the two elements that have generated the most interest: the ages within the pair and the consistency of the roles, despite the fact that peer tutoring spans a wide range of organizational typologies employed in the classroom. One can differentiate between same-age and cross-age tutoring based on the age gap between the two students. Without a doubt, the latter is more common in school practice because it more closely fits within the traditional conception associated with the tutor taking the place of a teacher. However, some studies indicate it is not age differential that is important to successful peer tutoring, but the difference in skill level between the tutor and the tutee doubt whether one can learn Cooperative Interactions in Peer Tutoring speak about expert learners, and they stress the most important aspect of peer tutoring is having a classmate with whom you can talk and exchange points of view as the mechanism that promotes development.

In cooperative learning maintain that scaffold learning can take place among learners of similar ages and skills. However, for this to occur they have to be proficient in the use of patterns of structured interaction. If clear patterns for structured interaction are present when verbalizing cognitive processes and decisions and redefining them with the help of a peer, learners are better able to define and subsequently enhance their cognitive representations. These will become more conscious of their cognition by the process of explaining it to their peer and in turn this will allow the cognitive structure to be more easily modifiable.

Cross-age practices only function in terms of set roles. Each partner always assumes the same position, either that of a tutee or a tutor. However, the growing trend of same-age or comparable competence tutoring enables students to switch positions. Reciprocal peer tutoring refers to these activities, and its potential superiority to fixed tutoring has not yet been established possibly as a result of its recent development. Despite this, due to its hypothetical superiority, the interest in reciprocal tutoring is

increasing On the one hand, it is possible that reciprocal tutoring facilitates the drawbacks of fixed tutoring (authoritarianism, reliance on the tutor, transmissive model of knowledge), while also extending its benefits to both members of the pair. While minimizing its drawbacks, such as avoiding the function of the mediator or the risk of regression in the case of the competent learner, reciprocal tutoring may combine the benefits of peer collaboration (more symmetry, mutuality, and knowledge negotiation).

Conclusion:

This research analyses the impact of cooperative learning (CL) in the teaching of the English language, specifically the way it might motivate learners, change their opinions toward cooperative learning, and improve language learning. This study of learners' perceptions about the cooperative learning technique used in group work processing, language labs, and ICT technologies inside classrooms was made possible by cooperative language learning. Through the use of cooperative learning, language acquisition becomes more learner-centered than teacher-centered. Learners' motivation is increased when they work in groups and complete shared assignments. In that learners become engaged inside the classroom, it is consistent with activity theory. The ability of learners to perform a work cooperatively is regarded to be the most important aspect of the cooperative learning technique, which is thought to go well beyond just grouping learners. Additionally, all parties, including learners, teachers, academics, and others, could gain from a well-structured CL strategy. Cooperative learning is compatible with many different theories, including Constructivism and cognitivism. In a nutshell, a CL approach is essential. Additionally, employing a CL method to increase the ability of learners to speak English is an excellent technique to create interest in and persuade learners to actively and effectively learn English. Considering competitive and individualistic approaches, CL is the most successful strategy. Learners engaged in active learning, improved interpersonal and interaction skills, increased self-confidence and motivation, and learned in a more learner-centered manner. They also took responsibility for their own and their peers' learning. I concluded the research by realizing that cooperative learning encourages learners to participate actively and constructively in collaborative tasks. The learners are encouraged to work together to achieve a common goal in learning a language.

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