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Cover Page Footnote

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ABSTRACT

TPRS (Teaching Proficiency through Reading and Storytelling) is becoming widely recognized and implemented in K-12 language classrooms across the nation. Cooperative language learning structures interactive group work for learners' language development. In communicative language classrooms, cooperative learning can be implemented in TPRS to encourage students' interaction and communication in collaborative tasks. This article explores the application of cooperative language learning in the TPRS Chinese classroom. Specific teaching methods are discussed in each step of TPRS, including establishing meaning, story asking, and story reading. Cooperative language learning in TPRS increases students' engagement and motivation in language learning and promotes their language acquisition and intercultural awareness for communicative competence in a diverse society.

Keywords: cooperative language learning, TPRS, language teaching, interaction, intercultural awareness

The language teaching profession has embraced a series of pedagogical methods since the late 19th century. Beginning in the 1970s and up to the present, communicative language teaching has continued to be recognized as a broadly based approach to language teaching that interweaves a cluster of principles of SLA (Brown & Lee, 2015). Communicative language teaching sets its goal as teaching for communicative competence (Richards, 2006), which involves learners' meaningful use of language for different purposes. Communicative instruction emphasizes interaction, conversation, and language use instead of learning about language (Lightbown & Spada, 2013).

Viewed as an extension of the principles of communicative language teaching, cooperative language learning is a teaching approach that maximizes the use of cooperative activities involving pairs and small groups of learners in the classroom (Richards & Rodgers, 2001). Learners are facilitated to understand and use language through interaction and conversations in group work. Meanwhile, TPRS (Teaching Proficiency through Reading and Storytelling), created by Blaine Ray in the late 1980s and enriched by other CI (Comprehensible Input)/TPRS teachers and scholars (Gao, 2020), is featured with interactive and collaborative activities in communicative language teaching practice. In TPRS, teachers and students interact, construct, and develop creative class stories for language comprehension and usage. Cooperative language learning in TPRS could further promote in-class interaction for language development through pair and group work. Through learners' involvement in person-to-person interaction, they are more likely to be willing to communicate their interests and ideas and to take ownership and responsibility for their language development.

Terminology, Theory, and Literature

TPRS

TPRS uses massive comprehensible, repetitive, and compelling input for meaningful and communicative purposes within specific contexts to develop learners' language comprehension and acquisition. In the acquisition learning hypothesis, Krashen (1982) indicates that learners acquire language when they are exposed to comprehensible input. Comprehensible input refers to input (written and spoken messages) that learners understand in the target language. Tomasello (2003) points out that learners attempt to understand their immediate utterance for communicative intentions and focus on meaningful linguistic constructions to be used in communication. Among the three steps of TPRS, which comprise of establishing meaning, story asking, and story reading, teachers can utilize a variety of effective methods to engage learners in comprehending and using language for meaningful interaction and communication. In the first step of establishing meaning, teachers help students to understand target language structures by using TPR (Total Physical Response), pictures, props, and translation. In the second step of story asking, teachers use target language structures to ask students a range of questions and guide them to create a fun class story. In the third step of story reading, teachers provide age- and level-appropriate interesting readers to engage students in language comprehension and interactive communication. As Long (2007) states in the interaction hypothesis, interactive communication is not only a component of language learning, but more importantly, it is the very basis for L2 development.

Cooperative Language Learning

Cooperative language learning facilitates learners' language development and communication strategies through interactive pair and group activities. Olsen and Kagan (1992) define cooperative learning as:

“group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” (p. 8).

Group work involves student initiation, face-to-face give and take, practice in negotiation of meaning, and extended conversational exchanges (Brown & Lee, 2015). Learners collaborate with others and engage in interactive tasks with a focus on particular lexical items, language structures, and communicative functions as a group (Richards & Rodgers, 2001). Through interaction, learners are engaged in enhancing their own communicative abilities through collaboration and negotiation of thoughts or ideas between two or more people (Brown & Lee, 2015). Cooperative language learning increases learner motivation and creates a positive learning environment where they are dynamically connecting with one another, learning from peers, and building up social relationships in the classroom.

Empirical evidence has supported the effectiveness of cooperative learning in students' literacy and language development. As Slavin (2013) finds in a synthesis of research on K-12 reading and math programs, cooperative learning approach is consistently associated with the largest positive effect sizes, compared to the use of supplemental textbooks and technology in reading and math. Puzio and Colby (2013) conducted a meta-analysis on the effectiveness of cooperative and collaborative learning to support literacy outcomes. They review more than 30 years of literacy research and locate 18 intervention studies with 29 cohorts at elementary

and secondary grade levels. The findings show that students have significantly higher literacy achievement in vocabulary, comprehension, and total reading when their teachers organize student learning in cooperative and collaborative activity structures. Cooperative learning is suggested as a core component of effective reading programs. In a 5-week quasi-experimental study, Yavuz and Arslan (2018) examine the impact of cooperative learning on high school English as a Foreign Language (EFL) students' language skills in an English course in Turkey. The results indicate that cooperative learning has a larger positive effect on vocabulary knowledge, grammar, reading, and listening skills, compared to the traditional method. Cooperative learning develops students' language skills in an integrated way and improves their achievement.

Additionally, considerable empirical evidence has shown that students' motivation and achievement can be enhanced with the use of cooperative learning strategies. Alamdari and Ghani (2022) conducted a mixed-methods study to examine the effect of cooperative learning on students' motivation in foreign language learning in Iran. Two experimental groups receive cooperative learning techniques, while the control group is taught the same materials without any cooperative learning strategies. In the findings, cooperative learning effectively enhances foreign language learners' motivation in both experimental groups. There is no significant difference between the two experimental groups after the intervention. Cooperative learning improves learners' positive attitudes to foreign language learning and increases their interest and motivation to learn. In a meta-analysis of the studies on the Learning Together Method, Johnson and Johnson (2002) find that Learning Together tends to increase student achievement. Learning Together includes formal and informal cooperative learning and cooperative base groups. The results show that cooperative learning has very powerful effects on academic achievement. Johnson, Johnson, Roseth, and Shin (2014) investigated the impact of positive (cooperation), negative (competition), and no interdependence (individualistic efforts) on motivation and achievement in a meta-analysis on 685 studies from 26 different countries. The findings indicate that positive interdependence results in greater motivation and achievement, compared to negative or no interdependence.

This article aims to explore the application of cooperative language learning in the TPRS Chinese classroom. The use of cooperative language learning strategies is described among the three steps of TPRS, including establishing meaning, story asking, and story reading to promote Chinese language learners' social interaction and language development along with intercultural awareness. The students mentioned in this article are the 9th through 12th graders at public high schools in the Midwestern U.S. They learn Chinese as a world language course offered by high schools.

Cooperative Language Learning in the TPRS Chinese Classroom

Establishing Meaning

In establishing meaning, teachers help students to understand and master the target vocabulary words and language structures by using gestures, pictures, props, and translation. Cook and Bassetti (2005) indicate that Chinese, as a morphemic writing system, represents morphemes with slight clues to pronunciation and is less phonologically transparent. As almost all the letters in Chinese pinyin pronunciation, the alphabetic system, are present in English phonemes, teachers can prioritize the development of students' phonemic awareness in Chinese when introducing new vocabulary words. Students can first connect sounds and meanings of Chinese words or phrases. Then students can gradually learn to read and write Chinese characters to associate the orthographic form with the pronunciation and meaning of the language.

It could be challenging for students to learn the Chinese writing system and develop literacy in Chinese. Groups can provide the stamina and support needed at low points in language learning and have a powerful impact on the productivity of language learning (Dörnyei & Malderez, 1997). While helping one another understand the material being studied, group rewards in cooperative learning often raise overall higher achievement (Slavin, 1995, 2011; Stevens & Slavin, 1995). Cooperative learning can be applied to the step of establishing meaning for promoting students' comprehension and acquisition of the target vocabulary words and language structures in group work. In the step of establishing meaning, students can be paired up or assigned in small groups for a variety of cooperative language learning activities. For example, in my beginning-level classroom, students have learned 想 (xiǎng) 要吃 (yào chī) (want to eat), 去 (qù) (go to), 有 (yǒu) (has, have), 没有 (méi yǒu) (doesn't have), and 高兴 (gāo xìng) (happy) as the guide words and phrases to create a class story about where to eat their favorite foods. In Quiz-Quiz-Trade of Kagan cooperative structure for vocabulary review, students use question cards to quiz a partner, get quizzed by a partner, then trade the question cards and repeat with a new partner. These question cards are prepared by students to elicit their vocabulary knowledge, including pronunciation, meaning, and orthographic form of the language. Some of the questions that students write include *How to pronounce 去? What does 没有 mean? How to write the character for eat?* etc.

Another example is in my intermediate-level classroom. Students have learned Chinese grammar 把 (bǎ) structure in establishing meaning of TPRS. The 把 (bǎ) construction is a very important and frequently used syntactic structure in Chinese. The cooperative learning strategy of Numbered Heads Together is used to deepen students' grammatical knowledge of the 把 (bǎ) structure. In Numbered Heads Together, students first number off into small groups of three or four, write their own answers to the prompt, then stand up, put heads together, discuss their answers, and sit down when everyone in the group knows the answer. An online spinner or dice is used to randomly call a number. That numbered student from each group stands up and simultaneously responds to the prompt. Students earn points for their groups if they answer the given questions correctly. At last, the winning group that has the most points is rewarded and praised. In this activity, I provide the prompts that ask students to draw pictures or act out for group competition based on the presented Chinese language, such as 把书放在桌子上面 (put the book on the table), 把剪刀放在本子下面 (put the scissors under the notebook), 把手机放在书包里面 (put the phone into the backpack), etc. Students also compete and write correct Chinese phrases or sentences in groups according to the given pictures that highlight the 把 (bǎ) structure. Cooperative learning strategies incorporated into the step of establishing meaning of TPRS encourage students' interaction and communication with the target language, improve their vocabulary and grammatical knowledge for language accuracy, and engage them in collaborative tasks with their peers.

Story Asking

In story asking, teachers guide students to create an interesting, age-, level-appropriate class story involving all students' participation within a specific context. A large amount of comprehensible, repetitive, and compelling language input is emphasized in this step of TPRS for students' language development. According to Davies (1990), a drama that includes role-playing, improvisation, simulation, dialogues, and dramatized storytelling, promotes fluency and communicative competency, puts language into context, and gives

learners experience of success in real-life situations. In the step of story asking, drama can be integrated into the process of collaborative storytelling. Students are given an opportunity to choose to be their favorite characters, make their own props, and set up various locations in the class story. As a facilitator of learning, teachers can ask students repetitive and interesting questions by using the guide words and structures, follow the storyline that comes out from students, and add surprising details into the story. In the meantime, teachers frequently check with students about their language and story comprehension and carefully monitor the progress of class story improvisation and creation to make sure it stays within bounds. Teachers can further guide students to type the finished class story into written text for following reading comprehension activities.

Dramatized and improvised storytelling is naturally embedded in cooperative language learning that involves students' interaction, collaboration, and motivation to achieve a specific task. In improvisation, students create characters and relationships by acting out situations, using language, movement, and communication skills, and developing thoughts and emotions (Davies, 1990). Improvised and cooperative storytelling expects students to depend on, interact with, and support one another to accomplish the group's common goal for their success as a whole group. Students may be motivated to favor academic achievement and to encourage their group members to exert maximum efforts for their group to succeed when they work together toward a common goal (Slavin, 2014).

In the step of story asking, one example is about my upper-beginning-level students' improvised and cooperative storytelling about animals in Chinese language. In my classroom, one boy volunteers to be the main character of the story. I start with inquiries on his background, including what his name is, where he is from, and how old he is. He responds with his name Cory, who comes from Coney Island, which arouses laughter and interest from the audience. Spontaneously, a boy walks to the front and identifies himself as Bill, a reporter who wants to interview Cory. Then Bill initiates conversations with Cory, asking if Cory wants a puppet for his birthday gift as Cory says his animal sign is dog. Simultaneously, a girl stands up, acts like a puppet, and walks toward Bill. She introduces herself as Bill's pet, 69 (彩虹色的小狗 *rainbow puppet*). However, Cory does not like dog. He wants a black hoodie. I step in and ask him where he is going to get a black hoodie. They decide to go to a local store named Fleet Farm. While they are setting up the location of Fleet Farm in the classroom, I switch my attention to the audience and involve them in the conversations about their background. Students are inspired by the storyline and actively take on the roles of animals with different colors at Fleet Farm. They are prompted to ask and respond to the questions, including 你是谁 (*Who are you*)? 你叫什么名字 (*What's your name*)? 你是什么颜色的 (*What color are you*)? to one another. They act like different animals and name themselves 60 (橙色的猫 *orange cat*), 63 (红色的龙 *red dragon*), 65 (绿色的马 *green horse*), 66 (粉色的鸡 *pink chicken*), 67 (紫色的牛 *purple cow*), 68 (蓝色的鸟 *blue bird*), 80 (红色的猴子 *red monkey*), 83 (蓝色的蛇 *blue snake*), 84 (黑色的猪 *black pig*), 88 (黑白色的熊猫 *black and white panda*), and 89 (粉色的鸡 *pink chicken*). In the development of the storyline, Cory and Bill do not see a black hoodie but meet a group of sad animals at Fleet Farm. Their friends have been kidnapped by a pirate, 86 (黄色的大鱼 *big yellow fish*). Therefore, Cory and Bill lead the animals to find and save their friends. They all go back to Fleet Farm. At the end of the story, the animals are very happy and make a black hoodie for Cory. Cory is very happy as he likes this black hoodie. Bill is also very happy for a great news report. The class story is attached in Appendix.

In addition, cooperative language learning can be utilized to increase students' interactions and intercultural understanding on relevant topics in real-life scenarios. In my lower intermediate-level classroom, students are engaged in creating a class story about male

models' dresses. Besides the two students playing the roles of main characters as worldly renowned male models in the story, other students actively form different groups that represent Americans, Chinese, and Scottish. They prepare for props and draw colorful pictures of dresses, traditional Chinese long gowns, and Scottish plaid kilted skirts. They are paired up or assigned into small groups for personalized conversations about colors and clothing in Chinese. For example, in Fan-N-Pick cooperative language learning strategy, each group of four receives a set of question cards such as 你喜欢什么颜色 (*What colors do you like*)? 你不喜欢什么颜色 (*What colors do you dislike*)? 你喜欢什么颜色的T恤衫 (*What colors of T-shirts do you like*)? 你有白色的衬衫吗 (*Do you have a white shirt*)? 你穿多少号的运动鞋 (*What size of athletic shoes do you wear*)? etc. Student 1 holds the question cards in a fan and asks student 2 to pick a card and read the question aloud. Student 3 answers the question, and student 4 states the response of student 3 with praise or coaching for corrective feedback. Then students rotate roles clockwise in their small groups for a new round until all the question cards are used. Further, students are engaged in cultural lessons and discussions on the topics of colors, clothing, and fashion for intercultural understanding. In Think-Pair-Share cooperative learning strategy, students think of a response to the given question, discuss their responses with a shoulder partner, and share their partners' responses with the class. Some of the questions are *On what occasions do people wear traditional Chinese clothing in today's society, and why? What are your perspectives on traditional Chinese clothing? Please describe three things that have impressed you when learning about clothing and fashion in the U.S., China, and Scotland.* In the step of story asking of TPRS, cooperative learning strategies can be structured effectively to enhance students' engagement and motivation in language and cultural learning, strengthen their positive interdependence with individual accountability in group work, and promote their language development and intercultural awareness.

Story Reading

In story reading, teachers provide students with class-created stories and other pleasant, relevant, age- and level-appropriate readers for continuous and solid language input. Interactive reading, a combination of top-down and bottom-up processing, can be integrated into the teaching methodology of story reading to develop students' reading skills. According to Brown and Lee (2015), in top-down or conceptually driven processing, students draw on their own knowledge and experience to understand the meaning of a text; in bottom-up processing, students recognize a multiplicity of linguistic signals (morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose order on these signals that make sense. In the TPRS Chinese classroom, bottom-up processing can be applied to the reading tasks that involve students' learning of Chinese pinyin, characters, phrases, grammatical structures, and punctuation. The cooperative language learning strategies described in the step of establishing meaning can be utilized in bottom-up processing to facilitate students' new vocabulary learning and grammatical knowledge in the step of story reading. Meanwhile, top-down processing is typical of such reading tasks that "identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length, with the objective of retaining the information that is processed" (Brown & Abeywickrama, 2019, p.200). One of the top-down processing reading tasks is semantic mapping. Semantic mapping supports students' understanding of the text that has a long string of ideas or events. Students collectively work on a semantic map in small groups to find out the main idea, supporting details, and logical sequences among ideas or events from the reading. In Continuous RoundTable of Kagan

cooperative structure, students are assigned into small groups of four, provided with one piece of paper and one pencil, and take turns with a clockwise rotation to map out the order and sequence of a passage until the teacher says stop. They can write keywords or phrases from the main idea and supporting details. They can also draw and add pictures on the map to facilitate their reading comprehension. Then students share their semantic map with the class for meaningful feedback.

In the step of story reading, teachers can further strengthen the connection between reading and other modes of performance in an interactive and communicative language learning environment. Students' reading ability can be developed best in association with writing, listening, and speaking activities (Brown & Lee, 2015). Cooperative language learning strategies that capitalize on the reading-listening-speaking-writing relationship improve students' reading skills and general language proficiency through numerous interactive and communicative moments. For example, in a Jigsaw activity that connects reading and listening skills, the teacher can divide a story into different sections according to how many students are in the classroom. Each student gets one section of the story and reads Chinese characters to interpret the meaning of the section. Then the teacher reads aloud the story. While students are listening to each section read aloud, they move around in the classroom and decide where they should be according to their section in the story. Students find their appropriate spot to put the entire story together in a correct sequence. In addition, Cooperative Mural activity from Martina Bex emphasizes the reading-listening-speaking relationship. The teacher provides a story. Students volunteer to be artists who pick different scenes from the story and illustrate the pictures big enough on the whiteboard within 30 seconds. After the whole picture of the story is finished, students are paired up and take turns describing each scene in Chinese to their partner. Then they number the scenes in the correct order of the story. Moreover, Two Truths and A Lie activity focuses on the reading-speaking-writing connection. The teacher selects a story. Students are paired up, read the story, and type two true sentences and one false sentence in Chinese on Google Slide. Then the teacher guides the class to review the sentences on Google Slides. Students decide which sentences are false and explain why. In the step of story reading of TPRS, cooperative language learning constructs an interactive and collaborative learning environment, enhances students' engagement and communication, and facilitates students' reading comprehension and overall language development.

Discussion

This article discusses the implementation of cooperative language learning in the TPRS Chinese classroom with the ultimate goal of developing students' communicative competence in Chinese. The cooperative learning activities structured socially or pedagogically among the three steps of TPRS, including establishing meaning, story asking, and story reading, facilitate students' language acquisition while engaging them in interactive and collaborative communication to achieve specific tasks. Students are exposed to large amounts of comprehensible, compelling, and repetitive language input through TPRS for language comprehension and usage within a certain context. In addition, cooperative group work, inherent in interaction and negotiation, promotes students' language output for meaningful communication with attention to language accuracy. As Lightbown and Spada (2013) point out, negotiation leads the students to acquire the language forms that carry the meaning they are communicating. "Negotiation for meaning is accomplished through a variety of modifications that naturally arise in interaction, such as requests for clarification or confirmation, repetition with a questioning intonation, etc." (Lightbown & Spada, 2013, p. 166). Interactive and communicative tasks emphasizing both the meaning and form of

language instruction not only improve language learners' listening and reading skills but also enhance their speaking and writing abilities in real-life situations.

Cooperative language learning strategies implemented in TPRS involve students' interactive communication through presenting ideas, contributing knowledge, exploring content, and building relationships. This teaching methodology brings classroom teaching and learning to life while encouraging students' intellectual development, pragmatic experience, and sociocultural functions. Students are trained to manage or adapt to diverse communicative situations and acquire the language, knowledge, and ability of personal and social control to effectively interact with others in various contexts from real-life scenarios. Cooperative language learning in TPRS provides an opportunity for students to learn to value interaction and communication with peers from different cultural backgrounds. Students strengthen perspective-taking ability, increase intercultural awareness, and develop communication and collaboration skills across cultures. They are encouraged to recognize, understand, and appreciate the legitimacy of a wide range of human experiences and to escape from ethnocentric perspectives and the tendency to stereotype.

Cooperative language learning in TPRS requires teachers to create an organized, interactive, and collaborative learning environment. Teachers give students instructions on learning activities and expectations of their attitudes and behavior working with peers. Teachers design interactive language tasks and materials at appropriate ages and proficiency levels. Teachers, as a monitor and resource for students' effective group work, provide needed support to facilitate interactive and meaningful learning to students or intervene to guide them on the right track for an effective accomplishment of the group task. Teachers also assign students in pairs or small groups with a consideration of multiple factors that might possibly affect students' achievement. For example, higher-level students can work with lower-level students for peer support and coaching. Students can be assigned in groups by gender and close affiliation for discussion of controversial and emotionally charged topics in a safe space (Rance-Roney, 2010). Students can be given more freedom to choose their own partners for active participation. In Mix, Pair, Share of Kagan cooperative structure, students find their own partner, then switch and talk to another partner in response to a new prompt every time. These grouping strategies, when used appropriately to attain specific tasks, generate more opportunities for students to interact, communicate, and connect with others and increase their engagement and motivation in continuous language learning.

Conclusions and Limitations

This article explores the integration of cooperative language learning in the TPRS Chinese classroom for students' language development and intercultural awareness. First, interactive and collaborative tasks in the step of establishing meaning facilitate students' comprehension and acquisition of target vocabulary words and language structures. Next, collaborative improvisation and storytelling in the step of story asking provide massive language input and promote students' active participation with language output and intercultural understanding. Then, students' reading ability is developed through interactive reading strategies combining both top-down and bottom-up processing and structured in cooperative language learning strategies. Students' reading and general language proficiency is further improved while they are actively engaged in interactive and collaborative tasks that strengthen the association of reading with writing, listening, and speaking activities.

Cooperative language learning and TPRS are both effective teaching methodologies that promote learners' interaction, conversation, and communication in the target language. In particular, creative and personalized TPRS structured in cooperative learning, provides heavy comprehensible language input and produces language output for meaning and accuracy.

Learners are able to participate in interactive and collaborative communication with peers to achieve specific tasks. Their interest, motivation, and confidence in language learning can be raised. Through group work across cultures, they are inclined to learn multiple perspectives and understand cultural diversity. Based on previous empirical research (Alamdari & Ghani, 2022; Johnson & Johnson, 2002; Puzio & Colby, 2013; Roseth & Shin, 2014; Slavin, 2013; Yavuz & Arslan, 2018) and the author's observation from the classroom, cooperative language learning in TPRS has the potential to promote students' motivation, language acquisition, and intercultural awareness for communicative competence in today's society. Future studies are needed to further investigate the role of cooperative language learning in TPRS.

There are several limitations in this article. The examples of cooperative language learning strategies in TPRS described in this article are from the author's classroom observation in the Midwest public high school context. More variety of relevant strategies in different classroom settings would facilitate a comprehensive understanding of cooperative language learning used in the TPRS Chinese classroom. Students' perspectives on their cooperative language learning experiences in TPRS could have also been included in this article. Students' voices help us to reflect on and continuously improve curriculum and instruction for their academic achievement. This article suggests action research for implementing cooperative language learning in the TPRS classroom and studies on students' perceptions of cooperative language learning.

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Appendix:

Bill 的新闻报道

有一个男孩，他叫 Cory。Cory 在 Coney Island。Cory 快十五岁了，他属狗，他的生日是二月二十四日。Cory 想要一件黑色的外套。

Bill 是一个 reporter。他去 Coney Island 因为他想要采访 Cory。Bill 有一只彩虹色的小狗，小狗叫 69。因为 Cory 属狗，所以 Bill 想要给 Cory 69 作为生日礼物。但是 Cory 不想要 69，他不喜欢 69，他想要一件黑色的外套。

Cory, Bill 和 69 去 fleet farm 因为 Cory 想要一件黑色的外套。在 fleet farm，他们看到 60（一只橙色的猫），63（一条红色的龙），65（一匹绿色的马），66（一只粉色的鸡），67（一头紫色的牛）和 68（一只蓝色的鸟）。动物们不高兴因为 86（一条黄色的大鱼）绑架了它们的朋友。86 是一个海盗，它绑架了 fleet farm 的动物。

Bill 和 Cory 说：“我们去救 fleet farm 的动物。”63 说：“好！我带你们去。”63 飞。63 带 Bill, Cory, 60, 65, 66, 67 和 68 飞。他们飞去南美。突然他们看到一艘船，船上有动物。80（一只红色的猴子），83（一条蓝色的蛇），84（一头黑色的猪），88（一只黑白色的熊猫）和 89（一只粉色的鸡）都在船上。海盗 86 在水里游。

Cory 和 Bill 带动物们打海盗 86。86 也打 Cory, Bill 和动物们。86 用水，63 用火，它们打得非常激烈。86 要跑了，它在水里游。突然 68 用网把 86 网住了。Cory, Bill 和动物们都非常高兴。Cory 和 Bill 开船，带动物们去 fleet farm。动物们很高兴因为它们都回到了 fleet farm。它们做了一件黑色的外套给 Cory 作为生日礼物。Cory 非常高兴，他很喜欢这件黑色的外套。Bill 也非常高兴因为他要报道一条非常精彩的新闻。但是，海盗 86 呢？它去了哪里？