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Abstract: *Cooperative language learning is based on the idea that second language learning can be best done in heterogeneous groups, when all students work collaboratively and cooperatively for one common goal. It replaces the idea that students have to work competitively against one another.*

Key words: *cooperative, language, learning, student, learner, task, assignment.*

Cooperative learning is an organized and structured way to use small groups to enhance student learning and interdependence. Students are given a task, better known as an assignment, and they work together to accomplish this task. Through cooperative activities, students have opportunities to communicate and to discuss English tasks given by teachers. Students also share their opinions, experiences surrounding lessons and help other members in groups to reach the mutual goals. Language teaching is sometimes discussed as if it existed independently of the teaching of other subjects and of trends in teaching generally. However, like teachers in other areas of a school curriculum, language teachers too have to create a positive environment for learning in the classroom. They have to find ways of engaging students in their lessons, to use learning arrangements that encourage active student participation in lessons, to acknowledge the diversity of motivations and interests learners bring to the classroom, and to use strategies that enable the class to function as a cohesive group that collaborates to help make the lesson a positive learning experience. In dealing with issues such as these, language teachers can learn much from considering approaches that have been used in mainstream education. Cooperative Language Learning (CLL) is one such example. CLL is part of a more general instructional approach, known as Collaborative or Cooperative Learning (CL), which originated in mainstream education and emphasizes peer support and coaching. CL is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It has been defined as follows:

Cooperative Learning has antecedents in proposals for peer-tutoring and peer-monitoring that go back hundreds of years and longer. The early-twentieth-century US educator John Dewey is usually credited with promoting the idea of building cooperation in learning into regular classrooms on a regular and systematic basis. It was more generally promoted and developed in the United States in the 1960s and 1970s as a response to the forced integration of public schools and has been substantially refined and developed since then. Educators were concerned that traditional models of classroom learning were teacher-fronted, fostered competition rather than cooperation, and favored majority students. The field of language teaching has experienced great change during the past fifty years. In spite of all changes abroad, foreign language teaching in China remains mainly traditional. Thus comparing cooperative language learning (Cooperative language learning is to apply cooperative learning techniques to the language learning either for the

native or foreign language) with traditional language teaching may help us deeply understand its principles and superiority. Here, traditional language teaching refers to the teacher-centered method in which many ingredients of Grammar-translation Method and Audio-Lingual Method are used in the language teaching and learning. Teaching has traditionally concentrated on making the students aware of certain aspects of the code without providing adequate practice. Language learning is viewed as memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. Most interactions in the classroom are teacher-to-student or teacher-to-students, and student-initiated interaction. Student-student interaction is minimal. Students are seen as acquiring knowledge of language rather than communicative ability directly and they simply passively acquire the new knowledge. The table lists some main differences between cooperative language learning and traditional language teaching. The comparison, to a large extent, illustrates the characteristics of cooperative language learning. From the table below, we can easily see that cooperative language learning shares some characteristics with communicative language teaching. They both give high light to the interaction and communication between students and students and teachers, take teachers' role as guider, facilitator, and negotiator, and stress the autonomy and centrality of the students in classroom. They both consider healthy relationships with other classmates are more conducive to learning, and respect the integrity of learners, allowing for personal growth and responsibility, etc. The communicative function of language can also find its way in cooperative language learning.

Cooperative language learning is gaining broad acceptance in a multitude of language learning classrooms, principally because of its contributions to improving productivity and achievement and providing more opportunities for communication. In order to make the potential advantages of cooperative language learning clearer, this section examines in detail the benefits of using cooperative learning in foreign language classrooms. A. Providing the Chances of Input and Output Cooperative language learning provides much more opportunities for learners to comprehensible input and output and the processes of negotiation. Jia holds that effective language learning depends on structuring social interaction to maximize the needs of communication in the target language. For example, students divided into six groups in a class can get six times as many opportunities to talk as in full-class organization. Cooperative language learning creates natural, interactive contexts, where students listen to each other, ask question, and clarify issues. Group interaction assists learners in negotiating for more comprehensible input and in modifying their output to make it more comprehensible to others. In cooperative group settings, when communicating in group work, students need to make them understood so they adjust their language to suit the members of that group. As a result, there is a much higher proportion of comprehensible input. A survey of research on pair/group work conducted by Long and Porter, indicate that learners produce more, use longer sentences, and do not speak any less grammatically in group work than they do in teacher-fronted lessons. Students will speak in different way on the same topic, ensuring students to listen to and comprehend language from various sources and to obtain modeling and feedback from their peers. There is a principle that interaction drives learners to produce more accurate and appropriate

language, which itself provides input for other students. Therefore, cooperative language learning is valuable in the oral practice and listening comprehension. B. Creating Effective Climate If the language class is meant to be a place where individuals can practice in communication in the foreign language, it is vital to establish a social and affective climate in which students are not restricted, aggressive, or feared. Cooperative learning, like other group work, offers a relaxed climate in the classroom, while it also increase student motivation. Individuals have the opportunity to rehearse their answers before being asked to offer them in front of the whole class so their anxiety and fear of failure may reduce. Time to think and receive feedback form group members, and the greater likelihood of success reduce anxiety and can result in increased participation in learning language. Therefore, more participation will inevitably increase learner's self-confidence and self-esteem. Another affective benefit of cooperative learning is an increase in student motivation. Clarke suggested collaborative classroom motivated students to involve in language reading activities. Motivation leads to more extensive use of language and the development of greater language proficiency. In the cooperative groups, face-to-face promotive interaction and resource, reward, role interdependence can be powerful supports and encouragements for the insecure students. Learners are thus motivated to pursue larger academic success.

Cooperative learning, compared with traditional instruction, tends to promote productivity and achievement and providing more opportunities for communication. When connected with foreign language learning, it shares the same basic set of principles with the widespread Communicative Language Teaching. It makes clear that the objective of foreign language teaching is not only to teach students some grammatical rules and vocabularies, but also how to use the knowledge in practice to express or narrate thoughts and ideas. Cooperative language learning responds to the trend in foreign language teaching method with focusing on the communicative and effective factors in language learning. It is not surprising that cooperative language learning is beneficial in foreign language learning and teaching. It is worthwhile for teachers and scholars to introduce this method to language learning classroom.

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