



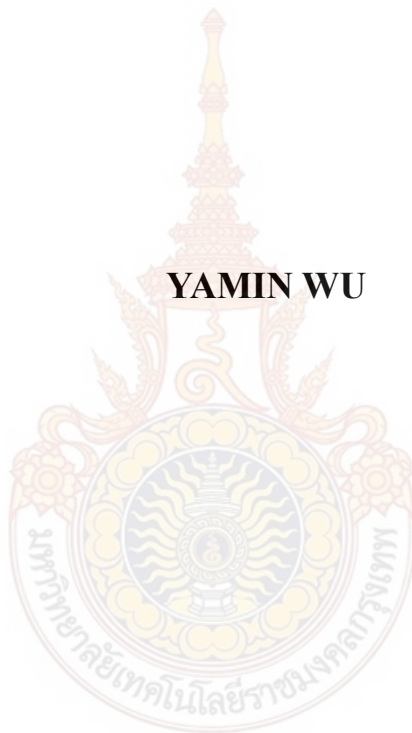
**STUDENTS' PERCEPTION OF THE 6-STEP COLLABORATIVE
LEARNING MODEL ON THEIR ENGLISH SKILLS
IMPROVEMENT**

YAMIN WU

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP
ACADEMIC YEAR 2024
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Author Yamin WU
Major Master of Arts (Education and Society)
Advisor Dr. Yudhi Arifani

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of the Requirements for the Master's Degree

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ABSTRACT

This study includes the students and teachers of Jianshui Experimental Middle School and Jianmin Middle School. The research objectives are as follows: 1) The influence of the six-step efficient teaching mode on the English skills of middle school students. 2) Teachers and students using the 6-step collaborative learning model view this teaching method. 3) Factors influencing the implementation of the six-step teaching method. Based on Krejcie and Morgan's table, 1000 students for questionnaires and 14 teachers were selected for interviews. The study is a mixed quantitative and qualitative research method, which was statistically analyzed using percentages, means (\bar{x}), standard deviation (S.D.), and narrative analysis. The research instruments were questionnaires and semi-structured interviews. Factors affecting the implementation of the 6-step collaborative learning model consisted of four aspects: (1) social context, (2) learner characteristics, (3) learning conditions, and (4) learning process: Social Context was high level (\bar{x}) = 2.70 and S.D=0.36; Learner Characteristics was moderate level (\bar{x}) =2.43 and S.D=0.35; Learning Conditions was moderate level (\bar{x}) =2.46 and S.D=0.2936; Learning Process was high level (\bar{x}) =2.51 and S.D = 0.30. All four aspects had a high level (\bar{x}) =2.52 and S.D. = 0.33. Teachers who use the six-step teaching model and how the students view this teaching method. Teachers and students who use the six-step method generally believe it can improve their English skills, mainly listening, speaking, reading, and writing. This study demonstrates that the 6-step collaborative learning model is essential for enhancing English skills in middle school students. It also enhances their interest in English learning. Therefore, teachers should implement this model and strictly innovate their teaching methods.

Keywords: 6-step Collaborative Learning Model, Middle School Students, English Skills

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By putting pen to paper at this moment, I will have brought my graduate school life to a close. Once again, I would like to thank all of you who have helped and supported me in this endeavor.

Yamin WU

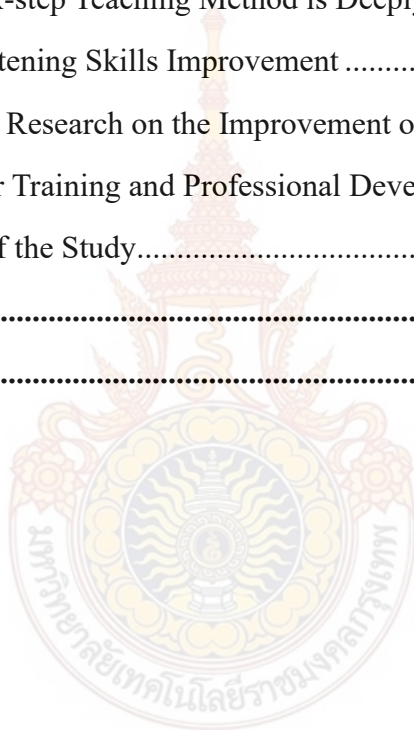
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CHAPTER I

INTRODUCTION

1.1 Background and Rationale

In today's era, it is not difficult to understand the definition of excellent talent. English is a necessary skill. The past 30 years have been an era of real estate driving industrial development (Abiodun, 2023), and the next 30 years will be an era of high-tech driving industry. Whether it is the world's top technology or top art, one can leave a lasting impression with the blessing of English (Ahmadi, 2018). The group of children who will persist in learning in the future is outstanding (Valdés, 2004). External communication and exchange, as well as mutually beneficial cooperation, are the themes of the current era. The rise of great powers and the global spread of the Chinese language have not only failed to lower the standards of English learning for Chinese middle school students but also require more comprehensive updates in English learning content and improvements in students' English learning abilities (McKay, 2002). This is a common choice and expectation of the times and society (Beal, 2014).

The English curriculum standard lists the development of students' English language skills as one of the overall goals (McKay, 2002). English language skills mainly include four skills: listening, speaking, reading, and writing (Tarnopolsky, 2013). The new English curriculum standard believes that language skills are the foundation of comprehensive language application ability (Rivers, 2018). Students should develop comprehensive language proficiency through extensive language practice activities, including listening, speaking, reading, and writing, thereby laying a foundation for authentic language communication. English Language skills encompass listening, speaking, reading, writing, and their comprehensive application (Newton et al., 2018). Teaching English to second

language learners in academic contexts: Reading, writing, listening, and speaking are the four skills that complement and support one another. Reading and listening are input and comprehension skills, while speaking and writing are output and expression skills (Rodrigo, 2006). Therefore, these four skills are both the substance and significance of learning (Hinkel, 2006). With the continuous reform and development of new ideas in the course, in the context of new curriculum standards, masters are required to break the constraints of traditional learning models (Johnson et al., 2009). change teaching concepts, innovate learning models and methods based on the actual situation of students and their characteristics, to continuously stimulate students' interest in learning, mobilize their enthusiasm and initiative in learning, and encourage them to participate in classroom teaching actively (Craven & Hogan, 2001).

In the teaching process, students are constantly developing to enhance their skills in analyzing and solving problems, as well as their communication and cooperation abilities, helping them learn and master more English knowledge. In the context of the new curriculum, teaching in the classroom should be a unity of teacher education and student learning, and the essence of this unity lies in the process of communication, interaction, and common development between teachers and students. To implement efficient classrooms, it is necessary to transform the "teaching center" into a "learning center" and the "teacher center" into a "student center" (Wright, 2023). Knowledge is not something; knowledge comes from practice (Mott, 1996). Furthermore, information can be transmitted. Learning is not about accepting things. It is the process of constructing knowledge independently. Teaching is not about imparting knowledge (Shulman, 1987), but about creating ideal situations for students to learn independently. Teachers are the guides of student learning.

Under the new curriculum concept, teachers should guide students to transform their conventional, unidirectional, and passive approach to receiving

lectures and listening to them. They should also guide middle school students to study individually and independently, as well as collaboratively, and explore, making scholastic learning the master of learning (Sears, 2016). Teachers are participants in student learning, and teaching is the interaction between teaching and learning. It is a process of mutual inspiration, communication, and supplementation between teachers and students. In the teaching process, teachers should share their thoughts, experiences, and knowledge with students and exchange their emotions with them. As participants, teachers should become students' "learning partners" to achieve mutual progress between teachers and students, fostering a collaborative approach. In short, teachers are not the sole embodiment of knowledge but rather the organizers, guides, and participants in student learning (Vick & Martinez, 2011). Therefore, studying the impact of the six-step learning model on students' English skills has important theoretical and practical significance.

However, English has always been regarded as a "subject" in traditional educational methods (Goodwyn, 2013). It is taught through disciplines such as mathematics and physics. Learning any language is more similar to skill-based learning, such as sports and music. Learning emphasizes the accumulation and understanding of knowledge; The learning of skills leans towards the practice and repetition of methods (Hiebert & Carpenter, 1992). Previous research has focused on teaching methods to improve English skills; however, research on the impact of the six-step collaborative learning model on English skills remains limited. Specifically, there is a lack of in-depth exploration of the impact of the 6-step collaborative learning model on language classrooms, as well as a comprehensive analysis and comparative research on the improvement of English skills among middle school students through this model.

This study aims to fill these gaps by exploring the characteristics of the six-step collaborative learning model and its relationship with students' English skills. By gaining a deeper understanding of the impact of the 6-step collaborative learning

model on improving the English skills of middle school students, this study aims to provide guidance for educational practice and promote the development of English learning among middle school students.

1.2 Research Question

Research questions are listed as follows:

1. How do EFL students perceive their teachers' six steps in the collaborative learning model on their English skills improvement
2. According to their perceptions, how can the six steps of CLM improve their English skills? (The answer was through the interview)

1.3 Research Objectives

This study aims to investigate how EFL students perceive their teachers' six-step collaborative learning model in terms of its impact on their English language skills and their perceptions of how the six steps of the CLM enhance their English skills.

1.4 Significance of the Study

1. Revealing that collaborative learning is an efficient teaching strategy and its relationship with improving English learning. This is achieved by systematically analyzing the advantages and differences of traditional teaching methods, collaborative learning methods, and six-step collaborative learning methods in order to explore the relationship between collaborative learning methods and improving the English skills of middle school students, and thus gain a deeper understanding of the mechanisms by which these teaching methods affect learning skills.

2. Investigating the impact of collaborative learning on promoting English learning. This is achieved by comprehensively examining the principles,

elements, and forms of collaborative learning to enhance English skills. The purpose is to analyze the impact and role of collaborative learning methods in language classrooms. In order to gain a deeper understanding of the impact of the 6-step collaborative learning model on English skills.

3. Explore the comprehensive effects of the 6-step collaborative learning model. The researcher conducted a comprehensive analysis to investigate the interaction and influence of the 6-step collaborative learning model on students' English learning and English skills. This analysis provides theoretical support for studying the impact of the 6-step collaborative learning model on the English skills of middle school students.

4. Provide suggestions for improving the English skills of middle school students. Based on the research findings, relevant teaching methods were suggested to guide students in strengthening their English language skills and improving their proficiency. These suggestions also served as adequate educational references for the 6-step collaborative learning model, contributing to the comprehensive development of English learning for middle school students.

Through the achievement of these research objectives, this study provides a profound theoretical comprehension of the connection between the 6-step collaborative learning model and the English skills of middle school students. It provides a scientific basis for relevant educational practices and policy formulation, ultimately promoting the development of students' English learning.

1.5 The Scope and Limitation of the Study

The research scope of the study encompasses content, area of focus, and duration.

1. Content

This study was conducted in the Jianshui area of Yunnan Province. This study aims to investigate the English learning of middle school students in Jianshui County and explore its relationship with the 6-step collaborative learning model. This study examined the collaborative learning method and its related factors, as well as the impact of this method on the English skills of middle school students.

The independent variables in this study include the method, strategy, mode, and design of the 6-step collaborative learning model. The dependent variable is the improvement of students' English skills.

2. Area of Study

This study was conducted in Jianshui County, Yunnan Province, China, with a focus on Jianshui Experimental High School. First-year students from Jianshui Experimental Middle School were selected as research subjects.

3. Duration

This research commenced in September 2023 and concluded in January 2024. During this period, data were collected and analyzed, and research reports were prepared.

Through an in-depth investigation of the connection between the six teaching methods and the English language skills of junior high school students, this study aims to provide valuable insights and suggestions for educational policymakers and schools, helping them better support students' English learning. This, in turn, helps to improve students' English skills and overall development.

1.5.1 Limitations of the Study

When studying the impact of the 6-step collaborative learning model on the English skills of middle school students, several factors may constrain the research. The first and most important issue is sample representativeness. Sample selection does not fully represent the entire population of high school students. Although stratified random sampling was employed, it was challenging to cover all schools or school districts due to limitations in research time and resources. This limitation may result in research results being limited to the selected sample to a certain extent.

Additionally, data collection methods primarily rely on students' written test scores. This method is easily influenced by the political attitude, ideological and moral character, and actual workability of candidates, leading to measurement errors. In addition, any improper means, such as answering, guessing, and cheating by candidates, can impact exam results, which may not accurately reflect the degree of knowledge mastery of candidates and fail to fully capture their actual learning ability, potentially undermining the reliability of the data. The data collection tools used also

have their limitations. For example, the accuracy and effectiveness of questionnaires or assessment tools used to evaluate students' English skills can be questionable. Secondly, the influence of external factors cannot be ignored. Various factors, including changes in educational policies, the school environment, and peer relationships, may influence student participation in English learning. These factors are difficult to control, and it is challenging to determine whether the observed correlation in the study represents a genuine causal relationship between the 6-step collaborative learning model and improvements in students' English skills.

Due to time constraints, the study is limited in duration. Short-term research may not capture long-term impacts.

Finally, the complexity of the variables involved in the research hypothesis, including multiple variables such as student behavior, emotion, cognition, and language skill participation, may generate interrelated variables, which makes it challenging to explain or infer causal relationships from the research results. Additionally, due to differences in foundation, students in each class may have varying cultural backgrounds and values, which may impact the research results. Therefore, caution must be exercised when summarizing research results.

1.6 Definition of Key Terms

1.6.1 Collaborative Learning Approach

Gao et al. (2014) believed in the Strategy and Research on the Implementation of a Collaborative Studying Approach in University English Teaching on account of Structuralist Theoretics: "Collaborative learning approach refers to mutual learning in which students have clear responsibilities to complete everyday tasks. Wang et al. (2023) pointed out that collaborative learning is a teaching strategy that centers on students, forms groups, and involves students learning together, promoting one another, and improving together to achieve a common learning goal.

1.6.2 6-step Collaborative Learning Model

The six-step learning model is to scientifically handle the relationship between teaching and learning to promote the transformation of "teacher-based

education" into "student-based education" as its primary purpose, focusing on guiding students to master the basic knowledge and basic skills necessary for lifelong development, and training them to become effective A classroom learning model for people with independent opinions and critical thinking skills. Its core is that, under the teacher's leading role, the subject is fully highlighted through a six-step interactive teaching process: warm-up, introduction, thinking, discussion, presentation, and comment. Status and promote the personality growth of students. The first link is the "warm-up session," which occurs three minutes before class. The teacher employs engaging and relaxing methods to prepare students for their upcoming class by playing music or videos related to the subject, thereby piquing students' curiosity and interest in the material. The second link is "guidance", which involves creating problem situations before class and providing reading materials and thinking questions that align with the teaching materials, prompting students to reawaken their awareness of old knowledge and their desire to acquire new knowledge. The third link is "thinking", which means the teacher guides students. Under the teacher's guidance, students must complete the problems that need to be mastered in class. The fourth link is "discussion", which involves group collaborative inquiry or whole-class communication and discussion, with activities centered around the focus, doubts, and key points of the course. The fifth link is "Presentation", which allows students to come to the podium to share their group's research results or problem-solving ideas with their peers through group recommendations or teacher spot checks. The sixth link is "Comments", which allows students and teachers to interact with each other through student-to-student interactions. Diagnose, correct, and improve the presentation content through student-student interaction and other methods, guide students to learn to reflect on the experience, and successfully expand and generate new knowledge so that students can achieve "class lessons ". Furthermore, provide qualitative feedback on the classroom performance of groups or individuals. Or quantitative evaluation.

The 6-step collaborative learning model is one of the teaching modes of an efficient classroom. In 2010, Mr. Li Jinchi, a nationally famous education expert and the former president of Hengshui High School, became the president of Jiying Middle School. Based on the school conditions of Jiying Middle School, he drew on

the strengths of many families. He learned from the successful experience of the nationally famous schools in curriculum reform, learned from the Yucai model, the Yangsi model, the Durangkou model, and the Changle No. 2 Middle School model, and took constructivism, humanism, and the theory of inductive inquiry teaching as the theoretical basis, and launched a 6-step collaborative learning model.

Under the premise of accurately grasping the curriculum objectives and standards and comprehensively utilizing curriculum resources, collective lesson preparation is used to ensure the implementation of classroom and classroom extension teaching, effectively implementing the classroom role of student-centered and teacher-led, fully mobilizing students' enthusiasm for self-directed, collaborative, and exploratory learning, and achieving a high-quality and cost-effective new classroom learning model. The practice of the 6-step collaborative learning model in Jinying middle schools has proven that it is truly a quality education. In the 6-step collaborative learning model, there are three standard sentences in the student presentation session: "I show", "I add", and "I question", which represent three kinds of spirits: self-confidence, cooperation, and creativity, which are putting what students lack most in Teaching to the test, many schools have discovered and noticed this excellent model.

Since September 2013, Principal Li Jinchi has been invited to lead Jinying high school teachers to participate in The "National Top Ten Curriculum Reforms and Renowned Schools' Characteristic Concentrated Exhibition Activity and the National Top Ten Curriculum Reforms and Renowned Schools' Principal Summit Forum and Characteristic Course Exhibition Activity", as well as the invitation of Executive Principal Gao Jun to impart classroom experience in Sichuan, Henan, and other places, have caused a massive response in the local area. During the four months from September 2013 to January 2014, Jinying High School welcomed nearly a thousand units and over 20,000 educational colleagues from all over the country to visit and inspect. Peers in the education industry praised the 6-step collaborative learning model as the "third largest classroom paradigm in China after the Yangsi and Dulangkou models". With the launch of the three main educational concepts of "passionate education, efficient classroom, and fine management" at Shijiazhuang Jinying High School, the school has also achieved

consecutive miracles in the university entrance exam. As a private school, Jinying Middle School enrolled almost all low-end students in the first year of senior middle school that year and achieved good results. This is because after Li Jinchi, a nationally famous education expert and former president of Hengshui High School, became the principal of Jinying Middle School in 2010, he carried out all-round reforms in the school's internal management system, operating mechanism, education, and teaching, especially 6-step collaborative learning model pioneered by the school, which truly returned the classroom to the students. It has promoted the improvement of students' study capacity and total mass, and driven the rapid improvement of teaching results. This learning model has also attracted a wave of education professionals from across the nation to observe and learn, and many high schools are rushing to introduce and apply it, with significant results. Since Hebei Daily (January 13, 2014) published the article "6-steps Collaborative Learning Model is an excellent Seed" in the 10th edition, the Shijiazhuang Jinying middle school classroom paradigm has been rapidly promoted inside and outside Hebei Province, and many high schools in Sichuan, Shandong, Henan, and other provinces are competing to learn the 6-steps collaborative learning model. The principal of Jianshui Experimental High School has visited Elite High School multiple times for inspection and learning, and introduced this model to Jianshui Experimental High School in 2014. Until this year, a 6-step collaborative learning model has been developed over the past 9 years.

The changes brought about by the 6-step collaborative learning model are as follows: the original classroom appearance has been restored; the transformation of teachers' concepts and teaching behaviors has occurred; comprehensive improvements in students' learning quality, learning ability, and overall quality have been achieved; and the rapid improvement of school teaching quality has been observed. It has promoted the comprehensive improvement of students' learning power and mass and driven the rapid improvement of teaching results. The 6-step collaborative learning model is an effective way to reflect the core competitiveness of a school. This classroom model has generally received a welcome from masters and students, and the daily classroom order has been truly subverted. The situation of forcefully instilling knowledge into the classroom has

undergone a complete transformation, and students' learning enthusiasm has been genuinely stimulated. Students generally report that such classes enable them to learn quickly, remember well, and achieve good results.

The 6-step collaborative learning model emphasizes the autonomy, cooperation, and exploration of the students' learning process. It is always better to teach a person how to fish than to give them some fish. It requires teachers to change their roles from knowledge imparters to facilitators and guides of students' learning. In teaching, Teachers not only emphasize basic knowledge and basic skills but also emphasize processes and methods. Each class should be interconnected, making all students nervous and efficient. Students constantly read, think, question, debate, and practice, allowing them to dissect the class content in various ways, analyze it from multiple perspectives, from the outside to the inside, and ultimately use multiple keys to unlock it. The fundamental goal is to enable students to change from "understanding" and "learning" to "learning" and "using".

The 6-step collaborative learning model requires that the protagonist in the classroom be transformed from a teacher to a student. What can be expressed by students in class? Try to let them express themselves. What can be concluded by students? Allow them to draw their conclusions. Only by allowing every student to participate in classroom teaching and express their own opinions can the learning process become more engaging and effective. This self-learning method not only helps to cultivate students' observation and thinking abilities but also makes them more proactive in the learning process, fully mobilizing their enthusiasm for learning, and is conducive to the large-scale improvement of teaching quality. Li Jinchun proposed that teachers should quickly change their educational concepts, liberate their minds, believe in students' abilities, and believe that students have better innovative thinking than teachers. Hand over the classroom to students, cultivate their abilities, and enable each student's personality and strengths to be unleashed, avoiding the suppression of their rich creativity and imagination. At the same time, the 6-step collaborative learning model presents higher requirements for teachers' lesson preparation, lectures, knowledge reserves, and professional abilities, which is of great significance to teachers' professional growth. The 6-step collaborative learning model completely subverts the traditional classroom model,

transforming the protagonist of the classroom from a teacher to a student, allowing each student to participate in classroom teaching, fully mobilizing the enthusiasm of each student to learn, and truly returning the classroom to the students. In the classroom, students actively explore, actively discuss, and passionately demonstrate. Through their careful consideration, they acquire knowledge, enabling them to learn quickly, remember well, and use it effectively, thereby significantly improving classroom efficiency. The students who study under the 6-step collaborative learning model have seen significant increases in their scores. The 6-step collaborative learning model is now standard in junior high schools. It requires every class to follow this model. This is also true for English classes. It is conducive to improving the English skills of junior high school students. This model has six sessions in total: a warm-up session, an introduction session, a thinking session, a discussion session, a presentation session, and a comment session.

The 6-step collaborative learning model has transformed traditional teaching methods and educational ideologies, aligning with the educational philosophy of the new curriculum standards. It effectively improves students' academic performance and enhances their comprehensive abilities, laying a solid foundation for their future development. The 6-step collaborative learning model enhances students' self-directed learning abilities. The thinking section in the 6-step collaborative learning model requires students to preview new learning content and focus on self-directed learning in the classroom, which significantly enhances students' self-learning abilities. The awareness of collaborative inquiry has been improved. The discussion link in the 6-step collaborative learning model requires collaborative learning so that students can understand the importance of this. It not only strengthens the understanding between students but also enables them to recognize that collective power is strong, and they should learn to tolerate and communicate effectively with one another. The 6-step collaborative learning model enhances students' confidence and self-efficacy. Teachers lead the 6-step collaborative learning model, which is student-centered, allowing each student to utilize their talents and abilities fully. This approach truly teaches according to each student's aptitude, enabling low-achieving students to flourish. This enhances students' confidence, clarifies their outlook on life and values, and lays a solid

foundation for their future development. Liberating teachers from the classroom and integrating modern educational concepts has truly achieved the goal of returning the classroom to students, putting students at the center, making their learning process a process of exploration and discovery, truly becoming the subject of cognition, enhancing their thirst for knowledge, and thus improving their learning ability, truly reflecting the spirit of students' "learning autonomy."

1.6.3 English Skills

According to the "English Curriculum Standards", English skills include listening, speaking, reading, and writing skills, as well as the comprehensive application ability of these four skills. Listening, speaking, reading, and writing are essential forms of communication through language, serving as crucial means for humans to understand the world, acquire knowledge, develop intelligence, and express emotions. Linguists divide language skills from different perspectives. From the perspective of language form, listening and speaking are forms of spoken language, while reading and writing are forms of written language. Spoken language is the audio form of written language, and written language is the written record of spoken language. From the perspective of human language development, spoken language is primary, and written language is secondary. There are apparent differences between spoken and written language in terms of expression methods and approaches, as well as vocabulary, syntax, information density, and language functions. From a cognitive perspective, listening and reading are considered discourse comprehension and information input abilities, whereas speaking and writing are expressions of thought and information output skills. These four skills complement and promote each other in language learning and communication.

1.6.4 Listening Skills

Listening skills are the ability to recognize and understand what others are saying. Listening is a skill of passive reception, and the verbal activity of listening is a process that involves learning and even human communication. Listening is the most basic form of communication and a vital skill that enables us to understand and absorb oral information. In language learning, listening is a crucial means to absorb and consolidate language, as well as cultivate the ability to speak, read, and write it. Among English listening, speaking, reading, and writing, listening

is the most difficult language skill to master because it is affected by the following six factors: (1) phonetic material; 1) structure of the material; 2) word frequency; 3) Speech speed; 4) Stress, intonation, and rhythm 5. Delayed and lengthy information; (2) Context; (3) Relevant knowledge; (4) Chinese knowledge; (5) Mastery of pronunciation, grammatical rules, and vocabulary; (6) Thinking strategies. Of the six factors, the first four are objective and not determined by the listener. The "English Curriculum Standards" clearly outline the requirements for middle school students' listening skills, including the ability to extract information and ideas from listening materials and understand the logical relationships between sentences.

1.6.5 Speaking Skills

Speaking is a spoken language, which is the output or release process of speech. Speaking is developed based on listening. They are closely related but completely different behavioral processes in oral communication. The skills of English speaking generally include factors such as correct pronunciation and intonation, reasonable and appropriate vocabulary use, sentence structure consistent with expression habits, quick verbal response and adaptability, and concise language expression. The "English Curriculum Standards" require middle school students to be able to conduct English situational conversations based on topics.

1.6.6 Reading Skills

Reading is a highlight of English teaching and a crucial aspect of students' English proficiency. Reading is a complex psychological and intellectual activity, a cognitive process of constant assumptions, confirmations, imagination, and reasoning. This process has two stages: identification and interpretation. Identification involves understanding the meaning of the word, its syntactic structure, and the relationship between sentences. Interpretation, on the other hand, uses non-linguistic knowledge, such as the topic and the context of the article, to process this information and restore the meaning of the article. Significance. Reading skills encompass five key aspects: understanding literal meaning, reorganizing the gist of the material, reasoning ability, evaluation, and appreciation, with comprehension being the most important of these. Reading encompasses a range of activities, including reading aloud, silent reading, intensive reading, and extensive reading. The term 'reading ability' primarily refers to both intensive and extensive reading skills.

The "English Curriculum Standards" require middle school students' reading skills to be able to infer and understand the meaning of new words based on context and word formation, to be able to find the theme in the article, understand the plot of the story, and predict the development and possible ending of the story.

1.6.7 Writing Skills

Writing skills in English teaching refer to writing and grammar. Writing includes the correct writing of letters, words, sentences, and punctuation marks. The mass of composing immediately impacts the presentation of minds as well as sensibility. If the composition is not standardized, the technique is poor, and the handwriting is illegible or full of errors, it will inevitably make people unable to see or read clearly, which is annoying; on the contrary, beautiful and smooth writing will give people aesthetic enjoyment, arouse readers' interest, and create more interesting meanings. Good communication effect. Writing in English is the process by which students express their thoughts and emotions in English, and it is also the process of using English to influence others. The skills of English writing include correct writing, correct spelling, smooth sentences, standardized grammar, clear hierarchy, complete content, highlighted key points, and appropriate detail. English writing is a complex and purposeful activity that encompasses the conception, development, and execution stages. The "English Curriculum Standards" outline specific requirements for writing skills at the middle school level, including the ability to collect and prepare materials according to writing requirements and to write simple articles, diaries, letters, and other texts according to diagrams.

CHAPTER II

LITERATURE REVIEW

Chapter 2 is divided into three main parts to outline the content of this chapter. The first part provides a detailed introduction to the instructional approach (Deshler & Lenz, 1989), including its various types and the approach that is used in this paper: the collaborative learning approach. The second part provides a detailed description of the six-step collaborative learning process, which includes a warm-up session, an introduction session, a thinking session, a discussion session, a presentation session, and a comment session. The third part introduces the English skills of middle school students, including the four essential English skills: reading, listening, speaking, and writing.

2.1 Collaborative Learning Approach

Gao (2014) believed in the Strategy and Research on the Implementation of Collaborative Learning Approach in College English Teaching Based on Constructivism Theory: "Collaborative learning approach refers to mutual learning in which students have clear responsibilities to complete everyday tasks. Wang et al. (2023) pointed out that collaborative learning is a teaching strategy that centers on students, forms groups, and involves students learning together, promoting one another, and improving together to achieve a common learning goal.

To sum up, the collaborative learning approach refers to a teaching strategy that divides students into several collaborative learning groups, allowing them to cooperate in completing the relevant learning tasks assigned by teachers within these groups. Collaborative learning is a teaching method that maximizes the use of collaborative activities, such as pair or group work, to enhance classroom

learning. The traditional classroom learning model is teacher-led, advocating competition rather than cooperation, which is beneficial for the majority of students. The collaborative learning approach, which focuses on students and emphasizes cooperation, has been regarded as a means to promote classroom communication and interaction and as an extension of communicative language teaching principles. It is learner-centered.

The five basic elements involved in a collaborative learning approach are positive interdependence, individual and team responsibility, interpersonal and group skills promotion, face-to-face interaction, and effective team handling (Laal, 2012).

2.1.1 The Effects of the Collaborative Learning Approach in the Language Classroom

The majority of research studies influenced by the collaborative learning approach find that this approach improves students' English language abilities (Pattanpichet, 2011), their understanding of English learning, and their English composition skills. According to Tamimi (2014), a collaborative learning approach can effectively improve English speaking skills and learning attitudes. For example, Alrayah (2018) has demonstrated that a collaborative learning approach can improve learners' fluency. According to Johnson (2003), a collaborative learning approach encourages partners to work together on tasks, thereby creating an environment that supports their language development. More importantly, the collaborative learning approach makes learners feel emotionally safe in interactions. This approach also makes learners feel safe and reduces tension with peers (Harfitt, 2012).

Additionally, the collaborative learning approach encourages learners in the language classroom to become more verbal. Especially when learning with learners they know and are familiar with (Thurman & Bolton, 2009). Therefore, it is reasonable for a collaborative learning approach to require learners to learn in groups where peer collaboration is required, and collaborative learning with familiar peers may be an effective tool to alleviate learners' anxiety about learning English (Cheng,

2000). Additionally, the use of a collaborative learning approach fosters an equal and supportive environment for all members, thereby increasing learners' autonomy in the learning process. For the above theory, the collaborative learning approach is a helpful tool for improving speaking skills; according to Richards (2006), students learn best when they actively participate in this collaborative process, and many studies have shown that regardless of the topic, students who study in small groups tend to learn more content than when they present the duplicate content in other teaching styles and can retain it for a more extended period (Munro & Rice-Munro, 2004).

The role of the classroom in using a collaborative learning approach has shifted from being a mediator of knowledge to a facilitator of learning. This role includes facilitation, modeling, and mentoring. Teachers in this role should maintain a safe, non-threatening, learning-centered environment that will help students actively contribute to collaborative activities assigned to their groups (Candela, 2013). Dillenbourg (1999) mentions that the collaborative learning approach has both social and academic benefits. One of the fundamental elements of a coordinated approach to learning is the development of social skills, including communication, building trust, providing leadership, and resolving conflict, which contribute to overall satisfaction with learning. Students work with classmates with different study skills, cultural backgrounds, attitudes, and personalities. At the beginning of the collaboration, when students help each other solve problems, their knowledge increases, and the exchange of ideas can refine their understanding. Watkins emphasizes the importance of mutual understanding, which can foster the development of more skills and friendships.

Anything else about this? Based on Leithwood and Steinbach (2021), the variation in responses to the involvement of group activities may at least be well explained by the fact that some students mentioned their personal experiences with markedly different approaches to group learning. Additional benefits of shared

learning activities can be gained from mutually reinforcing abilities and differences with a mix of abilities. Numerous studies show that grouping students according to their abilities is the most effective way to maximize students' acquisition of new skills. When students work in this specific group, teachers can utilize collaborative learning methods and peer support to help provide a better supportive learning experience for all learners. When good students and bad students interact with each other, other students become more motivated and achieve better results because they are helped by the good students and exposed to the positive influence of these students. The most capable students gain valuable insights by taking on leadership and management roles and assisting their classmates. Jones (2007) notes that, in many ways, every lesson is a class of different skills. Nearby, students are studying together, with varying levels of understanding of the same language. Researchers believe that when learners participate in collaborative learning activities, they can better support one another in their learning. Students learn how to explain and absorb material in their own words, which enables them to ask and answer good questions in a group setting. This can occur when individuals feel that everyone in a group is good or that they would not be good in positive relationships of trust. Numerous studies demonstrate the benefits of employing mutual learning methods in the classroom. This paper will also continue to discuss the impact of learning methods on English skills.

2.1.2 Strategies and Techniques for Implementing a Collaborative Learning Approach in the Language Classroom

2.1.2.1 Practical Guides to Collaborative Learning Approach in the Language Classroom

(1) Set learning goals. According to Oxford (1997), strategies and techniques for implementing collaborative learning approaches in language classrooms include guiding students to clarify group learning objectives. According to Slavin (2011), the application strategies of the collaborative learning approach in

middle school English vocabulary teaching include selecting the correct learning content, clarifying goals, carefully designing lesson plans, and improving efficiency by monitoring students' learning status and providing timely suggestions and assistance. Current believes that learning can only succeed when learners realize that their learning goals and their wishes align. In order to help learners clarify their learning goals, current research emphasizes that learners participate in proposing or confirming goals or sub-goals during the teaching process. Constructivism believes that many courses require teachers to design various tasks and themes in advance when preparing, and should guide students in the classroom to establish the subtasks included in the task or theme, clarify the problems they need to solve, and have students establish their subgoals. Teachers should guide students in finding methods to achieve each sub-goal. Meanwhile, in the teaching process, the author believes that teachers should also inspire and encourage students to decompose or transform their initial goals into other goals based on their learning needs. When students are studying, they first need to determine their own learning goals. When implementing a collaborative learning approach in middle school English teaching, tasks should be clearly and meticulously assigned. Based on students' English foundation, ensure that each student has a clear understanding of their learning responsibilities in collaborative learning.

2. Reasonably group and stimulate students' awareness of autonomous learning. According to Slavin (1980), the application strategies of the collaborative learning approach in middle school teaching include enhancing the impression of a collaborative study approach and combining group cooperation to improve the efficiency of the collaborative learning method. Kumar (2017) also pointed out that the strategy of the collaborative learning approach includes scientific and reasonable grouping. Teachers need to group students based on their English learning characteristics, as well as non-intelligence factors such as gender, interests, ability tendencies, personality, and emotional needs. Each group consists of students with

excellent academic performance, those with average academic performance, and those with academic difficulties. Excellent students play a leading role in group cooperation, guiding other students to participate in activities. Moderate students serve as a bridge, shortening the distance between students with academic excellence and those with academic difficulties. Students with learning difficulties not only gain knowledge with the help and guidance of other students throughout the entire process but also truly participate in teaching activities, enhance learning interests, and establish learning beliefs. Shachar and Sharan (1994) also proposed the organizational strategies of collaborative learning approach in oral classrooms, including reasonable and scientific division of groups, which is conducive to teacher-student interaction, student-student interaction, and whole staff interaction, which is constrained by students' cooperation, mutual support, complementary advantages, cultivation of team spirit, and standard progress; Teachers should carefully design scientific organizations in the process of collaborative learning approach, and continuously improve organizational methods in practice to incessantly promote the organizational standard of collaborative learning approach. A collaborative learning approach involves group collaboration. The assigned collaborative learning group must be reasonable and appropriate, not only to ensure the regular progress of learning but also to allow students to support one another. At the same time, when conducting group collaborative learning, it is essential to ensure that each student participates in the activity, has a clear division of labor, and is assigned a specific learning task. Then, engage in internal communication and exploration within the group to ensure the efficiency of collaborative learning. When organizing students for collaborative learning, teachers should provide appropriate guidance for their learning process. When students encounter problems in learning, teachers should promptly explain and fully demonstrate their leadership position in teaching, helping students with poor learning to establish confidence in their learning, and enabling students at different levels to support one another and make progress

together.

3. Teachers play a good role as learning facilitators. According to Jiannan and Xiaoxi (2021), the organizational strategies proposed for collaborative learning in oral classrooms include: teachers should carefully design scientific organizations in the collaborative learning process and continuously improve the organizational method in practice. Gillies (2007) mentioned that the classroom teaching strategy of the collaborative learning approach includes: before class, teachers should carefully prepare for collaborative learning and scientifically divide collaborative learning groups based on communication situations; Using corresponding teaching methods based on different teaching contents; Test and analyze the effectiveness of collaborative learning. According to Slavin (2011), the teaching strategy of the collaborative learning approach involves teachers preparing for collaborative learning before class, adopting different teaching strategies based on the content, and conducting testing and scoring analysis for the collaborative learning approach. The current practice of the flipped course system advocates for students' autonomous study, collaborative learning, and exploratory learning. The change in learning methods is promoting the repositioning of the role of teachers. The role of teachers has shifted from being teachers and trainers to being facilitators, helpers, motivators, collaborators, and evaluators of student learning. Teachers need timely guidance and encourage all members to participate in role rotation. When conducting group collaborative learning, teachers first need to determine the theme and goals of collaborative learning so that students at different levels can fully develop in cooperation, achieve the expected teaching effect, and improve the efficiency of collaborative learning. In group collaboration and communication, teachers can provide moderate guidance to enhance students' expression skills, actively encourage students to speak out boldly, involve all members, express different opinions, and achieve flexible adaptation across various backgrounds through role rotation. In group collaborative learning, individual students typically

possess strong expressive abilities and actively represent the entire group, while other students serve as the audience. In response to this issue, teachers should emphasize the indispensable role of each student in the task and ensure equal participation from all members. For example, through the communication, simultaneous recording, and reporting of the leading actors and supporting roles, each student can actively participate in the training, improve the training effect, and cultivate their sense of cooperation (Bettoni, 2007).

2.1.2.2 Practical Framework/Model for Collaborative Learning Approach in the Language Classroom

Collaborative learning is a commonly used form of teaching organization in the classroom. Standard collaborative learning methods include the Jigsaw Instruction Model (Jigsaw), Student Team Achievement Division (STAD), Team Games Tournament (TGT), Learning Together (LT), and Group Investigation (GI).

1. Jigsaw Instruction Method (Jigsaw)

The Jigsaw Instruction Method was designed by Aronson in 1978. The block-splicing method is divided into four stages: material segmentation, expert communication, knowledge splicing, and public recognition. Material segmentation: Divide the teaching content into several segments. Each student in the group receives a segment task. Expert communication: Students who receive the same segment of the task will form an expert group to learn and discuss it until they master the material. Knowledge splicing: "Experts" return to their respective groups, teaching team members. Each team member is an expert in different aspects of content. Public recognition: Participating in the quiz and calculating the group's score according to the STAD scoring method will result in recognition and rewards for the group that meets the predetermined standards. The Jigsaw Instruction Method forms an interactive pattern among group members by breaking down the overall learning task into pieces and then reassembling it. The tasks are highly related. Students must help

and teach each other to ensure mastery of the overall task and achieve good results (Meng, 2010).

2. Student Team Achievement Divisions (STAD)

The Student Team Achievement Divisions were created by Professor Slevin from Johns Hopkins University and consist of five parts: group formation, content presentation, group practice, evaluation and scoring, and public recognition. Group formation: 4-5 students are required to form a group, with heterogeneity in performance levels, gender, and other aspects among the members. Content presentation: Teacher teaching. Group exercise: Conduct collaborative learning within the group to enable all group members to master the teaching content. Evaluation and scoring: Personal tests, with no mutual assistance allowed, are scored and compared to past scores, with progress assessed accordingly. Public recognition: The scores of group members are combined to determine recognition and rewards for groups that meet the established standards. The scope of application of STAD is quite extensive, being applied not only to all levels of education, from secondary to university, but also to various disciplines, including mathematics, language arts, and social sciences. It is most suitable for teaching content with clear answers and objectives, such as mathematical calculations and applications, language usage and skills, geography, drawing skills, as well as scientific facts and concepts (Yeung, 2015).

3. Team Games Tournament (TGT)

Team Games Tournament is a group collaborative learning method designed by Professors Devries and Slevin at Johns Hopkins University. We used the same teacher lectures and group activities as STAD, except that we held weekly competitions instead of quizzes.

The difference between TGT and STAD: 1) Win points for your group by competing with members of other groups. 2) The competitors in the competition are

classmates who have similar records in terms of past performance.3) Continuously adjust opponents based on their scores and compete with groups with similar scores. TGT allows slow-learning students to compete with other slow-learning students while fast-learning students compete with other fast-learning students, providing equal opportunities for success for all students (Najmi, 2021).

4. Learning Together (LT)

Learning Together is a collaborative learning method developed by the Johnson brothers and their colleagues at the Collaborative Study Group at the University of Minnesota. This method requires students to study assigned homework sheets in heterogeneous groups of four to five people, with each group submitting a total of one homework sheet and receiving praise and encouragement based on the group's performance. Students study assigned assignments in heterogeneous groups of four to five people. After group learning and discussion, they submit a total of one homework sheet; teachers give praise and encouragement based on the group's performance (Slavin, 1986).

5. Group Investigation (GI)

Group Investment is the most successful task-specialized group collaborative learning strategy, represented by the Sharon couple from Tel Aviv University. The steps of the group survey research method are shown in the following figure: Students form groups based on their shared interests in a particular topic. All members of the group actively participate in designing how to study their problems.

Task division: Each team member undertakes a portion of the investigation task. Group synthesis and summary of work, presenting or reporting research results to the entire class (Sharan, 1990).

2.2 6-step Collaborative Learning Model

The 6-step collaborative learning model is one of the teaching modes of an efficient classroom. In 2010, Mr. Li Jinchi, a nationally famous education expert and the former president of Hengshui High School, became the president of Jiying Middle School. Based on the school conditions of Jiying Middle School, he drew on the strengths of many families. He learned from the successful experience of the nationally famous schools in curriculum reform, learned from the Yucai model, the Yangsi model, the Durangkou model, and the Changle No. 2 Middle School model, and took constructivism, humanism, and the theory of inductive inquiry teaching as the theoretical basis, and launched a 6-step collaborative learning model.

Under the premise of accurately grasping the curriculum objectives and standards and comprehensively utilizing curriculum resources, collective lesson preparation is used to ensure the implementation of classroom and classroom extension teaching, effectively implementing the classroom role of student-centered and teacher-led, fully mobilizing students' enthusiasm for self-directed, collaborative, and exploratory learning, and achieving a high-quality and cost-effective new classroom learning model. The practice of the 6-step collaborative learning model in Jinying middle schools has proven that it is truly a quality education. In the 6-step collaborative learning model, there are three standard sentences in the student presentation session: "I show", "I add", and "I question", which represent three kinds of spirits: self-confidence, cooperation, and creativity, which are putting what students lack most in Teaching to the test many schools have discovered and noticed this excellent model.

Since September 2013, Principal Li Jinchi has been invited to lead Jinying high school teachers to participate in The "National Top Ten Curriculum Reforms and Renowned Schools' Characteristic Concentrated Exhibition Activity and the National Top Ten Curriculum Reforms and Renowned Schools' Principal Summit Forum and Characteristic Course Exhibition Activity", as well as the

invitation of Executive Principal Gao Jun to impart classroom experience in Sichuan, Henan, and other places, have caused a massive response in the local area. During the four months from September 2013 to January 2014, Jinying High School welcomed nearly a thousand units and over 20,000 educational colleagues from all over the country to visit and inspect. Peers in the education industry praised the 6-step collaborative learning model as the "third largest classroom paradigm in China after the Yangsi and Dulangkou models". With the launch of the three main educational concepts of "passionate education, efficient classroom, and fine management" at Shijiazhuang Jinying High School, the school has also achieved consecutive miracles in the college entrance examination. As a private school, Jinying Middle School enrolled almost all low-income students in the first year of senior high school that year and achieved good results. This is because after Li Jinchi, a nationally famous education expert and former president of Hengshui High School, became the principal of Jinying Middle School in 2010, he carried out all-round reforms in the school's internal management system, operating mechanism, education, and teaching, especially 6-step collaborative learning model pioneered by the school, which truly returned the classroom to the students, It has promoted the improvement of students' learning ability and overall quality, and driven the rapid improvement of teaching results. This learning model has also attracted a wave of education professionals from across the country to observe and learn, and many high schools are rushing to introduce and apply it, with significant results. Since Hebei Daily (January 13, 2014) published the article "6-steps collaborative learning model is an excellent seed" in the 10th edition, the Shijiazhuang Jinying middle school classroom paradigm has been rapidly promoted inside and outside Hebei Province, and many high schools in Sichuan, Shandong, Henan, and other provinces are competing to learn the 6-steps collaborative learning model. The principal of Jianshui Experimental High School has visited Elite High School multiple times for inspection and learning, and introduced this model to Jianshui Experimental High

School in 2014. Until this year, a 6-step collaborative learning model has been developed over the past 9 years.

The changes brought about by the 6-step collaborative learning model are as follows: the original classroom appearance has been restored; the transformation of teachers' concepts and teaching behaviors has occurred; comprehensive improvements in students' learning quality, learning ability, and overall quality have been achieved; and the rapid improvement of school teaching quality has been observed. It has promoted the comprehensive improvement of students' learning ability and quality and driven the rapid improvement of teaching results. The 6-step collaborative learning model is an effective way to reflect the core competitiveness of a school. Teachers and students have widely welcomed this classroom model, and the daily classroom order has been truly subverted. The situation of forcefully instilling knowledge into the classroom has undergone a complete transformation, and students' learning enthusiasm has been genuinely stimulated. Students generally report that such classes enable them to learn quickly, remember well, and achieve good results.

The 6-step collaborative learning model emphasizes the autonomy, cooperation, and exploration of students' learning process; it is always better to teach a person who is hungry to fish than to give them a fish. It requires teachers to change their roles from knowledge imparters to facilitators and guides of students' learning. In teaching, Teachers not only emphasize basic knowledge and basic skills but also emphasize processes and methods. Each class should be interconnected, making all students nervous and efficient. Students constantly read, think, question, debate, and practice, allowing them to dissect the class content in various ways, analyze it from multiple perspectives, from the outside to the inside, and ultimately use multiple keys to unlock it. The fundamental goal is to enable students to change from "understanding" and "learning" to "learning" and "using" (Yasmin, 2019).

The 6-step collaborative learning model requires that the protagonist in

the classroom be transformed from a teacher to a student. What can be expressed by students in class? Try to let them express themselves. What can be concluded by students? Allow them to draw their conclusions. Only by allowing every student to participate in classroom teaching and express their own opinions can the learning process become more engaging and effective. This self-learning method not only helps to cultivate students' observation and thinking abilities but also makes them more proactive in the learning process, fully mobilizing their enthusiasm for learning, and is conducive to the large-scale improvement of teaching quality. Li Jinchi proposed that teachers should quickly change their educational concepts, liberate their minds, believe in students' abilities, and believe that students have better innovative thinking than teachers. Hand over the classroom to students, cultivate their abilities, and enable each student's personality and strengths to be unleashed, avoiding the suppression of their rich creativity and imagination. At the same time, the 6-step collaborative learning model presents higher requirements for teachers' lesson preparation, lectures, knowledge reserves, and professional abilities, which is of great significance to teachers' professional growth. The 6-step collaborative learning model completely subverts the traditional classroom model, transforming the protagonist of the classroom from a teacher to a student, allowing each student to participate in classroom teaching, fully mobilizing the enthusiasm of each student to learn, and truly returning the classroom to the students. In the classroom, students actively explore, actively discuss, and passionately demonstrate. Through their careful consideration, they acquire knowledge, enabling them to learn quickly, remember effectively, and apply it efficiently, which significantly improves classroom efficiency. The students who study under the 6-step collaborative learning model have seen significant increases in their scores.

The 6-step collaborative learning model is now standard in junior high schools. It requires every class to follow this model.

This is also true for English classes. It is constructive in improving the

English skills of junior high school students. This model has six sessions in total: a warm-up session, an introduction session, a thinking session, a discussion session, a presentation session, and a comment session.

The 6-step collaborative learning model has transformed traditional teaching methods and educational ideologies, aligning with the educational philosophy of the new curriculum standards. It effectively improves students' academic performance and enhances their comprehensive abilities, laying a solid foundation for their future development. The 6-step collaborative learning model enhances students' self-directed learning abilities. The thinking section in the 6-step collaborative learning model requires students to preview new learning content and focus on self-directed learning in the classroom, which significantly enhances students' self-learning abilities. The awareness of collaborative inquiry has been improved. The discussion link in the 6-step collaborative learning model fosters collaborative learning, enabling students to understand the importance of mutual help and respect and to engage in a reasonable division of labor. This not only strengthens the understanding between students but also enables them to recognize that collective power is strong, and they should learn to tolerate and communicate effectively with one another. The 6-step collaborative learning model enhances students' confidence and self-efficacy. Teachers lead the 6-step collaborative learning model, which is student-centered, allowing each student to fully utilize their talents, tailoring instruction to their aptitude, and enabling every student to bloom. This enhances students' confidence, clarifies their outlook on life and values, and lays a solid foundation for their future development. Liberating teachers from the classroom and integrating modern educational concepts has truly achieved the goal of returning the classroom to students, putting students at the center, making their learning process a process of exploration and discovery, truly becoming the subject of cognition, enhancing their thirst for knowledge, and thus improving their learning ability, truly reflecting the spirit of students' "learning autonomy."

2.2.1 Warm-up

Play classic English songs, dances, and videos. Play some simple interactive games

**2.2.2 Introduction**

Teachers use concise and clear language to introduce old knowledge into new knowledge, to stimulate students' curiosity about the knowledge to be learned. Image import, multimedia import, dialogue import, and classroom questioning import.

**2.2.3 Thinking Session**

Students read the textbook according to the roadmap on the classroom guidance outline, self-study and reflect, draw circles。 analyze and summarize, and keep records. Teachers advocate for students to "learn first", and they are diligent in patrolling and checking each student's self-learning status. They cultivate the habit of writing while reading, and require students to check, draw, circle, point, and note on the textbook or outline page. Ensure high concentration, independent thinking, and in-depth research among students. Laying the groundwork for the next "discussion" and "exhibition" session

**2.2.4 Discussion Session**

Students discuss in groups or at the same table based on the discussion questions presented by the teacher (the discussion content are valuable questions) Before the discussion, the teacher raises the questions and requirements for discussion, guides students to collect and review relevant materials or conduct certain research, and then divides students into groups for exploration and discussion. Each member actively expresses their opinions based on actual issues and then discusses different perspectives. Allow time for the teacher to summarize and discuss, and point out existing problems, so that students can gain correct perspectives and systematic knowledge.



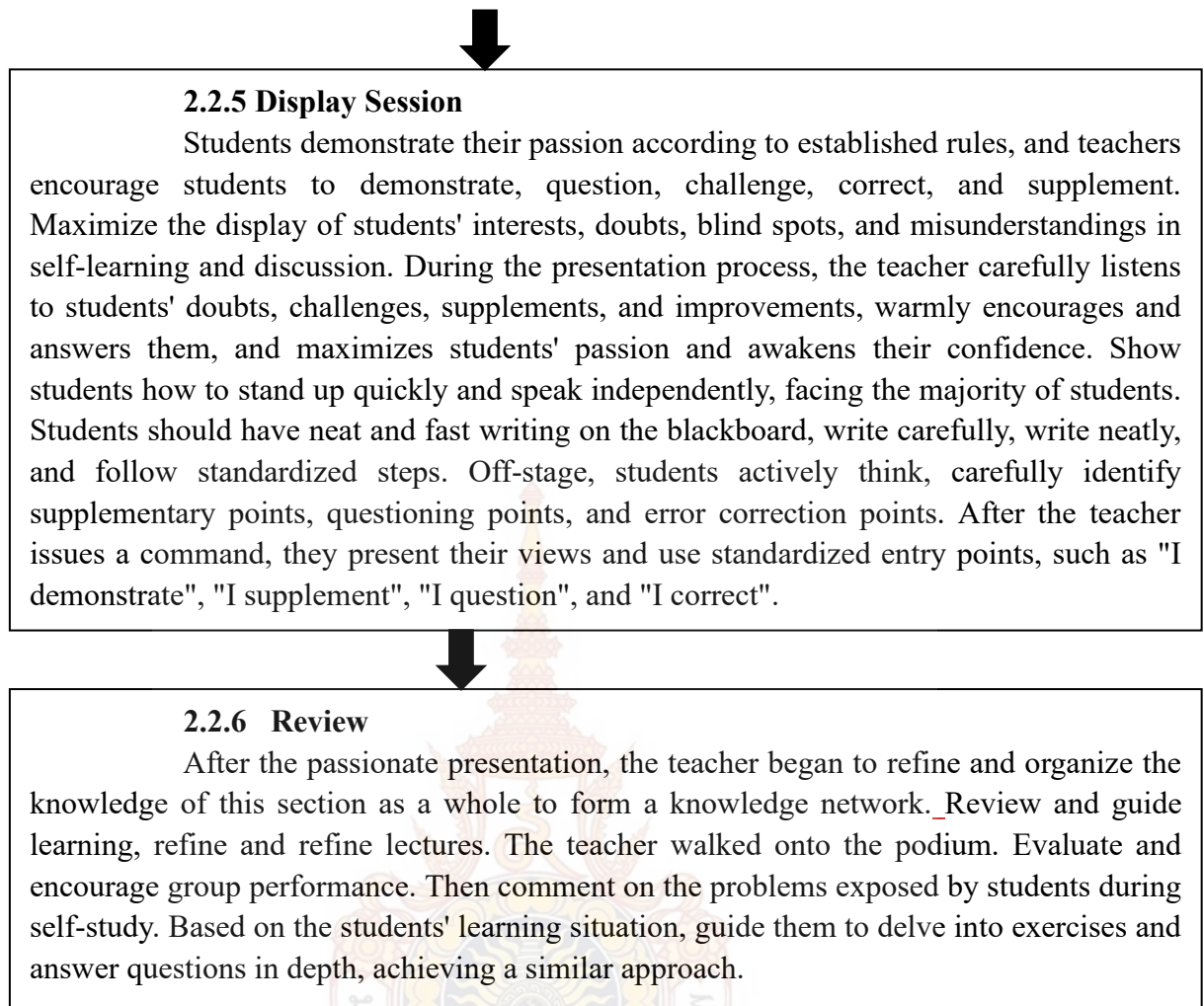


Figure 2.1 The 6-step Collaborative Learning Model

2.2.1 Warm-up

In warm-up activities, teachers should base themselves on textbooks and choose scientific, reasonable, and diverse methods tailored to students' age characteristics, cognitive levels, and psychological characteristics to improve classroom teaching efficiency. Communication and interaction methods. During the warm-up process, communication and interaction are crucial. Applying the knowledge learned during the warm-up at the beginning of class can help students enter a state of learning and achieve the goal of using language for effective communication (Savaş, 2016).

2.2.1.1 Free Talk

Free Talk means free talk. It builds a bridge of communication between teachers and students, and among students. Before class, teachers can provide a topic for students to discuss freely, such as the weather, personal interests, hobbies, and tourism.

2.2.1.2 English-Show

This session allows students to showcase their English style freely. The English Curriculum Standards for Compulsory Education (2011 Edition) states that in teaching, teachers should adhere to a student-centered approach, face all students, and pay attention to individual differences. Due to differences in students' intelligence and cognitive levels, there are variations in their ability to absorb knowledge at different rates and speeds. Therefore, teachers should respect students' differences, protect their self-esteem, guide them in developing self-affirmation, and actively engage them in learning within the classroom. During the warm-up before class, teachers use the English Show platform to give students at each level the opportunity to showcase themselves. Display content for students to choose from, giving them ample room for selection. Students can choose the appropriate display content based on their English proficiency. Students with good proficiency can tell stories, sing English songs, change, and say a rhyme, while those with poor proficiency can read a short dialogue or read words from the text and memorize them. The purpose of motivation is to stimulate the interest and confidence of students at all levels in English learning, create opportunities for them to showcase themselves, and allow them to feel a sense of achievement in learning English during the process of showcasing themselves so that they can have a fuller state and a more confident attitude to participate in the entire class, maintain confidence in learning, and gradually form a virtuous cycle.

2.2.1.3 Situational Communication

According to the English Curriculum Standards, students should

experience and learn language in real-life situations. The ultimate goal of language learning is to apply it in daily life. Therefore, in English classroom teaching, creating situations is crucial for students' learning. It can reduce the difficulty of students' understanding of the learned content, making teaching more engaging, vivid, interesting, and authentic, and allowing students to acquire knowledge in a pleasant atmosphere. Teachers can create realistic simulation environments using outdoor decorations, multimedia devices, sound effects, props, and clothing. Integrating initially dull language content into real situations makes the teaching of this lesson more authentic and students more interested.

2.2.1.4 Activity Method

Students are naturally lively and active, with rich content and diverse forms of activities that are more likely to attract their attention. Activities that conform to students' psychological and physiological characteristics can not only attract students to actively participate but also enhance the classroom atmosphere, achieving a teaching effect that combines education with entertainment. Students are naturally lively and enjoy singing and dancing. Especially for lower-grade students who are very active, it is challenging for them to calm down as soon as they enter the classroom. Teachers need to help them gradually adapt. Teachers use the teaching content to compose English songs, rhymes, or both, which are both beautiful and practical in attracting students. Through singing and physical activity, they lead students into the classroom to learn, enhancing their interest, activating the classroom atmosphere, and allowing them to recall the knowledge they have learned quickly.

2.2.2 Introduction

Introduction, also known as lesson guidance, is a crucial component of classroom teaching, marking the beginning of the entire teaching process and a key link in mobilizing students' enthusiasm. It is a crucial link in classroom teaching (Hino & Funahashi, 2022). A good introduction can connect new and old knowledge,

predict the climax and outcome of the classroom, and guide students' thinking direction. A good guide is like a magnet, which immediately attracts students' attention and can inspire them to move forward. The teacher carefully designs the introduction process, which can lay a solid foundation for the smooth progress of the entire class. The design of effective mentoring should be student-centered, helping students integrate their existing knowledge system with the information provided by new mentors to form a new knowledge framework. Classroom introduction is the first shining point of teaching art. The primary function is to arouse attention, evoke emotions, and convey them within

The basic requirements are simplicity, clarity, accuracy, and naturalness. To design a good introduction for a lesson, it is necessary to explore the connotation of the textbook carefully. The first sentence at the beginning is the most difficult, much like setting the tone of a piece of music. If a class is introduced correctly, it can directly attract students' attention, thereby facilitating the smooth progress of classroom activities and improving classroom efficiency. Therefore, we should employ various means of introduction to stimulate students' interest in learning, enable them to actively participate in the teaching process, and serve as pioneers for the entire class. The use of questions in the classroom is an art and a teaching method. The teacher elicits students' initial reactions and responses through questioning and then, through corresponding dialogue and communication, provides analysis, evaluation, and modification, asking follow-up questions to proceed accordingly. However, this approach is optional, as questioning is not always in the teacher's hands, and communication can also occur between students. However, in our daily teaching process, we lack research and exploration of the strategies and principles of English classroom questioning, resulting in classroom questioning becoming a mere formality. On the surface, teachers and students ask and answer each other, but in reality, it lacks practical value. Classroom questioning presents the following phenomenon: there is less real content in the input information, students at

lower levels answer less, there is more boredom after prolonged questioning, and there are more direct and brief answers. Due to the inappropriate questioning in the classroom, students' interest in engaging in communicative activities is largely suppressed. Appropriate classroom questioning can create an intense learning atmosphere, enabling students to actively think about problems, seek ways and answers to solve problems, and cultivate their ability to analyze and solve problems, effectively improving the efficiency of English classroom teaching. If teachers often use the method of setting questions when introducing new courses and, through effective questioning, create a strong desire in students to pursue new knowledge and mysteries, it can have the beneficial effect of stirring up a thousand waves with one stone. However, effectively designing problems during the introduction process is a teaching art that requires careful design and is challenging to implement.

2.2.2.1 Basic Application of Teaching Introduction

(1) Quickly attract students' attention and enter a learning state quickly. Extracurricular activities are children's favorite, so when the bell rings, many children are not ready for class; some are not even ready for books, and some are still immersed in the activities they just started, even talking loudly. Therefore, at this point, if the teacher uses an excellent introduction to begin the lesson, it can capture the children's attention, help them quickly forget the game just now, redirect their excitement to the classroom content, and enable them to immerse themselves in the learning process fully (Gangyang, 2007).

(2) Use emotions to attract students and stimulate interest. The beginning of each class is a brand-new display. The introduction of teaching aims to establish an emotional connection between teachers and students, fostering a harmonious atmosphere throughout the entire classroom. This enables teachers and students to integrate into the classroom together, stimulating students' desire to learn and deeply touching the depths of their hearts, thereby inducing them to explore new knowledge.

(3) Reviewing the past and learning new things one step at a time. Human thinking is based on specific associations, and the introduction of teaching can play a role in this aspect. By using old knowledge to introduce new knowledge, students can build on their existing knowledge and make it easier to accept new concepts, ultimately making their knowledge more systematic.

2.2.2.2 Basic Requirements for Teaching Introduction

(1) The introduction should be fun

The fun of introduction is paramount, and interest is the positive emotion generated during the process of understanding things. This psychological state will encourage learners to actively seek ways and methods to understand and comprehend things, demonstrating a strong sense of responsibility and a strong spirit of exploration. If the classroom introduction is full of fun, students will view learning as a spiritual enjoyment and thus be able to learn more consciously and actively (Dewey, 1913).

(2) The introduction materials should be novel

Nowadays, students are easily able to absorb new information. They are curious about new things and eager to find out. Therefore, novel and contemporary information can arouse students' interest. The more novel the materials, the more they concern everyone, the closer they are to students' lives, and the stronger their interest in participation (Schiefele, 1991).

(3) The introduction should be close to students' actual lives

Although we emphasize the need for interesting introductions, it is not that unthinkingly pursuing novelty neglects factors such as students' age characteristics, knowledge structure, and receptivity. The introduction and selection of materials should be relatable and targeted towards most students. To fully comprehend the specific situation of students, it is necessary to determine the entry point. Avoid being too high and beyond students' acceptance and understanding, which will only backfire.

2.2.2.3 Basic Methods of Teaching Introduction

Of course, due to the different characteristics and contents of the textbooks, there will inevitably be countless differences in the specific design process. According to the design form, it can be roughly divided into the following types. During these processes, consciously intersperse some questions related to the theme to enhance the teaching effect. In English teaching, there are several commonly used import methods:

Question-based introduction method

Having a clear teaching purpose in the classroom is the primary requirement for a good lesson. Teaching is a bilateral activity involving both teachers and students. Teachers' teaching is based on students' learning. (Stokhof, 2018). In teaching, teachers can help students understand the content, objectives, steps, and other key aspects of each class, enabling them to take a more active role, think critically, and achieve effective teaching and learning. How can we help students understand the purpose when they are first introduced to the classroom and effectively cooperate with both teaching parties? Different teaching contents, teaching objects, and teaching situations require our teachers to employ various methods to organize classroom instruction. Under normal academic circumstances, relaxed and natural questioning and dialogue can be used to attract students' attention, stimulate their thinking, and spark their interest, thus smoothly introducing the learned content. Through natural dialogue between teachers and students, students can understand the learning content of this class and also smoothly introduce the specific teaching content below:

1) Seize the difficulty and timing of questioning

Mastering classroom questioning techniques plays a crucial role in improving classroom teaching effectiveness. Flexible and engaging questioning methods can capture students' attention, generate interest and curiosity, encourage students to think actively about problems, and enhance their enthusiasm for learning.

Asking questions can enhance emotional communication between teachers and students. During the communication process, the teacher gained insight into the difficulties faced by students in various aspects of their learning and life, as well as their perspectives and attitudes toward relevant issues. By asking questions, teachers can gain a deeper understanding of students' study conditions and identify areas for improvement in their teaching methods, allowing them to enhance their instruction continuously.

Difficult and inappropriate questions are meaningless. If the question is too difficult for the student to answer, the purpose of the question is naturally not achieved. If the question is too easy for the student to answer, the question's purpose is also not achieved. Generally speaking, questioning should proceed from the surface to the deep, and the questions asked should be tailored to the specific situation in the classroom. It is not difficult to find that a question that goes smoothly in one class may not work in another class. Similarly, it is also important to grasp the timing of questioning. It requires teachers to have rich experience and a strong ability to control the classroom. Therefore, teachers should be diligent in their learning and continually improve their literacy (Morgan, 2006).

2) Alternating the use of different questions when asking questions

In class, teachers usually use questioning to check students' understanding of the material. We refer to this type of problem as a checking problem. This type of question can help teachers determine whether students understand a specific word, phrase, sentence, or concept. Therefore, the expected answer does not need to be lengthy. A productive question refers to those questions that students do not want to answer with just one or two words, but instead hope to explain as much as possible. When asking such a question, one should avoid being too focused and instead ask the question more broadly. This way, students can have more opportunities to play. For example, "What do you usually do in the evening?" is a question of exertion, while "Do you usually do your homework in the evening?"

"It is not a question of exertion. Students, when asked about exertion, can be prompted by the teacher to continue speaking by using phrases like 'What about...?' to introduce a specific topic.

3) Pause appropriately when asking questions

After asking questions, teachers should give students time to think. It is not difficult to find that teachers and students feel nervous about the silence in the classroom, even if it is brief or instantaneous. A few seconds may seem as long as a few minutes, and some students may need to think longer than others. However, teachers often cannot tolerate this kind of silence when thinking and often urge students to answer or ask questions, which is not conducive to mobilizing students' enthusiasm to participate in classroom activities. The necessary silence is necessary, and the time for thinking should not be wasted. The pause time should depend on the situation of the problem.

4) When asking questions, ask with suspicion

In language teaching, teachers should create as many scenarios as possible for students to use the language. One way is for teachers to communicate with students in English as much as possible in the classroom. For example, asking truthful questions instead of asking them knowingly for practice. Teachers should be adept at seizing any opportunity for communication available in the classroom (Clemens & Grolig, 2023). If the story of a great woman is mentioned in the text, the teacher can ask the students who they admire the most. The story of adventure is also mentioned in the text, and the teacher can ask the students if they have any adventure experiences. If the text includes content discussing the advantages and disadvantages of students carrying mobile phones, students can share their opinions on the topic.

5) Prompt appropriately when asking questions

Sometimes, students cannot answer the teacher's questions immediately because they do not fully understand the questions themselves. Therefore, teachers can restate the problem in different forms or simplify and concretize the problem. If

students do not know or understand a particular word in the problem, it will also affect their reaction to the problem. For example, if a teacher says, "Can you elaborate on your answers?" and the students are unable to respond, the teacher should quickly change the statement, such as "Can you say something about it?" Undoubtedly, when asking poor students to answer questions in class, teachers should always provide prompts to encourage participation. At the end of each question and the entire set of questions, the teacher should evaluate and summarize the students' answers. It is worth noting that the teacher should anticipate the various responses from students to the questions raised. For students who answer questions correctly, teachers should warmly and unequivocally give full affirmation so that students can fully enjoy a sense of achievement. Teachers should be careful not to harm students' self-esteem when pointing out mistakes in their answers to questions that are not entirely correct. At this point, the teacher can provide the correct answer themselves, or other students can continue to answer. In short, when evaluating the questions answered by students, teachers should fully respect their labor.

6) Introduction of Common Sense Questions

Teachers closely connect with real-life situations, combining common sense familiar to students to design problems and then introduce new concepts. This can encourage students to think positively and stimulate interest in exploring the mysteries of problems. How many months are there in a year? What are they? What months make spring in Shanghai? The student union is very interested in finding answers, which stimulates students' enthusiasm for learning. This approach, which utilizes common sense to introduce questions and employs questions to promote learning, aligns with cognitive principles that emphasize asking questions, analyzing problems, and solving problems. Therefore, teachers can use it in teaching according to the content of the textbook on time

7) Triggering Thinking Questions: Introduction Method

Students all have a particular living environment, including school,

family, and society. Choosing a familiar environment can develop their imagination and give them something to say. For example, ask students, "What park do you know? What can you do in the park? What would you like the picture to be? When everyone was in high spirits, the teacher immediately introduced the new lesson and naturally intervened in the new content

8) Interesting question introduction method

This is a method of introducing interesting questions into the new lesson based on the age characteristics of students. It can stimulate students' interest in learning, stimulate their enthusiasm for learning, satisfy their curiosity and thirst for knowledge, and shift their thinking activity from a suppressed state to an active state.

2.2.2.4 Intuitively-enhanced Method

Psychological practice has proven that memorizing materials is more effective if they can be directly manipulated or become objects of activity. Currently, Chinese students learning English are often confined to a limited language environment. Therefore, teachers should utilize existing teaching equipment and textbooks to create an environment that is as conducive to language learning as possible. Moreover, the difference between English teaching and numerology teaching lies in their focus on activity-based teaching, where activities primarily refer to games and competitions. Children are naturally playful and competitive, so they can fully utilize this to cultivate their interest in learning, learn through play, and deepen their understanding and application of knowledge. Through games, competitions, and other activities, they can also increase their collective awareness and sense of honor, which can be said to be achieved with one move.

1) Using simulated story scenarios to enhance the atmosphere

Stories are inherently infectious to children, so when you tell them to take them to a world of stories today, their eyes are always wide open. *I will also look forward to the various language knowledge points I speak.* For example, when teaching vocabulary related to ocean themes, one can design a scenario, show a map

of an ocean park, and invite students who have visited the park to introduce themselves and identify various locations. Simulate real-life scenarios to help understand. It can be used to attract students' attention and encourage them to observe the physical objects in their daily lives. Students' mastery is significantly stronger than in traditional teaching, and they can apply it freely in their teaching. The intuitive and vivid classroom introduction greatly stimulates students' enthusiasm for learning and thirst for knowledge, and teachers and students engage in teaching and learning at their best.

2) By using English songs with a lively and easy-to-sing rhythm, we can stimulate. The wonderful music and songs create a special sense of familiarity and a cheerful atmosphere, which instantly shifts students' attention from extracurricular activities to the classroom. It is not just playing English songs in every class, but instead selecting suitable English songs that align with the teaching objectives of this class. When teaching human body parts, sing "Head, shoulders, and toes". Teachers can record the beautiful English songs in the textbook together, which is also more convenient to use. A song that is easy to remember and catchy, coupled with simple movements, can not only liven up the atmosphere but also cultivate students' language sense, such as the tongue twister: "Green tea, green tea It is for me. But where is the key?" The process of English classroom teaching is an interactive process between teachers and students, and the teacher's questions and student responses constitute language communication between teachers and students, which is the main form of student language practice. Adequate and reasonable questioning will improve the quality of classroom teaching. Based on this perspective, question-based classroom teaching is increasingly receiving attention from teachers. It is frequently applied in English teaching activities to enhance motivation, with the degree and method of stimulation far exceeding that of general explanations. Teachers use the knowledge that students have already learned or their social and life practical experiences to set questions to inspire students, connect textbooks with

students' existing knowledge, and interact with new and old knowledge to form new knowledge

2.2.3 Thinking Session

For a long time, our teaching has employed a full-classroom approach, with the teacher at the center, as students silently acquire new knowledge in line with the teacher's ideas. The teacher takes care of all the cognitive processes of students, and students are always in a passive state of acceptance, which leads to a general lack of independent thinking ability among our students. Independent thinking is crucial for effective learning. With the highly developed economy and technology, the ability to think independently has become more important. Independent thinking not only helps students develop good learning habits and improve their learning outcomes but also helps them form a healthy personality and stimulate their creativity. Cultivating students' independent thinking ability is a problem that China's education needs to solve today, which has significant practical significance. Educators are duty-bound and have a long way to go. Adopting new teaching methods is the only way to address this significant issue.

2.2.3.1 Points to Pay Attention to During the Thinking Process

(1) Pay attention to the quality of thinking about problems. Different quality perspectives will have different efficiency perspectives. Learning begins with thinking; thinking, in turn, stems from questioning. Setting appropriate questions in classroom teaching creates students' expectations. It requires problem-solving, guiding them to explore based on their learning, and ultimately satisfying their expectations and needs through knowledge acquisition, thus allowing them to experience the joy of success. The design thinking questions should align with the theme of this lesson, focusing on key and challenging points.

(2) Pay attention to the time for thinking about problems. Allowing students sufficient time and thinking time generates many of the highlights in the classroom. Each student is unique, and they will think about the questions raised by

the teacher in their own way. So, there is often more than one answer to a question. Give students a time frame: Each class has different thinking and problem-solving abilities, with some students being faster than others. Each class also has different attitudes towards learning, and strict rules on problem-solving time provide students with a sense of urgency, helping them develop efficient problem-solving habits.

(3) Pay attention to the quantity of thinking problems. Quantitative change can indeed cause qualitative change. Knowledge needs to be accumulated, and learning must be gradual, down-to-earth, and persistent in order to achieve the desired results. When designing problems, teachers should pay attention to quantity, which can help students accumulate a certain amount of practice and avoid wasting time. However, the number of questions should be appropriate to ensure that students complete them within the specified time rather than becoming a burden. This not only achieves the purpose of training but also ensures the effectiveness of thinking.

(4) Teachers should attach importance to the preparation work before students begin to think and carefully plan their lessons. In addition to preparing regular content, it is more important for us to prepare "students" and think more about how to use more refined language and an accurate tone to stimulate students' thinking, making them the masters of most of the classroom time, giving them more and sufficient time to think, communicate, and explore, and promoting their active development.

(5) To leverage the emotional role of teachers and students and enhance the learning interest of all students. Love is the driving force of learning! Teachers should pour all their love and enthusiasm into their students during the educational process, treat the educational objects equally, and pay attention to the students' learning status and progress, inspecting and providing individual guidance as needed. Education requires love, and it is also necessary to cultivate love. Education without love is the education of death, and education without love is the education of failure. Love is the life of education, the catalyst, lubricant, and adhesive of education.

Quality education places higher demands on every educator, who must love students comprehensively. All for the sake of students, for all of them, for all of them. This requires teachers to have a heart of love and cultivate their hearts so that all students can receive the love they deserve.

(6) Use multimedia appropriately. Multimedia, as an application of modern educational technology in teaching, is increasingly valued and welcomed by teachers, resulting in changes to learning models and processes. It is a highly effective means of cultivating students' interest in learning, increasing their awareness of innovation, and developing practical skills. The countdown function can be used during the thinking process.

2.2.3.2 Ways of Thinking

Dynamic Thinking:

For English phrases frequently tested, most of them are fixed combinations. Considering why they are written in this way is not meaningful; instead, it focuses on accumulating and mastering their correct writing and pronunciation. Therefore, students can adopt a dynamic thinking method of reading and reciting aloud, which is more effective than reading quietly.

After the introduction phase, questioning can be used to encourage students to think critically and solve problems. Standard questioning methods include asking questions at key content points, comparing content points, inquiring about specific text details, posing questions at the most effective time, and asking questions when students are engaged and interested (Gorlov, 2022).

Static Thinking:

Complete the exercise questions designed in class, which can be multiple-choice questions, fill-in-the-blank questions, or connected questions. During this process, the teacher prohibits students from interrupting each other's thinking. The teacher is responsible for managing the class, supervising the students, and identifying the class's problem-solving situations and favorable answer rates,

which are convenient for the teacher's comments and future problem-solving.

2.2.4 Discussion Session

Classroom discussion is a form of classroom organization in which students actively discover concepts and patterns, inspired and guided by teachers. The "classroom discussion teaching method" primarily refers to the application of discussion by teachers to impart knowledge and transform the traditional single teaching method into an interactive teaching method that involves student group cooperation. Before the discussion, the teacher should raise the questions and requirements for the discussion, guide students to collect and consult relevant materials or conduct specific investigations and research, and then divide students into groups to explore and discuss. Each member actively expresses their opinions based on practical issues and then discusses different viewpoints. Allow time for teachers to summarize the discussion and highlight existing problems so that students can gain a correct perspective and systematic understanding. The classroom discussion teaching method is a teaching approach that stimulates students to think actively and independently, cultivates their scientific thinking, exercises their language expression and communication skills, fosters emotional connections between classmates, and promotes a sense of cooperation. Discussion can solve problems that have not been solved in the thinking process and, on this basis, deepen the understanding of the thinking problem.

2.2.4.1 Discussion Methods

(1) Tablemate discussion: For relatively simple questions, you can directly discuss and verify answers with each other at the same table, which can not only save efficiency but also be precise and efficient.

(2) Front and rear table discussion: For moderately complex problems, it may be difficult for two people to solve them, but too many people discussing them can be a waste of time and workforce.

(3) Group discussion: This is a learning method that treats learning

groups as a unit and conducts discussions centered on a specific problem. Before the group discussion, the teacher raises questions to stimulate students' thinking and encourage them to engage in critical thinking. During the group discussion, the teacher timely grasps the situation and guides them accordingly. After the group discussion, the teacher will present the results and organize a presentation. Each group has a team leader who leads the members. The function of group discussion is primarily reflected in the following aspects: First, group discussion has created a communication platform for students, allowing them to express themselves freely, making them the protagonists of classroom learning, and making the classroom no longer dull. Secondly, group discussions offer students a more interactive and freer space. Students express their opinions on specific learning tasks, share information, and engage in thinking collisions, which can stimulate their inner potential and awaken their awareness of participating in English learning. Finally, by actively participating in group discussions, students can not only hone their English expression skills but also enhance their critical thinking abilities, cultivating comprehensive skills such as observation, imagination, and critical thinking. In addition, close communication, mutual assistance, and enhanced understanding among students in group discussions can deepen their emotions with classmates and enhance team awareness. By actively participating in group discussions, students can not only hone their English expression skills but also enhance their critical thinking abilities, cultivating comprehensive skills such as observation, imagination, and critical thinking. In addition, close communication, mutual assistance, and enhanced understanding among students in group discussions can deepen their emotions with classmates and enhance team awareness (Welty, 1989). Group discussions require a scientific and reasonable design, as well as timely and effective regulation. Firstly, teachers should have a strong sense of design. As a classroom learning activity, group discussions are closely related to the acquisition of English knowledge and the development of students' language thinking abilities, and should not be applied

casually. Secondly, teachers should possess professional skills in designing group discussions. Based on the purpose of the group discussion, the student's situation, and the learning content, comprehensively consider various factors and design tasks and forms suitable for student discussion. Ultimately, teachers must possess practical organizational skills. During group discussions, there is frequent interaction between students and an increase in unpredictable situations. Teachers should be clever and flexible in responding to classroom-generated problems to ensure that group discussions proceed in an orderly manner.

2.2.4.2 Considerations of Discussion Session

(1) Based on students' actual situation, enhance the purposefulness of group discussions. The protagonists of group discussions are students, and group discussions in English classrooms are no exception. Clear learning objectives can provide high school students with a clear focus when participating in English learning group discussions, keeping their thinking activities on track and enabling them to achieve a precise and targeted focus when expressing and communicating their ideas. This, in turn, directs their attention to participating in group discussions and achieving the group's objectives. Therefore, when designing teaching before class, teachers should clarify the purpose of group discussions based on the current knowledge and abilities of high school students, combined with the requirements of high school English learning, and enhance the effectiveness of group discussions. For example, through group discussions, students are encouraged to share information and engage in in-depth thinking, explore feasible measures to protect wildlife, and deepen their awareness of harmonious coexistence between humans and animals (Magen-Nagar & Steinberger, 2017).

(2) Group discussions have played a positive role in mobilizing students' awareness of participation and encouraging them to exert their subjective initiative. Designing appropriate discussion tasks can enhance the value and significance of discussions while also stimulating students' enthusiasm and improving the efficiency

of discussions. When designing teaching before class, teachers should create appropriate discussion tasks based on the English learning content to train students' critical thinking and facilitate practical group discussions in the classroom. For example, in order to activate students' existing experience of browsing web pages and obtaining information through the internet, teachers organize group discussions with students. Through brainstorming, various answers were formed. After the group discussion is completed, Students share answers: Through communication, students have trained their language skills, improved their thinking skills, and broadened their horizons. Group discussion tasks are important factors that affect learning outcomes. Not all content needs to be discussed; only learning tasks that require students to engage in in-depth communication and critical thinking are worth discussing. Teachers should analyze English learning content based on the cognitive levels of high school students, design practical tasks, and enhance the effectiveness of group discussions to improve student learning outcomes (Salter, 2009).

(3) Pay attention to the actual situation of the discussion and ensure the group discussion remains orderly, with frequent information exchange between students in the group discussion. Students' thinking is active, and ideas collide, forming a deeper understanding of problems through discussion. This is a dynamic generation process. There are too many uncertainties, which pose greater challenges to teachers' adaptability and control ability. During group discussions among students, teachers should continually monitor the progress of the discussions and the performance of individual students, take timely corrective measures, guide students' thinking activities, and ensure that group discussions are conducted in an orderly and efficient manner. Students are guided by questions to think, speak, and discuss in an orderly manner, with active participation from students. The actual situation of students in group discussions is the key to determining learning outcomes. Teachers pay close attention to group discussions and individual student speeches, provide timely guidance to students, guide the progress of group discussion activities, and

enable each student to achieve the learning goal through discussion. The classroom learning format of group discussions reflects the educational concept of "student-centered" advocated by the new curriculum reform, which provides students with a free space and enables them to engage in active, meaningful learning. This approach has certain advantages in promoting the development of students' abilities (Bass, 1954). The leaderless group discussion (Psychological Bulletin, 51(5), 465–492). However, the application of group discussion learning forms puts forward higher requirements for teachers' comprehensive quality. Teachers need to take it seriously, design it carefully, and regulate it scientifically. As designers of group discussions, teachers need to carefully organize and guide the selection of discussion content, group formation, and the discussion process. No link should be mindlessly random. Only by harmoniously integrating the subjectivity of students with the leadership of teachers can group discussions be maximized (Hennink, 2013).

2.2.5 Display Session

Communication and presentation are the primary themes of the entire classroom, and students' actions should be consistent throughout the class. By utilizing students' words, hands, and brains to showcase the results of the preview, we aim to stimulate thinking, encourage courage, develop abilities, and shape personality. Teachers should have a sense of full student participation, mobilize more students' enthusiasm for learning, allow students to "move" freely, "speak" freely, and actively seek knowledge in a zero-interference state in the classroom, promoting teaching through learning. Teachers should encourage students to express their opinions boldly and respectfully, even when they differ from those of others.

2.2.5.1 Definition of Display

The 'exhibition' in the display is 'unfolding'; 'Display' means 'display'. Classroom presentations are a teaching practice activity in which individuals or groups present ideas and viewpoints in the classroom to achieve communication or demonstration purposes (Li, 2016). Classroom presentations can tap into students'

potential, discover valuable content and existing problems, and effectively promote their growth. On the one hand, from the perspective of task-based learning theory, classroom presentations can effectively capture students' attention, thereby enhancing their learning efficiency and improving teaching quality. On the other hand, it also aligns with constructivist learning theory, which emphasizes students' active exploration and discovery of knowledge, as well as their self-construction of learned knowledge, thereby rapidly transforming external information and knowledge into their own knowledge and abilities. Classroom presentations can not only stimulate students' thirst for knowledge and expression but also encourage graduate students to complete educational and teaching tasks actively. Additionally, they help students. In addition, teachers use classroom presentations to actively provide feedback on students' learning situations, expose their existing problems, and help teachers grasp and judge the overall situation of students, providing a basis for adjusting teaching behavior and strategies.

2.2.5.2 Types of Display

(1) Group display

The group leader organizes the group presentation and requires all group members to participate. It is an important component of collaborative exploration within the group. Group presentations can provide more opportunities for students to showcase and exercise their skills, increasing the average number of students in the class receiving presentation opportunities per unit time and enhancing the amount of thinking training for all students per unit time, thereby ensuring the breadth and depth of student presentations. If the time and task are appropriately designed, group presentations can even achieve simultaneous participation from everyone. The group presentation primarily highlights unresolved or generative problems in learning, focusing on the most fundamental issues. The leader will report the unresolved communication issues within the group to the teacher via the learning team leader so that the teacher can understand (Mortensen, 1966).

(2) Class display

In-class presentations are generally conducted on a group-by-group basis within the class. The requirements for the class presentation include efficient and diverse presentation forms, sufficient supplementation, effective questioning, timely evaluation, and opportunities for expansion and improvement. Therefore, the class presentation should be presented first and then commented on. During the presentation, the group selects representatives to present standard and error-prone questions that have been identified within the class. When displaying, students with average academic performance are generally responsible for presenting, while students with good grades are responsible for commenting or expanding. Teachers should inquire, inspire, guide, and regulate the classroom on time. When commenting, the content of the review should be targeted, expanded, and supplementary. Comment on and rate the strengths and weaknesses of the presentation team in terms of participation, excitement, accuracy, unity, and collaboration.

2.2.5.3 Display Method

In an efficient classroom, simply saying and doing is not enough to stimulate students' enthusiasm; over time, even the most enticing classroom can become dull and uninspiring. Only diversified display forms can enable ordinary classrooms to surpass one another. In display, commonly used display forms:

(1) Oral presentation: The formation of concepts, description of phenomena, and other rich and voluminous content.

(2) Written presentation: proof of theorems, process of reasoning and exploration, solutions to problem examples, etc.

(3) Performance display: The students used facial expressions and postures to help them explain, increase, and enhance.

(4) Physical model display: Students can create the graphic content of the Learning Space in advance. Through students' display and comparison, we can

understand the relationship between graphics and deepen our understanding of relevant content.

2.2.5.4 Display Content

The value of presentation content lies in its "precision", which must be a question that students deeply explore. Whether it is a small group presentation or a large class presentation, it must demonstrate improvement, and it should not be a repetitive explanation or verification of answers by each group. The displayed content is divided into:

(1) Knowledge-based presentation: Students directly state the correct knowledge points, which can be obtained through reading and observation.

(2) Understanding presentation: This type of presentation involves students analyzing and understanding knowledge through a thoughtful speech that requires strong analytical and comprehension skills, as well as accurate language expression skills.

(3) Thinking presentation: Students presenting statements from the perspective of 'how do I think' will greatly motivate other students to think, thereby mobilizing their initiative and making the classroom a profound and vibrant space.

2.2.5.5 Display Precautions

(1) Requirements for standing posture: If students who are speaking need to use the blackboard writing to assist in explaining their viewpoints, they must stand on their side and not block the sight of their classmates next to them

(2) Language requirements: When speaking, the voice should be loud and clear. The language should be as concise as possible. The rhythm should not be too fast, and the language should be civilized and polite

(3) Speech sequence: Within the group, the group leader shall formulate the speech sequence. Group presentations are generally conducted in the order of the questions and can also be developed by the teacher based on the situation

(4) The process should be standardized: cultivate students' good display

habits, standardize display language, and require students to be familiar with the classroom display mode and be able to advance in an orderly manner according to the preset procedures. This is beneficial for students to quickly enter their roles in the initial stage. Ensuring a fast-paced and efficient classroom environment

(5) Pay attention to details and guide students to engage in interaction through presentation. Suppose the student is only saying the answer during the presentation. In that case, the teacher should guide the student to use "speaking" to complete the content of the presentation, especially for new knowledge. The teacher should still emphasize that if the student cannot explain some knowledge, the teacher can pretend to be confused and ask the student. This can not only make his explanation more comprehensive but also give other students a more thorough understanding of the knowledge. Guide the students in the presentation to ask other group members to complete the questions, propose challenges, and confrontations with other groups. In daily teaching, teachers not only need to train students in the language and methods of explanation but also pay attention to the students' presentation of knowledge and supplement their explanations (Johnson, 2000).

2.2.6 Review

The most crucial part of an efficient classroom is presentation and commentary. Receiving positive feedback in the comments after the presentation is beneficial for both teachers and students, as it helps improve learning efficiency in the interactive communication process, cultivates students' confidence, and thus enhances their language expression ability. Motivating students: Be good at listening to and absorbing the opinions of others, learn tolerance and communication, and learn collaboration and sharing. Through the classroom evaluation process, teachers can let students enjoy the joy of being a class master, fully mobilize their learning enthusiasm and initiative, explore their inner potential and creativity, and exert their subjective initiative, allowing them to learn to express themselves, not only learn knowledge but also experience the joy of learning. Ultimately, enable students to

achieve self-positioning and goals (Chen & Marek, 2017).

2.2.6.1 Providing Comments

(1) Classroom teaching comments should be targeted and specific. For the problems presented by students, targeted explanations should be provided during the comments. The problems presented should be summarized and evaluated promptly. The advantages and disadvantages of the problems should be presented, and the comments should reflect unique solutions and processes. Secondly, classroom teaching feedback should be able to expand and supplement existing knowledge. At the end of the feedback, the knowledge level of the problem being evaluated should be expanded and extended. When commenting, the problem may not be ideally evaluated and comprehensive. The key is that students will appropriately expand and supplement the problem at this time, which enables them to memorize the problem and promotes a deeper understanding of the knowledge points involved. It also saves teachers time for reviewing and supplementing in class. Additionally, preparing reviews, classifying, and expanding knowledge methods are effective ways to facilitate efficient learning.

(2) Students should make their comments and expand on the displayed content. Teachers should pay timely attention to the process of meeting standards and generating conclusions during the comments. At the end of each teacher-student activity review, teachers should always remind students whether they understand the meaning of the teacher's comments. During the review process, teachers and students should inspire, extend, and expand their understanding of problem-solving methods while also addressing key and challenging points, thereby deepening and enhancing their knowledge. This enables students to learn knowledge truly. When teachers and students conduct real-time evaluations, they should evaluate the correctness of the answers, the students' attitudes, the methods used, body language, voice performance, and language expression. Each class should be summarized and evaluated by the learning class leader for the learning group, and the best personal expression and

learning group must be evaluated.

2.2.6.2 Review Methods

The evaluation should highlight key points, address difficulties, and be targeted. When commenting on the problems presented by other students, it should be targeted to a certain extent. Evaluate and summarize the problems presented by the student, highlight the advantages and disadvantages of the displayed problems, or demonstrate one's unique problem-solving methods and processes. Commentaries should be able to expand and supplement their content. When commenting, it is necessary to expand and extend the question, as the presenting students may not necessarily be able to present the problem perfectly. At this time, the commenting students should appropriately expand and supplement the question so that not only can they memorize the knowledge points examined by the question themselves, but also inform the whole class about the knowledge involved in the question.

(1) Sincere and tolerant.

Every student always has a strong sense of self-esteem, hoping to receive sufficient and positive feedback from teachers. Strong self-esteem inevitably leads to strong sensitivity and vulnerability. Therefore, teachers should treat any student with sincerity. This kind of sincerity is not only reflected in the evaluation of good students but also in the teacher's need for a tolerant heart when evaluating students who have made mistakes and shortcomings, as well as tolerance for their vague thinking, mistakes, and even absurdity. Interactions between teachers and students in a harmonious atmosphere allow students to truly feel that the teacher is guiding them toward continuous progress. In this way, students will receive a sense of security, and naturally, they will speak out without hesitation.

(2) Sound and emotion are both abundant. To achieve effective feedback, teachers should not only pay attention to the accuracy and appropriateness of their words but also to the pitch, strength, tone, and urgency of their feedback. Additionally, they should be mindful of their facial expressions, body language, and

every move so that the feedback fully demonstrates a strong sense of human care. For example, when affirming a student, the voice should be loud and clear; when pointing out a lack of students, the voice should be gentle and sincere. For example, teachers can approach students and use encouraging eye contact and appropriate gestures to narrow the psychological distance between them, allowing them to convey genuine warmth and intimacy from the depths of their hearts. This kind of review is not only easy for students to accept but also can fully stimulate their desire to express themselves, activate the classroom atmosphere, and lead the process harmoniously

(3) Encourage praise. Criticism and reprimand will inevitably dampen students' enthusiasm for answering questions, affect their interest in the course, and even create a sense of disgust among them. Encouraging and praising students not only acknowledges their progress but also reinforces it, making them feel more psychologically motivated to continue. Because rough and straightforward comments can significantly harm students, genuine motivation is crucial to stimulate their interest in learning and enthusiasm for participating in classroom activities. This, in turn, can lead to a series of positive outcomes, ultimately improving teaching efficiency.

(4) Meticulous and accurate. Although monotonous comments with a single approach can have a specific effect, they cannot make waves or contribute to the classroom atmosphere because students are not clear about what is "good", what is "right", and what needs improvement. Therefore, teacher feedback should strive to be meticulous and accurate, accurately evaluating "right" and "wrong" so that students can understand where "right" is and where "wrong" is. Detailed, accurate, and vivid teacher feedback can maximize students' initiative and enthusiasm for learning, enhance the classroom atmosphere, better implement learning goals, and improve their academic performance. Only in this way can we gradually help students construct a knowledge and ability system and achieve the goal of "students'

emotions, attitudes, and values developing together".

(5) Seek truth from facts. When commenting on students' speeches, encouragement should be the primary focus, but it should not be overdone. It is important to seek truth from facts. Firstly, it is necessary to analyze the specific situation of the students and make specific evaluations based on their specific circumstances. At the same time, participation should focus on the grasp of "degree", and words should not be insincere or exaggerated. The second is to guide students' thinking and passion to the correct and healthy track. Teachers must have a clear standard of evaluation in mind, and they should not compromise on right and wrong standards to meet students' needs or encourage them. Right is right, wrong is wrong. Of course, the evaluation should also be careful not to be overly harsh or simplistic. So, commenting is about cleverly selecting, guiding, and correcting mistakes, stimulating students' thinking, allowing them to participate in classroom teaching truly, and gradually improving their ability to analyze and solve problems through training, thereby improving students' learning efficiency.

2.3 English Skills

2.3.1 Listening Skill

The traditional English learning model has gradually evolved into a subject primarily focused on preparing for exams. Students no longer think about how to improve their English communication skills, but rather how to endure boring English courses every day. Listening skills, as the most important part of English learning, are also the biggest problem in English teaching methods.

Listening is a vital means of communication between people, and it is imperative when learning a foreign language. The ultimate goal of learning a foreign language is to communicate with others. Therefore, the importance of listening is self-evident. The traditional teaching mode of listening classes only involves

listening to English recordings, and then the teacher explains them without any novelty or characteristics, making it impossible to attract students. For most students, the difficulty and frustration of English listening are evident in their eyes, and this cannot arouse people's interest. It is precisely because of the lack of sufficient interest that not only do students lose motivation to learn English listening, but also the confidence to learn English listening effectively (Tiwari, 2020).

The six-step collaborative learning method effectively Improves the teacher's teaching efficiency and students' learning achievements: Collaborative learning among students helps expand students' thinking and enrich students' emotions; it helps students find their shortcomings, see the advantages of others, and constantly improve their listening ability; In Collaborative learning, we have improved our ability and fostered profound friendship between students Conclusion: This is because everyone has reduced their dependence on teachers and the classroom. We focus on independent learning and Collaborative learning. Students' understanding and comprehension of the teacher's teaching boundaries in the classroom are essential for clarifying one direction, and students themselves gain a deeper understanding through cooperation with classmates. Therefore, cultivating and improving the ability for independent and Collaborative learning is a skill that middle school students must possess, and it is also an important aspect of the school's comprehensive development of students. As a student who needs to develop in the new era fully, they often find it difficult to cope. For students with poor self-control, it can not only improve learning efficiency and reduce difficulty but also help classmates achieve learning goals together. It is more conducive to mutual supervision, motivation, and progress among classmates. In the six-step collaborative learning method, improving English listening skills should achieve the following:

1. Create a situation and demonstrate goals. Before engaging in self-study, students should clarify the learning objectives of this lesson, stimulate their

interest in learning, and actively explore learning opportunities related to the objectives. For middle school English listening teaching, the teaching goal is to enable students to actively utilize the limited material playback time to browse and understand relevant issues and options quickly and to infer the theme of the listening material by browsing the questions, such as grasping the details and central ideas in the problem, to grasp the key points during the listening process accurately; The mid-term goal is to cultivate students' ability to relate contextual logical relationships for reasoning; Post training mainly promotes students' ability to analyze problems after listening, allowing them to make reasonable guesses and speculations on previously heard information based on the questions, and then find the correct answers.

2. Self-study guidance and independent exploration. This section requires students to engage in self-directed learning based on the teacher's design, questions, and created scenarios or guidance outlines in order to master basic knowledge and content in the classroom. Teachers can create a positive atmosphere for students by greeting each other and communicating with them in English, thereby developing their listening skills. For example, allowing students to watch more English films on English phonetics can integrate some relevant English animated film appreciation courses. For example, *Forrest Gump's True Story* has good educational significance. The classic lines include, "*My momma always said life was like a box of chocolate leaves. You never know what you are going to get.*" With the help of teachers, one can cultivate one's self-learning ability.

3. Provide suitable listening materials and propose listening tasks through group assignments. After the task is assigned, students are required to listen blindly. Students do not look at the listening materials in advance. During blind listening, the group members record the words or phrases they hear. Then the group members communicate with each other and jointly answer the questions raised by the teacher, such as "Tanking telephone message". During the class, students are

typically divided into groups and then guided to practice ear training skills. They are then asked to take out their notebooks and start playing the recorded materials. During the playback process, we can observe students' recordings of listening materials and find that the content varies among different students, which helps us understand the differences in students' listening abilities. Next, students are required to communicate and discuss the vocabulary or sentences they have heard with their group members in order to gain a basic understanding of the material's general meaning, and finally work together to solve the problems in the text. By utilizing autonomous cooperation, students' listening skills have been greatly improved.

4. Communicate, showcase, and provide precise explanations and suggestions. Students' free communication and presentation should be based on English listening exercises and listening material exercises. Communication and presentation require us to pose an English question to students, which necessitates conducting sufficient exploration and research on this issue in small groups and leading a discussion. Each group will deliver a dialogue presentation to the other students. Because junior high school students have a solid foundation in listening and speaking, communication, display, and dialogue are not only aimed at cultivating students' English expression abilities but also rely on interactive communication among group members to stimulate their collective consciousness and team spirit, thereby cultivating their English communication skills. In this process, teachers need to provide guidance tailored to each student's learning situation. They need to supplement and correct students' questions and discuss and explain concepts while writing on the blackboard in order to achieve unity of thought and expression.

5. Conduct on-site training and provide feedback to consolidate. At the end of the classroom teaching period, teachers should organize students for on-site training. For example, they can organize activities to assess students' learning situations, help them consolidate their knowledge, and also enhance the classroom

atmosphere. After learning “speak up”, we require students from each group to make phone calls in English and freely express their phone content. This way, students’ enthusiasm can be easily mobilized. Students in the group “call” each other to make plans to go to the park together, invite each other to watch movies on weekends, participate in birthday parties, and so on. Try to encourage students to communicate in English as much as possible, and then assign homework to them. When they return home, they call the teacher in English. Therefore, I have received many calls from students, such as “Hello, this is... speaking.”. By conducting classroom tests and homework assignments, students can fully master ‘speak’ while also promoting their English application and communication skills

6. Review and explain, expand, and extend. After teaching the above steps, you can proceed to the teacher’s summary stage and replay the listening materials for students. Once students have accumulated previous knowledge, they will inevitably have a deeper understanding of the material content. During the process of explaining “travel in space”, multimedia is used to play relevant content and provide detailed explanations, allowing students to overcome English language barriers and helping them understand the content of the listening materials. In addition, teachers can also ask questions: When did man first travel in space? Guide and explain the process of students’ answers to consolidate their learning achievements. The application of the six-step Collaborative learning method in junior high school English listening class not only ensures the realization of students’ learning goals, but also effectively cultivates students’ ability of collaborative communication and autonomous learning, to a large extent, stimulates students’ learning enthusiasm, promotes the improvement of English listening teaching efficiency, and realizes the construction of an efficient classroom.

2.3.2 Speaking Skill

Speaking skills are the most important skills for learning a foreign or second language. Of the four key language skills, speaking is considered the most

important skill in learning a foreign or second language. Brown and Yuke (1983) stated: “Speech is the skill students are most judged on in real-life situations”. Recognizing their Importance, speaking and teaching skills are often undervalued, particularly in most oral English contexts. Teachers have continued to teach the speaking skills as if they were memorized conversations or repetitive exercises. However, the modern world requires learners' communication skills, and English teachers must teach oral English. Enhancing your speaking skills can significantly improve your quality of life. In the current Chinese-speaking course teaching environment, the cultivation of people's speaking ability is relatively weak, with a focus on writing instead. However, now that job seekers are looking for work and considering the working requirements, more emphasis is placed on communication as a technology. Due to the lack of essential elements of language training, such as pronunciation, vocabulary, semantics, and intonation, it is indeed somewhat challenging to develop oral skills. Speaking courses are designed to develop the speaking skills of English learners. Among them, many students have a relatively strong foundation in writing ability. If older people can grasp the importance of practical communication skills, students with even good speaking skills can complete their studies and continue practicing them in their employment environment. Additionally, it is crucial to secure a good job in English and achieve your life goal of realizing your travel dreams.

2.3.3 Reading Skill

Many teaching theories, both domestically and internationally, emphasize that reading is the most frequent activity in language learning and application, as well as a crucial means of obtaining information and an effective way to enhance English proficiency. Therefore, reading should be given top priority in English teaching. However, in the absence of significant reforms in the examination system, English teachers mainly prioritize teaching arrangements based on scores. English reading requires a significant amount of time, and for middle school students,

it is a challenging aspect of their English learning, as well as a difficult point for teachers to teach. A large number of teaching practices have proven that investing more time and energy in reading is worthwhile, whether from the perspective of improving English proficiency or increasing scores; the two are not mutually exclusive. The English teaching syllabus for nine-year compulsory education in China also stipulates that “according to the rules of language learning, students must understand and absorb a considerable amount of language materials and undergo extensive language practice in order to acquire the ability to use English for communication”. Therefore, it is essential to fully understand the importance of reading in the English language. Reading is a crucial way for students to access foreign language information and enhance their language proficiency. English reading is the most effective way to absorb English information, increase language knowledge, expand vocabulary, and understand common sentence patterns. It is a process of understanding the content expressed through written materials. The key to reading is still to put effort into understanding. It is often observed that students can grasp a basic understanding of each word in the written materials but struggle to comprehend the central meaning conveyed by the entire material. This type of reading cannot be called accurate reading. Teachers should focus on teaching students to connect the information in written materials with the knowledge in their minds for reading, and guide students to strengthen their understanding of the background culture and the differences between the East and the West, so that students can give full play to their independent learning ability, check and read relevant materials to help grasp the whole article. Teachers can give appropriate advice when necessary. Enable students to recognize that reading is the foundation of application through continuous reading. Cultivating students’ English reading ability is one of the most important purposes of English teaching.

Being able to read is one of the primary goals of English teaching, and the lack of this ability can pose significant obstacles to the improvement of listening,

speaking, and writing skills. Teachers should encourage students to engage in more extracurricular reading and introduce some good English reading materials. At the same time, they should select reading methods to stimulate students' interest in reading, thereby mobilizing their reading enthusiasm and curiosity, expanding their horizons, and improving their ability to use English. The purpose of reading is to understand and communicate, and through training, students can quickly and accurately comprehend English materials (Ivey, 2001). Generally speaking, English reading ability includes the level of understanding of the article and the speed of reading, both of which are indispensable. Through extensive reading, students can accumulate knowledge, broaden their horizons, enhance their reading skills, and develop practical reading abilities. Through extensive reading, students can successfully understand and master some new words. The goal of English teaching is to cultivate students' listening, speaking, reading, and writing abilities, which are indispensable.

Among these, cultivating reading ability is a crucial aspect (Matkarimova, 2023). According to modern Psycholinguistics and cognitive language theories, reading is a complex and active mental activity of thinking. It is a process in which readers screen, verify, process, and combine information based on their existing knowledge and experience. It is a relatively independent cognitive behavior. Currently, one significant reason for the unsatisfactory reading ability of junior high school students is that they have not fully engaged in the reading-teaching process. In reading classes, the teacher's explanation and student notes remain the primary focus. Even if there are questions or discussions to test the effectiveness of reading comprehension, they often become a mere formality, and most mathematics students are only "listeners" in reading classes.

In traditional teaching methods, most teachers encounter such difficulties in reading classes. (1) Not enough time. Not only should students be able to understand the text and answer questions correctly, but also to understand the

usage and meaning of keywords and phrases, and undergo listening and reading training. (2) The teaching method is single. Teachers generally adopt a mode of “students silently reading, teachers playing recordings, learning to answer questions, and teachers explaining the meanings of key vocabulary”, which makes students more passive in learning and leads to a dull classroom atmosphere; (3) Reading ability has not been cultivated. Students only read to answer questions, but they have not developed their reading skills and abilities, and thus have not truly achieved the teaching objectives of reading. Specifically, students have limited vocabulary, a weak foundation in grammar, and limited background knowledge in the English language (Khan, 2014).

In the six-step collaborative learning model, problems are identified and raised based on students' independent reading in English reading teaching groups. The problem-learning group communicates and jointly investigates, focusing on key points under the guidance of the teacher. Discussion and communication encourage students to express independent opinions. The process of cooperation involves the re-communication and improvement of independent learning, as well as the reflection, refinement, and application of the results of independent learning. That is, independent learning becomes a lifelong issue, encompassing cooperation and communication, summarization, addressing new problems, fostering independent thinking, and integrating into one's knowledge base. The interaction between independent learning and collaborative communication quickly enhances learners' enthusiasm for learning. Therefore, independent learning and collaborative learning are complementary and mutually reinforcing.

In the 6-step Collaborative Learning model, we should:

1. Develop teaching objectives for “autonomy” and “collaborative” learning, with teaching day standards as the core content of classroom instruction. Most classroom teaching activities revolve around teaching objectives, and the setting of teaching objectives needs to reflect students' collaborative learning. In

English teaching, we should not only teach students knowledge and cultivate their communicative ability, but also teach them “Learning to know”, “Learning to do”, “Learning to live”, and “Learning to be”. We should not only focus on people’s development but also actively create conditions in classroom teaching to let students’ subjectivity shine, thereby improving effectiveness. Therefore, the teaching goal of both is diversification. In English reading instruction, the teaching objectives for each text should include requirements for basic English knowledge, English proficiency, and ideological education, among others. They should be consistent with students’ learning psychological characteristics, reflecting their “autonomy” and “cooperation.”

Learning is a cognitive process and also a process to meet the psychological needs of learners. The six-step Collaborative Learning method fosters a relaxed and democratic learning atmosphere for students, thereby reducing nervousness and boredom and allowing them to feel free and at ease. Cooperate with school group activities, putting students at the core, to acquire knowledge and develop skills in collaboration with teachers or others, and learn to learn, cooperate, and create in a development-oriented approach. This is conducive to cultivating students’ subjectivity, cooperative ability, Lifelong learning ability, and innovation ability.

2. Hand over the reading task to the students. One is to increase students’ opportunities to participate in reading practice; the second is to continuously improve the depth and effectiveness of students’ participation in reading practice. The teaching form of English reading has shifted from a teacher-centered, “explanation-based” approach to a student-centered, “task-based” approach. The student-centered task-based activity refers to making students the protagonists of reading practice activities and providing clear goals, specific operational requirements, methods, and steps for reading activities. This task-based activity practice is not about obtaining ready-made conclusions but rather a proactive and

analytical cognitive experience that enhances independent thinking and reading practice. In task-based activities, teachers should design reading activities from multiple perspectives, levels, and forms to enable students to complete reading tasks efficiently.

3. Design reading instruction. Teachers design teaching content from a “learning” perspective, and collaborative activities between students have clear objectives and form a continuous series. In various activities, students actively analyze to gain knowledge, thus gaining language proficiency and truly achieving learning outcomes

4. Allow students to speak and intersperse group discussions. The expression of ideas and emotional exchange among students in reading classes is more important. After reading, students have different feelings, ranging from deep to shallow, and from a perspective of understanding, each person has their own opinions. Paying attention to students’ reading experience plays an undeniable role in developing their intelligence, comprehension, and expression abilities. When teaching reading classes, teachers can adopt a cooperative and joint discussion method, which encourages each student to participate in thinking activities such as analysis, summarization, and evaluation. This kind of discussion seems to be “speaking”, but in essence, it is more necessary to go deeper behind “speaking” and “reading”. If you do not read carefully, you cannot say it or say it well.

2.3.4 Writing Skill

According to Montanero (2018), the evaluation method for writing skills is mainly based on the teacher writing specific comments, with encouragement as the primary. Collective evaluation of better essays in the classroom can inspire the author's pride and motivation, or they can be compiled into a book and used as a class journal or prize, which can also serve as a great encouragement. The evaluation of writing not only focuses on whether students can write articles that are fluent, relevant to the topic, and have a complete narrative, but more importantly, it

evaluates whether students can learn, master, apply, and improve various writing skills throughout the entire writing process so that students can recognize the knowledge and skills they still lack in writing, to adjust their learning methods and strategies. At the same time, through formative evaluation activities, understand the shortcomings of students' writing skills and provide targeted skill training for them in future teaching. Writing skills are one of the four major skills in English, along with listening, speaking, reading, and writing. It is also essential for taking English exams and developing modern communication skills.

Writing requires a lot of practice and repetition to achieve perfection. It is considered one of the major complex skills among students' learning skills. Budjalemba and Listyani (2020) show that writing skills are tedious and complicated, and they are not trained much at regular times, which will further reduce learners' enthusiasm. Over time, writing courses have become perceived as negative, and teachers often do not like their students, who, in turn, do not like them. Therefore, simulating the classroom with technology can help teachers create an enjoyable environment in which to learn this skill appropriately.

The task of English courses in the bare Educational stage is to stimulate and cultivate students' interest in learning English, enable students to build confidence, develop good learning habits and effective learning strategies, develop the ability of independent learning and the spirit of cooperation, and enable students to master specific basic English knowledge, listening, speaking and reading effective Strategies for Improving Middle School Students' English Writing Ability: A Study of Teaching Methods for Elementary Foreign Languages)—writing skills to achieve comprehensive language useability. In the new curriculum standards, there are precise requirements for students' English writing ability. According to Chai (2022), the specific requirements for “writing” are to achieve the goals of Levels 3, 4, and 5 for grades 7 to 9 (Coop & Lee, 1983).

Level 3: 1. Be able to use standard Punctuation correctly; 2. Be able to

use simple charts, posters, and other forms to convey information; 3. Be able to write or reply to simple Greeting cards and invitation cards using examples. Be able to use phrases or sentences to describe a series of pictures to write simple stories.

Level 4: 1. Be able to use Punctuation correctly 2. Be able to use phrases or simple sentences to write descriptions for the pictures you create; 3. Be able to write short paragraphs, such as simple instructions and rules. Able to draft and revise essays with the help of teachers or through group discussions.

Level 5: 1. Can collect and prepare materials according to writing requirements; 2. Can independently draft short texts and make modifications under the guidance of teachers; 3. Can use common conjunctions to indicate order and logical relationships; 4. Can briefly describe characters or events; 5. Able to write simple paragraphs or operating instructions based on the given illustrations or tables.

The English Curriculum Standards for Compulsory Education in China place more emphasis on communication in students' writing. The ultimate goal of English writing is to enable students to use their language expression skills to solve real-life problems. In recent years, the reform of middle and high school entrance examination questions has been gradually developing in this direction, and English writing ability reflects the comprehensive language application ability of English learners. In the middle and high school entrance exams, written expression accounts for a considerable proportion, and many students lose a significant number of points in this aspect, which affects their final total score. Therefore, it is essential to enhance students' writing abilities.

The traditional teaching of English writing is mainly carried out through the mode of teachers setting questions and students imitating, which, to some extent, restricts students' creative thinking (Elbow, 1968). For example, in traditional classrooms, when teachers ask students to write "My favorite pet", they require each student to think independently, use the text as a starting point, and apply it according to the pattern. In exploratory teaching, groups can collaborate and discuss ways to

enhance their memory and that of their classmates. This teaching method clarifies the dominant position of students in the English writing classroom, generates interest in English writing through classroom discussions and exchanges, and helps students better understand the direction of English writing. When commenting on writing achievements, the teacher encourages group discussions to identify and solve problems, enhance the article, and leverage the strengths of others to supplement their weaknesses.

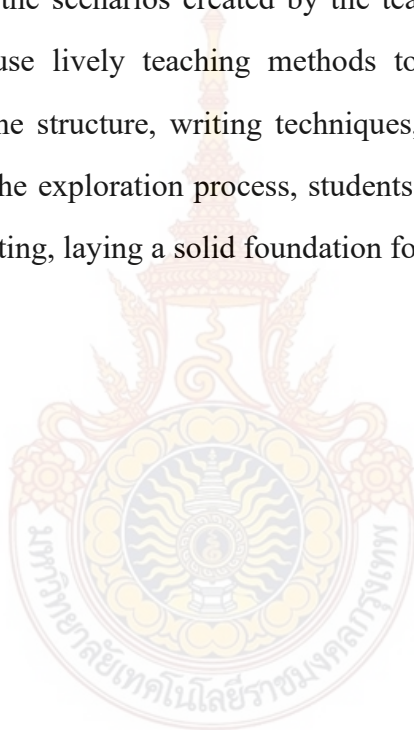
In a word, as long as the teacher reasonably uses problem guidance by asking questions, letting students discuss and solve problems in cooperation, creating a relaxed and harmonious classroom atmosphere to improve students' English writing ability further, letting students learn independently, and Collaborative learning in an independent learning environment, and finally achieve success. The use of Collaborative learning in teaching is not only to improve the English performance of individual students in the group but also to enable students to enhance excellence among themselves through continuous communication and exchange, and to narrow the performance gap between students. Light up the English classroom with "Collaborative learning" so that every student can develop in an all-around way.

In the Collaborative learning method, we need to do three things: First, create an open, collaborative, and exploratory learning atmosphere. Classroom teaching should be facilitated through interaction between teachers and students, as well as collaboration among students. Teachers focus on topic writing, design questions to arouse students' interest in learning, and establish a platform for students to engage in self-reflection, collaborative exploration, and sharing displays.

The second is to choose topics that are suitable for students' actual age or are close to their learning and life experiences. In the process of teaching English writing, teachers should be cautious in selecting content that suits the learning situation to stimulate students' thinking across different areas. When designing

teaching content, teachers must effectively analyze the learning situation, establish clear teaching objectives, and determine the appropriate content to teach. Only content that aligns with the learning situation can establish students' confidence in writing.

The third is to create a context for writing in English. English classroom teaching cannot be separated from the creation of teaching scenarios. Teachers can conduct brainstorming before writing, and better accept and apply English knowledge based on the scenarios created by the teacher. Teachers can brainstorm before writing and use lively teaching methods to introduce topics, organizing students to explore the structure, writing techniques, and approaches of the given sample text. During the exploration process, students further understand and clarify the theme of their writing, laying a solid foundation for their writing.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study aims to investigate the relationship between the six-step learning model and the improvement of students' English skills. Specifically, it aims to investigate the impact of implementing the six-step learning model on the improvement of middle school students' English skills. This study focuses on one primary factor: the implementation of the six links of the six-step collaborative learning model. First, it involved a systematic analysis of four variables related to students' skills: listening, writing, reading, and speaking. Moreover, research every link in the six-step learning model. The design of this study is correlational. The correlation study aims to examine the potential relationship between two variables (the six-step collaborative learning models and English skills). In this type of study design, researchers quantify two variables relevant to their research question and then statistically determine if these variables are related to one another (Magnusson, 2020).

The purpose is to explore the correlation between the six-step learning model and the improvement of middle school students' English skills, with the intention of gaining a deeper understanding of the mechanism by which this factor affects English skills (Pangket, 2019). Secondly, from the perspective of implementing the six-step learning model, the impact of the six-step collaborative learning model on students' English skills was analyzed. This analysis included a comprehensive investigation of the warm-up session, introduction session, thinking session, discussion session, presentation session, and review session. In this regard, the researcher also investigated the impact of each session of the six-step collaborative learning model on each of the English skills.

3.2 Research Population and Samples

3.2.1 Population

A research population, also known as a target population, refers to an entire group or groups of individuals, objects, or events that have specific characteristics and are of interest to the researcher. It represents the larger population from which the sample is drawn. A study population is defined as a defined, limited, and accessible set of cases that constitutes the object of sample selection and must fulfill several characteristics and different criteria (Tecamachalco, 1993).

This study selected two key middle schools in Jianshui County: Jianshui Experimental Middle School and Jianmin Middle School. Jianshui Experimental Middle School has 24 classes, with each class comprising 55 students, totaling 1,320 students. Jianmin Middle School has 24 classes, with each class comprising 55 students, totaling 1,320 students. The two schools total 2,640 students. Therefore, the total number of participants in the survey is 2640.

According to the research requirements, this study selected English skills as an example, focusing on the first grade of Junior High School, as it is the preferred stage for English learning tests in middle schools. This study aims to improve English skills. The central theme of the first grade of junior high school is Jianshui Experimental Middle School. It is planned to distribute questionnaires to these students.

3.2.2 Samples

The sample collection for this study was conducted in select junior high schools in Jianshui County. A total of 400 samples were selected for this study. The data collection and sample selection for this study were conducted at two Middle Schools in Jianshui County: Jianmin Middle School and Jianshui Experimental Middle School. Each school contributed 200 samples. All teachers at Jianshui Experimental Middle School and its branches in Jianshui County utilize the six-step learning model to instruct their classes. More than 800 teachers implement the six-

step learning model. Since 2014, the six-step learning model has been implemented for over nine years.

Stratified random sampling, also known as type random sampling (from George, Gallup), is to first divide the units of the population into various types (or strata) according to specific standards and then according to the ratio of the number of units of each type to the number of units in the population, determine the number of sample units to be drawn from each type; finally, draw samples from each type according to the random principle. Stratified random sampling is a research method that selects a part of the sample from the population to generalize to the population. In surveys, the use of sampling methods can save time and costs while obtaining sufficient data more quickly and at lower costs. At the same time, reasonable sampling methods can ensure the representativeness of the sample, thereby improving the reliability and validity of the data. Accuracy: Furthermore, employing appropriate sampling strategies can mitigate errors and biases resulting from improper sample selection, thereby enhancing the study's accuracy (Tan, 2014). This study selected two key Middle Schools in Jianshui County: Jianshui Experimental Middle School and Jianmin Middle School. Jianshui Experimental Middle School and Jianmin Middle School use a six-step collaborative learning model. Each school has. Therefore, the total number of participants in the questionnaire survey was 2,640. After that, 400 samples were randomly selected from them, and each school contributed 200 samples.

3.3 Research Instrument

The questionnaire and interview for teachers and students.

The development process of the questionnaire and interview form regarding students' perceptions of the 6-step collaborative learning model and its impact on their improvement of English skills.

1) Studied the concept and development process of the questionnaire and interview form of students' perception of the 6-step collaborative learning model on their English skills improvement.

2) Drafted interview form.

3) Verified the interview form by advisers.

4) Modified the questionnaire and interview form according to the suggestion.

5) Three experts assessed the validity of the interview form. They come from China. The test consistency index of congruency is 1.00.

6) Modified the questionnaire and interview form according to the suggestions, selected seven appropriate items, and arranged them into an interview form to implement the Instruments.

3.3.1 Questionnaire

Based on the previous theoretical research, the researcher divided English skills into four dimensions: listening, reading, writing, and speaking skills (Hinkel, 2006). According to the course standards for secondary school students, teaching and assessment activities should be tailored to students' English proficiency levels (Cheng, 2011). Considering the current uneven educational development in China and acknowledging that curriculum standards do not uniformly specify the scope of English language knowledge, this study excludes the dimension of investment in English knowledge from the dimension of learning participation. English skills are divided into four variable dimensions: listening, reading, writing, and speaking skills. First of all, in terms of listening skills, students can understand correct words and sentences, identify or point out pictures or objects, comprehend teacher or student instructions, and complete simple listening tasks, among other skills. Able to understand most sentences and simple content communications. Stories can be imitated based on recordings. Able to exchange simple greetings. Secondly, the reading dimension includes six indicators: being able to recognize and

read the words learned; being able to read simple words according to the rules of spelling; being able to read brief requirements or instructions in textbooks; being able to understand simple information expressed in greeting cards and other; Be able to read simple stories or short passages with the help of pictures; and develop the habit of reading according to meaning, and be able to read the learned stories or short passages correctly. Third, the writing dimension includes four indicators: the ability to use uppercase and lowercase letters and commonly used punctuation marks correctly; the ability to write simple greetings and blessings; the ability to write short sentences based on prompts from pictures, words, or examples; and the ability to write simple compositions. Finally, according to the curriculum standards, English skills are assessed through two indicators: a listening test and a test on reading, writing, and grammar, which are consistent with the overall goals and language proficiency standards at the end of the first grade. Additionally, the options for each program are structured according to the specific requirements that students must meet as they approach the end of the initial phase of Level 1 objectives.

In summary, the variables measured in this study were established based on historical literature, relevant questionnaires used in previous studies, discussions with peers, teachers, and students, as well as student pilot testing.

3.3.1.1 Questionnaire Structure

"The formal questionnaire for this study consisted of two main parts, with a total of 24 questions. It was divided into closed questions. The specific structure are as follows: The questionnaire contains: 1) a Warm-up stage (4 closed questions), 2) an Introduction (4 closed questions), 3) a Thinking session (4 closed questions), 4) a Discussion session (4 closed questions), 5) Display session (4 closed questions), 6) Review session (4 closed questions).

This questionnaire also included the student's school, age, and grade. This section provides a detailed introduction to all parts of the six-step collaborative learning model: warm-up session, introduction session, thinking session, discussion

session, display session, and review session. The survey focused on students' interest in learning English, an analysis of the progress of English class forms, and an understanding of students' learning status, as well as the impact of the six-step learning model on improving the English skills of middle school students. (Note: The "grade" item was added to the questionnaire to exclude the possibility of responses from students who are not in the first grade of junior high school.) To protect students' privacy, this questionnaire was administered anonymously. The overall questionnaire structure was presented in Table 3-1 in the attachment section. The design of questionnaires is a craft that the medical profession has badly neglected. A questionnaire should be appropriate, intelligible, unambiguous, unbiased, capable of coping with all possible responses, satisfactorily coded, piloted, and ethical. The key steps in designing a questionnaire are to determine what data is needed, select items for inclusion, design the individual questions, compose the wording, design the layout and presentation, consider coding, prepare the first draft and pretest, pilot the form, and evaluate the results before conducting the survey (Stone, 1993).

3.3.2 Interview

The interview method refers to a job analysis method in which job analysts gain a deeper understanding of employees' work and obtain job information through face-to-face communication with employees. An interview survey is conducted by an interviewer who asks relevant questions orally to the interviewees according to the needs of the investigation. It collects objective, factual materials through the interviewees' responses. This investigation method is flexible, convenient, and feasible, and can be tailored to the needs of the research, which is provided to the interviewees accordingly. Different types of people understand different types of material. An interview survey is a direct communication between the interviewer and the respondent. Through the interviewer's efforts, the respondent can eliminate worries, relax, and think carefully before answering the questions. This

improves the authenticity and reliability of the survey materials (Cannell & Laurent, 1977).

To gain a deeper understanding of the correlation between the six-step learning model and the improvement of middle school students' English skills, this study employed both questionnaire and interview methods to enhance the research's comprehensiveness and reliability. The interview questions covered all aspects of the six-part learning model, as well as the students' English skills. The interviewer selected three first-grade students from Jianshui Experimental Middle School in Jianshui County to participate in the study. The first student randomly selected one of the students with the best English scores, and the second student chose one from the students with average English scores—the last student chose one of the students with the worst English scores to ensure comprehensive research results.

The interview content primarily includes basic information about the interviewee, such as their name and grade, and secondly, six open-ended questions related to the research topic. The specific interview questions included: 1. How can I improve my English skills? 2. What are the problems with learning English skills? 3. What are the advantages of learning English skills? 4. What are the weaknesses in learning English skills? 5. What are the difficulties of learning English skills? 6. Which English skills are the most important to master? The interview structure is as follows: The interview contains: 1) Warm-up stage (1 open-ended question), 2) Introduction (1 open-ended question), 3) Thinking session (1 open-ended question), 4) Discussion session (1 open-ended question), 5) Display session (1 open-ended questions), 6) Review session (1 open-ended questions). The overall interview structure was presented in Table 3-2 in the attachment section.

3.4 Content Validity and Reliability

3.4.1 Content Validity

Validity refers to the extent to which a method accurately measures what it is intended to measure. If research has high validity, it means that it produces results that correspond to real properties, characteristics, and changes in the physical or social world. Content validity refers to the extent to which the items in a research instrument measure the intended construct. This study explored the issue of content validity by carefully designing and selecting survey questions and structures related to the relationship between the implementation of the six-step collaborative learning model and students' English skills in Jianshui County middle schools.

3.4.2 Reliability

Reliability refers to the degree to which the survey results are accurate, consistent, and trustworthy (Kimberlin & Winterstein, 2008). The validity and reliability of the data are crucial in determining the study's findings. The credibility of interview data and questionnaire data is significant in this research.

To ensure the suitability of the interviewees for this study, the selection process first considered the interview data and selected 2,640 middle school students in the first grade from Jianshui County Key Middle School, Jianshui Experimental Middle School, and Jianmin Middle School. They accepted the six-step learning model, and they were more aware than other respondents of the extent to which implementing this model affects their English skills. Furthermore, the questions they filled out in the questionnaire were uniformly organized by the school. The location was in the school classroom, and the time was 20-40 minutes. This ensures the validity of the questionnaire data. The survey covered multiple sections on different aspects of middle school students' English learning skills. Also, it included each section of the six-step learning model, each containing clear questions to help ensure consistent and reliable responses.

Secondly, for the questionnaire data, the researcher used SPSS software

to analyze it. To ensure the credibility of the questionnaire data, the researcher categorized the nature of the questions in the questionnaire, dividing them into closed questions and open questions, thereby ensuring that the questions fit the “subject” of the investigation. Furthermore, “experts” verified the questionnaire content. Checked and verified before formal distribution and collection to ensure its scientificity and rationality:

Additionally, the researcher utilized SPSS software to assess reliability and validity, ensuring that Cronbach's alpha is greater than 0.6 (Tavakol & Dennick, 2011). The questionnaire data were then processed using SPSS software, and descriptive statistical analysis was used to form means and standard deviations.

Third, in constructing the balanced scorecard indicator system, the researcher ensured the design and application of a credibility indicator system for the research data. To ensure the objectivity and scientific validity of the indicators, researchers carefully selected and constructed them based on their content and relevance. In addition, to ensure the validity and credibility of the evaluation, researchers should comprehensively consider the characteristics of both quantitative and non-quantitative data sources, systematically utilize both qualitative and quantitative data, and establish an indicator system through methods such as interviews and questionnaires. Paper questionnaires were piloted to 100 students, and the head teacher of each selected class organized students to complete the questionnaire. Ensure data accuracy and validity. Meanwhile, the reliability of the questionnaire, as measured after piloting with different participants, was assessed using Cronbach's alpha test.

3.5 Data Collection

The study's collected data were designed to examine the relationship between the implementation of the six-step learning model and the improvement of Middle School students' English skills in Jianshui County, China. The primary data collection method employed in this study involved distributing questionnaires to first-year Junior High School students. This series of questionnaires was conducted from October 2023 to January 2024.

The survey was conducted using paper questionnaires. The questionnaire method saves time, money, and manpower. Additionally, the survey results obtained through the questionnaire method are easy to quantify and analyze. A questionnaire survey is a structured survey in which the format of survey questions, the order of questions, and the method of answering are all predetermined, and it is a method of written communication. Therefore, for any individual, whether a researcher or a research subject, it is impossible for investigators to incorporate subjective bias into research. The statistical results of its surveys can generally be quantified.

Because the questionnaire results are convenient for statistical processing and analysis, a large number of relevant statistical analysis software are now available to help us perform data analysis, and some can even assist us in designing questionnaires directly. Easy to implement and analyze. It is also convenient for data mining.

To answer the two research questions, the researcher distributed 48 closed-ended questions and 45 open-ended questions to students via WeChat. First, all the questions that needed to be investigated or answered were presented on the questionnaire, and the school arranged them for the class teacher of each class. The class teacher guided the students in completing all the questions in the questionnaire. The answering time was limited to 20-40 minutes, with an emphasis on the students' attitude towards answering, to ensure the quality and effectiveness of the questionnaire. After that, the completed questionnaire was combined with the online

Questionnaire Star software for data analysis and summary, and the research conclusion was drawn.

3.6 Data Analysis

3.6.1. Descriptive Statistical Analysis

This study conducted a descriptive statistical analysis of various dimensions and measurement indicators to assess the impact of the six-step learning model on middle school students' English skills, including the calculation of means and standard deviations. Frequency analysis was performed on the collected basic data, including statistics on the distribution of gender, age, grade, and other relevant factors. The characteristics of the sample (such as basic behavior or cognitive attitude correlations) can also be used to summarize and compare different groups of people, including those defined by gender, age, and other demographic factors, to identify differences in their attitudes towards the items. Analysis of variance or complex descriptive analysis was used. Descriptive analysis primarily provided information about the respondents, including their gender, education, and age. Finally, the required data were presented in tables or charts (such as pie charts or bar charts), supplemented by text descriptions to clarify the results. The analysis included the mean, standard deviation, percentage, frequency, and other relevant statistics from the questionnaire.

The interview results on whether participating in the six-step learning model affected the English skills of middle school students were analyzed based on the text information in the interview records, including the degree of impact of each session of the six-step learning model on English skills, and the impact of the warm-up session on English skills. Thematic analysis was carried out in six categories: degree influence, impact on English skills in the introduction stage, impact on English skills in the thinking stage, impact on English skills in the discussion stage, impact on English skills in the presentation stage,, and impact on English skills in

the review session, and then The interviews were organized and classified according to these six categories. Researchers and experts interpreted this topic.



CHAPTER IV

ANALYSIS RESULTS

The primary objective of this study was to examine the impact of demographic variables, family background, behavioral input, emotional input, and student cognitive level on the learning input of middle school students. The statistical symbols and implications used for data analysis and interpretation are as follows:

N = number of population

N = number of samples

\bar{x} = Mean

SD = Standard Deviation

t = t-Distribution

F = F-Distribution

SS = Sum of Squares

MS = Mean of Squares

Df = Degree of freedom

LSD = Least Significant Difference

Sig = The level of statistical significance to test the hypothesis

* = The statistical significance is at the 0.05 level

4.1 The Descriptive Statistics

This section presents the results, organized according to the research objectives, into two parts as follows.

Part 1: Analysis results of respondents' basic personal information

Part 2: Analysis results of students' perception of the 6-step collaborative learning model

4.1.1 Demographic Factor

Table 4.1 Descriptive Statistics of the Demographic Factors

Gender	Frequency	Percent
Male	610	46.9
Female	690	53.1
Age	Frequency	Percent
Junior grade one	1000	76.9
Junior grade two	200	15.3
Junior grade three	100	7.6
Others	0	0
Total	1300	100

Descriptive statistics for demographic factors in the study population, particularly gender and age distribution, are presented in Table 4.1. The table is divided into two parts: one is gender, and the other is age. In terms of gender distribution, the study population consisted of 1,300 individuals, with a roughly comparable distribution of males and females. The male population comprised 610 individuals (46.9%), representing the majority of the study population, indicating that females slightly outnumbered males. The number of women was 690 (53.1%), slightly higher than that of men.

In the age distribution, the categories are divided into four groups: "other" categories, represented by the first, second, third, and no middle school, which encompass individuals who do not belong to the above grades. The highest number of junior year one students was 1,000 (76.9%), indicating that the majority of the study population belonged to this age group. The number of students in grade two is 200 (15.3%), accounting for a relatively small proportion. This is in contrast to 100 (7 students in grade 2, 6%), indicating that this age group represented a

relatively small proportion of the study population. The "Other" category has the fewest number of responses (0%) and may represent outliers or individuals who do not attend secondary school.

The gender distribution indicated that the ratio of males to females in the study population was slightly more females than males. This gender distribution should be considered when analyzing the data to ensure that gender-based biases or differences are not ignored. The age distribution indicated that the study population was dominated by younger adolescents, with the highest number in the first year of secondary school, followed by the second year. This provides a basis for further analysis of whether there are differences in the study variables for the different age groups. The proportion of the 'other' category in the age distribution is tiny but warrants further investigation. It will be of interest to understand the characteristics of these individuals and their differences from other individuals in the study population. Therefore, valuable descriptive statistics of demographic factors in the study population and first-year middle school students were selected as the primary subject data to guide further data analysis and interpretation.

4.1.2 Descriptives of Dependent and Independent Variables

1. Descriptives of the Dependent Variable

Table 4.2 Descriptive Statistics of Demographic Factors for the Seventh Grade Students

Gender	Frequency	Percent
Male	460	46
Female	540	54
Total	1000	100
Age	Frequency	Percent
○less than13 years old	58	5.8
○13-14 years old	760	76
○14-15 years old	142	14.2
○>16 years old	40	0.4
Total	1000	100

Education Background	Frequency	Percent
Junior grade one	850	70
Junior grade two	350	20
Junior grade three	100	10
Total	1300	100

Occupation	Frequency	Percent
○ Student	980	75.4
○ Teacher	220	16.9
○ Unemployed	80	6.2
○ Others, please specify	20	1.5
Total	1300	100

Based on the overall data screening, 1,300 valid data points from students were collected in this study. Table 4.2 presents detailed data on demographic factors, including gender, age, grade level, and occupation. Of the 1,300 seventh graders, the number of boys and girls was relatively well balanced, with 598 (46%) boys and 702 (54%) girls. In the age category, students aged 13-14 had the most significant proportion, at 988 (76%). Secondly, there were 184 students (14.2%) among those aged 14-15 years old. Students <13 and over 16 years were 5.8% and 4%, respectively. This distribution reflects the predominance of Year 1, 13-14-year students.

2. Descriptive of Independent Variables

The following table presents descriptive statistics on the effects of warm-up, introduction, thinking, discussion, presentation, and comment on English skills (listening, speaking, reading, and writing) for middle school students.

Table 4.3 Descriptive Statistical Study of Warm-up

Number	Variable Name	1	2	3	4	5	Mean	SD	Meaning
Q1	The warm-up session helps your listening skills.	91	36	177	506	523	4	1.12	Good
Q2	Does the warm-up session help your speaking skills?	74	50	158	521	530	4.04	1.08	Good
Q3	Does the warm-up session help your reading skills?	1175	12	97	40	9	-2.26	2.04	Moderate
Q4	A warm-up session in the six-step learning model is the most important	74	52	235	479	493	3.15	1.10	Moderate

Table 4.3 presents data on various indicators of the discussion session's effects on English listening, speaking, reading, and writing skills, including the mean value, standard deviation, and degree level. In the analysis of variance, it was found that the discussion session had a significant impact on English listening, speaking, reading, and writing skills. According to the research results, participants' views on the strict implementation of the warm-up showed significant differences. In the sample, 91 students (10.6%) completely disagreed with the idea of improving English listening skills during the warm-up, 36 students (3.4%) disagreed, 177 students (16.6%) were neutral, 506 students (47.8%) agreed, and 523 students (49.6%) strongly agreed.

From the average value of each option, there are apparent differences in students' improvement of English listening skills in the warm-up session. Within the range of scores 1 (completely disagree) to 5 (strongly agree), the average student score increased gradually from 1.70 to 4.53, indicating a trend of improvement. To

summarize, there is a significant correlation between the strict implementation of a warm-up session before class and improvements in English listening skills. In practice, teachers can pay more attention to implementing the warm-up to improve students' listening skills. However, individual differences and other factors that may affect listening skills should also be noted to provide a more comprehensive reference for teaching practice.

Meaning is categorized into two categories: "Good" and "Moderate". It can be seen that the warm-up session before class for improving their English listening, oral performance in reading and writing, and the perception of listening skills is positively correlated with the implementation of the warm-up session before class ($\beta = 0.28$, $t = 5.96$, $p < 0.001$), indicating that students think the warm-up session before class can effectively improve their English listening skills. The perception of the improvement of oral English skills was also positively correlated with the implementation of the warm-up before class ($\beta = 0.44$, $t = 8.52$, $p < 0.001$), and the influence degree was greater than English listening, indicating that students thought that the warm-up before class plays a more significant role in the improvement of English oral skills. The perception of improving English reading skills was positively correlated with the implementation of a warm-up session before class. However, the impact was small ($\beta = 0.04$, $t = 3.24$, $p = 0.001$), indicating that students believed the warm-up session had a limited effect on improving English reading skills. The relationship between the perception of improvement in English writing skills and the implementation of the discussion session was not significant ($\beta = 0.05$, $t = 1.15$, $p = 0.251$), indicating that students generally believed the discussion session had no significant impact on their improvement in English writing skills.

In summary, the discussion session plays a significant role in enhancing students' English listening and speaking skills, but has a limited impact on improving their English reading and writing skills. Therefore, it is suggested that teachers should pay more attention to training listening and oral skills when designing the

warm-up session before class, and consider how to better integrate these skills into the improvement of reading and writing skills. At the same time, future studies can further explore the design optimization and practical evaluation of the discussion session's effects. In English teaching practice, teachers can design more effective warm-up activities based on these results to promote students' English learning better and improve their comprehensive ability.

Table 4.4 Descriptive Statistical Study of the Introduction Session

Number	Variable Name	1	2	3	4	5	Mean	SD	Meaning
Q5	The introduction session helps you improve your listening skills	77	47	195	493	521	4	1.09	Good
Q6	The introduction session helps you improve your speaking skills	69	52	204	518	490	3.98	1.07	Good
Q7	The introduction session helps you improve your reading skills	74	43	198	514	504	4.00	1.08	Moderate
Q8	The introduction session helps you improve your writing skills	74	42	235	479	493	3.97	1.09	Moderate

Table 4.4 presents the descriptive statistics on whether the introduction process can improve the students' listening, speaking, reading, and writing skills. Most indicators averaged between 3.97 and 4.00, indicating a significant difference in student perception of the introduction session in improving English writing skills. It can be seen from the changing trend of the mean that, with the increase in students' recognition of the introduction link, their perception of the introduction link as a means to improve English writing skills is also enhanced. This result partly supports the importance of the introduction session in improving English writing skills. The introduction session revealed a significant positive correlation between spoken

English and English listening skills, with correlation coefficients of 0.86 ($p < 0.01$) and 0.83 ($p < 0.01$), respectively. This suggests that incorporating a practical introduction into the learning process can help enhance students' oral and listening skills. The introduction session also revealed a significant positive correlation between English reading and writing skills, with correlation coefficients of 0.84 ($p < 0.01$) and 0.85 ($p < 0.01$), respectively. This suggests that students' reading and writing abilities can be enhanced by designing effective introduction links. However, it is worth noting that there are still some students (74 students) who are entirely negative about the role of the introduction process in improving their English writing skills, which may be related to the students' personal learning style, learning habits, and understanding of the introduction process. Therefore, in future teaching, teachers should pay more attention to the design and implementation of the introduction link to better meet the needs of students and improve the teaching effect.

To summarize, the introduction process plays a crucial role in the English learning process and can effectively help students improve various language skills. Therefore, in teaching practice, teachers should pay attention to the design and implementation of the introduction link in order to better promote students' English learning outcomes. It is recommended that teachers carefully consider the needs and characteristics of their students when designing the introduction link to effectively utilize it in improving English writing skills.

Table 4.5 Descriptive Statistical Study of Thinking Link

Number	Variable Name	1	2	3	4	5	Mean	SD	Meaning
Q9	Does a Thinking Session help you improve your listening skills?	84	95	230	468	456	3.84	1.16	Good
Q10	Does a Thinking Session help you improve your reading skills?	82	99	252	458	442	3.81	1.16	Good

Number	Variable Name	1	2	3	4	5	Mean	SD	Meaning
Q11	Does a Thinking Session help you improve your writing skills?	73	47	205	496	512	4.00	1.08	Moderate
Q12	Is the thinking session in the six-step learning model the most important?	72	46	220	496	499	3.98	1.08	Moderate

Table 4.5 provides descriptive statistics on the influence of thinking on English listening, speaking, reading, and writing skills of middle school students. This study aims to explore the influence of thinking on the improvement of English listening skills and the correlation of the strictness of teachers in the thinking process. Through ANOVA analysis, we found that the thinking session had a significant effect on English listening skills improvement, $F(4,931) = 175.695$, $p < 0.001$. Further analysis of the differences between the groups revealed that participants who believed thinking could help improve English listening skills differed significantly in the degree of rigor during the thinking session. Specifically, among the participants who can significantly improve their English listening skills during the thinking session, the rigor of the teachers is generally high. Among them, participants who strongly agreed that the thinking session could improve English listening skills had the highest mean level of rigor ($M = 4.68$, $SD = 0.85$), followed by consent group ($M = 4.04$, $SD = 0.80$), neutral group ($M = 3.73$, $SD = 1.01$), disapproval group ($M = 3.42$, $SD = 1.21$), and complete disapproval group ($M = 1.89$, $SD = 1.54$).

In conclusion, the results of this study indicate that the thinking session has a significant impact on improving English listening skills, and there is a correlation between the severity of teacher evaluations and their understanding of the thinking link's effect. This finding indicates that the correlation coefficient between practical English listening skills and the thinking link was 0.88, $p < 0.01$, suggesting that the thinking link has a significant positive impact on the improvement of

English listening skills. The correlation coefficient between oral English skills and the thinking session was 0.78, $p < 0.01$, indicating that the thinking session also had a significant positive impact on the improvement of oral English skills. The correlation coefficient between English reading skills and the thinking session was 0.78, $p < 0.01$, indicating that the thinking session also had a significant positive effect on the improvement of English reading skills. The correlation coefficient between English writing skills and the thinking session was 0.85, $p < 0.01$, indicating a significant positive relationship between the thinking session and the improvement of English writing skills. Based on the above analysis results, we show that thinking has a significant positive impact on the improvement of English listening, speaking, reading, and writing skills. Therefore, we can conclude that active thinking sessions can help improve English learners' comprehensive language skills, encompassing listening, speaking, reading, and writing. In the process of learning English, learners can deepen their understanding of language knowledge and improve their language usability through thinking and reflection, thereby achieving this goal. However, this study also has some limitations, such as a small sample size and a limited research scope. Future research can further expand the sample size and explore the relationship between thinking links and English learning in greater depth to obtain a more comprehensive and in-depth understanding.

Table 4.6 Descriptive Statistical Study of Discussion

Number	Variable Name	1	2	3	4	5	Mean	SD	Meaning
Q13	Discussion sessions help you improve your listening skills.	84	57	236	489	467	3.9	1.12	Good
Q15	Discussion sessions help you improve your speaking skills.	80	44	195	521	493	3.98	1.09	Good
Q15	Discussion sessions help you	77	50	204	522	480	3.96	1.09	Moderate

Number	Variable Name	1	2	3	4	5	Mean	SD	Meaning
Q16	improve your reading skills. Is the discussion session in the six-step learning model the most important?	80	58	249	487	459	3.89	1.11	Moderate

Table 4.6 shows the data on the impact of the discussion session on English listening, speaking, reading, and writing skills, including the mean value, standard deviation, and degree level. The results showed that there were significant differences in the students' views on the strict implementation of the teachers during the discussion session ($F = 226.481$, $p < 0.05$). Specifically, the mean values were 1.61 for "totally disagrees", 2.97 for "disagree", 3.59 for "neutral", 4.05 for "agree," and 4.70 for "strongly agree". It shows that there is a correlation between students' cognition of the teacher's strict implementation during the discussion session and whether the discussion session can help improve their English writing skills. In conclusion, a significant relationship exists between the teacher's strict implementation during the discussion session and the students' belief that the discussion session can help improve their English writing skills. Therefore, in the practice of English education, teachers should pay attention to the implementation of the discussion link to improve students' English writing skills. Further research could investigate how to optimize the design of the discussion session to enhance students' English writing abilities. From the perspective of the mean value of each option, there are apparent differences in students' improvement of English listening skills during the discussion. Within the range of scores 1 (completely disagree) to 5 (strongly agree), the average student score gradually increased from 3.89 to 3.98, indicating a slight increase.

In conclusion, there is a significant correlation between the strict implementation of the discussion session and the improvement of English listening

skills. In practice, teachers can pay more attention to implementing the warm-up to improve students' listening skills. However, individual differences and other factors that may affect listening skills should also be taken into account to provide a more comprehensive reference basis for teaching practice. Meaning is categorized into two categories: "Good" and "Moderate".

Table 4.7 Descriptive Statistical Study of Display

Number	Variable Name	1	2	3	4	5	Mean	SD	Meaning
Q17	Did the Display Session help you improve your listening skills?	87	50	213	505	478	3.93	1.12	Good
Q18	Did the Display Session help you improve your speaking skills?	78	38	164	512	541	4.05	1.08	Good
Q19	Did the Display Session help you improve your reading skills?	76	44	232	483	498	3.96	1.09	Moderate
Q20	Did the Display Session help you improve your writing skills?	78	45	214	499	497	3.92	1.11	Moderate

Table 4.7 shows the data on the various indicators of the influence of English listening, speaking, reading, and writing skills, including the mean value, standard deviation, and degree level. The results indicate significant differences in the participants' views on whether the presentation can help improve their English listening skills. Specifically, for the "totally disagrees" group, the mean was 1.71 (SD=1.38), 3.02 (SD=1.35) for the "disagree" group, 3.60 (SD=1.04) for the "neutral" group, 4.07 (SD=0.77) for the "agree" group, and 4.74 (SD=0.79) for the "strongly agree" group. Therefore, whether the teacher strictly implements the presentation session has a significant impact on the participants' views on whether

the presentation session can improve their English listening skills. In the practice of English teaching, attention should be paid to implementing the demonstration link to improve students' listening skills. Future studies could further explore the impact of other factors on the improvement of English listening skills to develop more effective teaching strategies. Table 1 shows the mean value, standard deviation, and correlation coefficients of each item.

The results of Pearson's correlation analysis showed that: 1. There was a significant positive correlation between the presentation and the improvement of English listening skills ($r=0.82^{**}$, $p < 0.01$), indicating that the presentation had a positive impact on the improvement of students' English listening skills. 2. There was also a significant positive relationship between the presentation and the improvement of oral English skills ($r=0.84^{**}$, $p < 0.01$), which showed that the presentation played a significant role in the improvement of students' oral English skills. 3. Similarly, there was a significant positive correlation between the presentation session and improvement in English reading skills ($r=0.82$, $p < 0.01$) and improvement in English writing skills ($r=0.83$, $p < 0.01$). During the demonstration, there was a significant positive correlation between the teacher's execution and the improvement of English listening, speaking, reading, and writing skills (r values were 0.64, 0.68, 0.64, and 0.62, respectively, $p < 0.01$), indicating that the teacher's strict implementation had a positive effect on the improvement of various English skills. The results of this study support the positive impact of presentation sessions on enhancing students' English teaching skills. Through practical participation and presentation, students can better utilize what they have learned and enhance their comprehensive ability in English listening, speaking, reading, and writing. In addition, the teacher's strict implementation is crucial to ensuring the effectiveness of the display link. The teacher's supervision and guidance can also help students complete the display task more effectively, thereby improving the learning outcome. However, this study also has some limitations, including a small sample size and

reliance on a single data source. Future studies could further expand the sample size and incorporate multiple data sources to enhance the reliability and generalizability of the findings. In this study, Pearson's correlation coefficient analysis verified the positive impact on the improvement of students' English listening, speaking, reading, and writing skills, as well as the positive correlation between the teacher's performance and the improvement of each skill. These results provide a valuable reference for English teaching, and it is suggested that teachers make full use of the demonstration link in English teaching and strengthen supervision and guidance.

Table 4.8 Descriptive Statistical Study of Comments on the Link

Number	Variable Name	1	2	3	4	5	Mean	SD	Meaning
Q13	The Review session helps you improve your listening skills.	84	51	225	492	493	3.93	1.12	Good
Q15	The Review session helps you improve your speaking skills.	80	44	195	521	493	3.98	1.09	Good
Q15	The Review session helped you improve your reading skills.	77	50	204	522	480	3.96	1.08	Moderate
Q16	The Review session helps you improve your writing skills.	78	45	214	499	497	3.97	1.09	Moderate

Table 4.8 shows the data on the influence of the comments on English listening, speaking, reading, and writing skills, including the mean value, standard deviation, and degree level. As can be seen from the table, as students' awareness of whether the comments could improve their English listening skills increased (from 'completely disagree' to 'very agree'), their teacher's strict scores in the review process also gradually increased. Specifically, when students thought that the

comments could not improve their English listening skills (completely disagree), they scored the lowest in rigor (mean = 1.51). When they think the comments can significantly improve their English listening skills (strongly agree), they scored the highest in rigor (mean = 4.70). To sum up, there is a significant relationship between the strict implementation of comments by teachers and students' beliefs that these comments can help improve their English writing skills. Therefore, in the practice of English education, teachers should pay attention to the implementation of the comment link to improve students' English writing skills. Further research can investigate how to optimize the design of the review session to enhance students' English writing abilities. This study found a significant positive correlation between students' perceptions of whether the review session could improve their English listening skills and their evaluations of the teacher's performance during the review session in terms of rigor. This finding suggests that when students have a positive cognitive attitude towards the review session, they are more likely to believe that the teacher has enforced the review session strictly. This may be because strict implementation can ensure the effectiveness of the review, allowing students to recognize the role of the review in improving Their Education. In addition, this study also found that as students' awareness of the review process increased, their ratings of teacher implementation rigor also gradually increased. This trend further supports the view that students' evaluation of the review session is closely related to their perception of the rigor of teacher implementation. Therefore, to enhance the effectiveness of comments and promote students' English listening skills, teachers should strengthen the management and monitoring of comments to ensure that they are both thorough and effective.

To summarize, comments play an important role in English learning. Through effective design and strict implementation of comments, students' English listening, speaking, reading, and writing skills can be significantly improved, providing strong support for English education. Future studies could further explore

the impact of different types of comments on English learning skills and how to optimize the design of comments to improve the teaching effect.



CHAPTER V

CONCLUSION AND DISCUSSION

The purpose of this study is to explore the influence of the six-step collaborative learning model on their English skills, explore students' views on the six-step teaching method of listening, speaking, reading, and writing, and how the six-step teaching method improves their English skills, and provide insights and suggestions for improving the six-step teaching method.

5.1 Conclusion

Primary data were collected through an online questionnaire. The sample consisted of 7th-grade students, with valid data from 1,300 cases.

Based on the analysis, the results are presented in the following 2 sub-sections.

5.1.1 Descriptive Analysis Results

The analysis revealed that, in terms of gender distribution, the valid study population consisted of 1,300 individuals, with a roughly comparable distribution of males and females. The male population comprised 610 individuals (46.9%), representing the majority of the study population, indicating that females slightly outnumbered males. The number of women was 690 (53.1%), which is slightly higher than the number of men.

In the age distribution, the categories are divided into four groups: "other" categories, represented by the first, second, third, and no middle school, which encompass individuals who do not belong to the above grades. The highest number of junior year one students was 1,000 (76.9%), indicating that the majority of the study population belonged to this age group. The number of students in grade

two is 200 (15.3%), accounting for a relatively small proportion. In contrast, 100 individuals (7.6%) in the study population are represented by this age group, indicating that this age group constitutes a relatively small proportion of the study population. The "Other" category has the fewest number of responses (0%) and may represent outliers or individuals who do not attend secondary school. In the age distribution, the categories are divided into four groups: "other" categories, represented by the first, second, third, and no middle school, which encompass individuals who do not belong to the above grades. The highest number of junior year one students was 1,000 (76.9%), indicating that the majority of the study population belonged to this age group. The number of students in grade two is 200 (15.3%), accounting for a relatively small proportion of 100 (7.6%), indicating that this age group represents a relatively small proportion of the study population. The "Other" category has the fewest number of responses (0%) and may represent outliers or individuals who do not attend secondary school.

In conclusion, the detailed data on the demographic factors of seventh-grade middle school students show the distribution characteristics of this group by gender and grade. These data provide a valuable reference for further research on the influence of the six-step teaching mode (warm-up, introduction, thinking, comment, presentation, and comment) on middle school students' English skills (listening, speaking, reading, and writing skills).

5.1.2 Influence Factor

1. Warm-up

Independent sample t-tests were used to analyze gender differences in participation in learning behavior between the two groups (male and female). From the data, the different measures of learning behavior participation did not show significant gender differences between men and women.

The data analysis of various indicators of the influence of English listening, speaking, reading, and writing skills in the discussion session revealed that

the discussion session had a significant impact on these skills. According to the research results, participants' views on the strict implementation of the warm-up session showed noticeable differences. In the sample, there are apparent differences in the improvement of English listening skills during the warm-up session. To summarize, there is a significant correlation between the strict implementation of a warm-up session before class and improvements in English listening skills. In practice, teachers can pay more attention to implementing the warm-up to improve students' listening skills. However, individual differences and other factors that may affect listening skills should also be noted to provide a more comprehensive reference for teaching practice. In addition, the discussion session over the study skills revealed that the perception of listening skills is positively correlated with the implementation of the discussion session, indicating that students believe the discussion can effectively improve their English listening skills. The perception of improvement in oral English skills is also positively related to the implementation of a warm-up session before class, and the degree is greater than that of English listening, indicating that students believe the warm-up before class has a more significant effect on improving oral English skills. The perception of improvement in English reading skills is positively correlated with the implementation of the discussion session; however, the degree of influence is small, indicating that students believe the warm-up session has a limited effect on improving their English reading skills. The relationship between the perception of improvement in English writing skills and the implementation of the discussion session is significant, indicating that students generally believe the discussion session had no significant impact on their English writing skills.

In conclusion, the discussion session plays a significant role in improving students' English listening and speaking skills, but has a limited impact on improving their English reading and writing skills. Therefore, it is suggested that teachers should pay more attention to training listening and oral skills when

designing the warm-up session before class, and consider how to better integrate these skills into the improvement of reading and writing skills. At the same time, future studies can further explore the design optimization and practical evaluation of the discussion session's effects. In English teaching practice, teachers can design more effective warm-up activities based on these results to promote students' English learning better and improve their comprehensive ability.

2. Link Session

The results of the regression analysis showed that the most significant effect of the import process on the entire English class was ($F(4, 1328) = 271.871, p < 0.000$). Under the control of other independent variables, the influence coefficients of the import session on English listening, speaking, reading, and writing skills were 0.09, 0.17, 0.137, and 0.37, with t-values of 1.972, 3.42, 2.70, and 8.211, and p-values of 0.049, 0.001, 0.0077, and 0.000, respectively.

The results of the analysis showed that the introduction session had a significant positive impact on English listening, speaking, reading, and writing skills. Among them, the introduction link has the most significant impact on English writing skills, followed by oral skills, then reading skills, and finally listening skills. This result suggests that in English teaching, the introduction link holds varying levels of importance for different skills, and teachers should fully consider the diverse needs of learners when designing the introduction link to enhance the teaching effect.

3. Thinking Link

The results showed a significant positive correlation between thinking sessions and improvements in English listening skills ($r = 0.88, p < 0.01$). This indicates that students actively participate in the English learning process, which helps them improve their English listening comprehension. This may be because the thinking process encourages students to pay more active attention to the details of the listening materials, which improves the efficiency of information processing and

understanding. Similarly, the thinking session was found to be significantly positively associated with an improvement in spoken English skills ($r = 0.88$, $p < 0.01$). This suggests that through deep thinking and reflection, students can better organize their language and improve the accuracy and fluency of their oral expression. The thinking session may promote students' language-building ability, making them more confident and organized in their spoken language.

In terms of English reading skills, the thinking session also revealed a significant positive correlation ($r = 0.78$, $p < 0.01$). This suggests that the thinking session helps enhance students' reading comprehension skills. In the process of thinking, students may have analyzed the content, structure, and significance of the reading materials more deeply, thereby improving their overall grasp and detailed understanding of the article. For English writing skills, thinking also showed a significant positive correlation ($r = 0.78$, $p < 0.01$; the correlation coefficient was slightly different from that for reading skills, but all were within statistical significance). This further emphasizes the importance of thinking in English learning, especially in writing. Through critical thinking, students can better comprehend the structure of the article, enrich the content, and refine the expression to enhance the quality of writing. In addition, the study also found a significant positive correlation between the comments and the improvement of various English skills (r values ranged from 0.62 to 0.64, $p < 0.01$). This demonstrates that the review link, as a crucial component of the English class, plays a significant role in comprehensively enhancing students' English abilities. Through the comments, students can not only exercise their oral expression ability but also acquire new views and knowledge from their peers, promoting thinking collision and mutual learning.

In conclusion, this study demonstrates that the thinking session plays a crucial role in enhancing students' English language skills, including listening, speaking, reading, and writing. At the same time, as an important part of the English class, the comment link also has a positive impact on students' English learning.

Therefore, in English teaching, teachers should pay close attention to the design and implementation of thinking and commenting links to promote the comprehensive development of students' English abilities. Future studies could further explore the interaction mechanisms between different teaching links and how to use these links more effectively to improve the quality of English teaching.

4. Discussion Link

Based on the provided data, we conducted a Pearson correlation coefficient analysis, and the results are as follows: a significant positive correlation was found between questions that can help improve oral English skills and other questions ($r = 0.87$, $p < 0.01$). Similarly, there was a significant positive correlation between improving English reading skills, English writing skills, and the most important questions throughout the English class ($r = 0.81, 0.80, 0.65$, $p < 0.01$). These results indicate that the review session has a positive impact on improving students' oral English, reading, and writing skills, as well as the overall importance of the English class.

However, no significant correlation was observed between the effect of the comments on improving English listening skills and other questions ($r = 1.00, 0.87, 0.81, 0.80, 0.65$, $p > 0.05$), indicating that the impact of the comments on improving English listening skills was not statistically significant. To sum up, the review session plays a crucial role throughout the English class and has a positive impact on students' speaking, reading, and writing skills. However, the impact of improving English listening skills is not significant, which may need further research and discussion.

5. Display

The Pearson correlation coefficient analysis results found a significant positive relationship between the presentation session and English listening, speaking, reading, and writing skills. Specifically, the presentation session had a significant impact on the improvement of oral English skills ($r = 0.84$, $p < 0.01$), indicating that the presentation session effectively helped students improve their oral

English ability. Similarly, the presentation session demonstrated a significant positive correlation between the improvement of English reading ($r = 0.82$, $p < 0.01$) and writing ($r = 0.83$, $p < 0.01$) skills, indicating that the presentation session can effectively enhance students' English reading and writing skills. In addition, a positive correlation was found between the presentation session and English listening skills, although the correlation was weak ($r = 0.69$, $p < 0.01$). Finally, the results showed that students generally believed the presentation was important in the entire English class ($r = 0.73$, $p < 0.01$) but that other skills were more important for improving speaking and writing skills. To sum up, the presentation plays a crucial role in the English class, effectively enhancing students' oral, reading, and writing skills and providing strong support for the improvement of English teaching quality. In future teaching practice, attention should be paid to the design and implementation of the presentation to better promote the improvement of students' comprehensive English abilities.

6. Comments on the Link

Based on the provided Pearson correlation coefficient results, we can draw the following analytical conclusions. First, we noted that the correlation coefficient between English listening skills and spoken English skills was 0.89, indicating a significant positive relationship between the two skills ($p < 0.01$). This means that in this English course, the review link is closely tied to improving students' English listening skills and oral English proficiency. This may be because, through the review session, students have the opportunity to access real language use situations, thus improving their listening and oral expression skills. Second, the correlation coefficient between English reading skills and English writing skills was 0.86, indicating a significant positive relationship between the two ($p < 0.01$). This means that, based on the comments, students' performance in reading and writing is somewhat consistent. This may be because, through the practice of reading and writing, students can better understand and apply their knowledge of the English

language, thus improving their reading and writing skills. Finally, the review session was considered the most important factor in the entire English class, with correlation coefficients of 0.73 ($p < 0.01$) and 0.74 ($p < 0.01$), respectively. This indicates that students generally believe the review session plays a crucial role in the entire course and is closely tied to the improvement of English listening, speaking, reading, and writing skills.

In conclusion, through the analysis of Pearson's correlation coefficient, we found a positive influence of the review session on English listening, speaking, reading, and writing skills, and it was considered the most important factor in the entire English class. These findings provide an important reference for English teaching practice and practical implications for further research. Therefore, teachers should utilize the comments link in the teaching design to enhance students' comprehensive English abilities. Furthermore, future studies could further explore the impact of different types of review methods on learning effects to inform English teaching practice.

5.2 Implication for Practice

5.2.1 Theoretical Significance

First, this study deepened our understanding of the relationship between the six-step approach and English skill improvement for middle school students. Through a detailed analysis of various demographic factors among seventh-grade students, the study reveals the influence of the warm-up, introduction, thinking, comment, presentation, and comment on the improvement of students' English listening, speaking, reading, and writing skills. This finding not only complements the existing theoretical system of the influence of teaching methods on students' English skills but also provides a more comprehensive and detailed perspective for

understanding and explaining the differences and performance of the six-step teaching approach in the English learning process.

Secondly, this study highlights the key role of the six-step teaching method in improving the English skills of middle school students. Discovering a significant positive correlation between the six-step teaching method and English skills further emphasizes the important influence of the warm-up link, the introduction link, the thinking link, the comment link, the display link, and the feedback link on the English listening, speaking, reading, and writing skills of middle school students. This discovery is of great significance to both educational theory and practice, reminding us that the role of the six-step teaching method should be fully utilized in the design and implementation of educational strategies. It also emphasizes the need for strict implementation of the six-step teaching method to promote students' learning and development jointly.

Finally, although the study found that the introduction session has little direct impact on the reading and writing skills of middle and secondary students, this finding still holds important theoretical significance. It reminds us to consider the influence of other factors (e.g., school environment, teachers' teaching status, etc.). Focus on students' emotional engagement and also ensure the strict implementation of each step of the six-step teaching method. This comprehensive perspective helps us to understand students more fully, the process of skill formation and upgrading, and to provide theoretical support for the development of more comprehensive and effective educational strategies.

In conclusion, this study theoretically deepens our understanding of the relationship between the six-step approach and English skills improvement, emphasizes the key role of the six-step method in improvement, and provides important theoretical support for developing more comprehensive and effective educational strategies. These findings not only enrich and refine the existing

educational theory system but also provide valuable guidance and inspiration for educational practice.

5.2.2 Practical Research Significance

The results of this study have several practical implications for students to improve their English learning and practice:

Emphasis on individual differences and comprehensive development: The results show that the six-step discussion session has no significant impact on middle school students' English skills, indicating that educators should not over-emphasize the impact of discussion sessions on students' learning. Instead, more attention should be paid to individual differences and overall development, and educational strategies and methods should be formulated according to students' interests, abilities, and needs. This helps create a more inclusive and equitable educational environment where every student can access educational opportunities tailored to their needs.

Optimizing teaching methods and learning environments: This study also found that factors such as teaching methods and learning environments may have a more significant impact on students' learning outcomes. Therefore, educators should focus on optimizing teaching methods, stimulating students' interest and enthusiasm for learning, enhancing the learning environment, and providing students with more comfortable and favorable learning conditions. This helps to improve the student's academic performance and learning satisfaction.

Strengthening the cooperation and communication between family and school: Although the direct impact of family background on students' learning is limited, factors such as family support and learning environment still have an important impact on students' learning. Therefore, educators should strengthen communication and cooperation with parents and jointly provide support for students' learning and development. Through regular home visits, parents' meetings, and other ways, to understand students' study and life in the family, to provide

educational guidance and suggestions for parents, and jointly promote the all-round development of students.

Strengthening the cooperation and communication between family and school: Although the direct impact of family background on students' learning is limited, factors such as family support and learning environment still have an important impact on students' learning. Therefore, educators should strengthen communication and cooperation with parents and jointly provide support for students' learning and development. Through regular home visits, parents' meetings, and other ways, to understand students' study and life in the family, to provide educational guidance and suggestions for parents, and jointly promote the all-round development of students.

In conclusion, the practical significance of this paper is to remind educators to pay attention to students' individual differences and overall development, optimize teaching methods and learning environment, strengthen the cooperation and communication between family and school, and pay attention to students' emotional needs and mental health. These measures can create a more inclusive, fairer, and more favorable educational environment for student development, promoting their all-around growth and development.

5.3 Recommendation

The results of this study have the following implications for teaching:

In the teaching process, teachers should flexibly apply the six-step learning method according to the actual situation and needs of students, making timely adjustments. At the same time, students are encouraged to actively participate in the learning process and develop their independent learning and critical thinking abilities. Before the teaching begins, clearly outline the learning objectives and the expected outcomes. This helps students understand what they will learn and the

importance of the learning process. Activate old knowledge by asking questions, commenting, or reviewing relevant information, and activate students' existing knowledge to understand better and absorb new knowledge. Present new knowledge clearly and concisely, utilizing a variety of teaching resources, including textbooks, PowerPoint presentations, and videos. Make sure that the students can understand and follow. Let students apply the new knowledge to real-life situations through practice, experiments, projects, and other methods, thereby deepening their understanding and consolidating the knowledge. Finally, provide students with timely feedback and evaluation to help them understand their learning progress and identify areas for improvement. Through review and summary, help students to consolidate their learning results and integrate the knowledge into the existing knowledge system.

2. Encourage students to ask their questions and develop their curiosity and exploration spirit. Set up the problem collection link and let students write down their doubts for future reference. Provide students with rich learning resources, such as books, online materials, and experimental equipment, so that they have sufficient tools for independent exploration. Guide students in creating inquiry plans and clarifying the steps and methods of inquiry. Students can exchange ideas and improve their plans through group comments. Give students sufficient time and space to explore. Teachers can provide timely guidance and suggestions during this process, but should refrain from overly influencing students' thinking and actions. Reasonable grouping ensures that each group member has different advantages and characteristics, allowing them to learn from and complement one another. Clear group tasks and division of labor so that each student has specific responsibilities, which improves the efficiency of cooperation. Establish effective cooperation mechanisms, such as regular group meetings and regular reporting of results, to promote communication and cooperation within the group. To provide a platform for students to display their work, it can include classroom speeches, poster displays,

physical demonstrations, and other forms of expression. Guide the students to highlight the key points in the display and clearly express their views and results. Display templates or instruction manuals can be provided to help students better organize their presentation content. Encourage students to ask questions and evaluate each other's responses to develop their critical thinking and communication skills. Teachers should provide timely feedback and affirmation during this process to stimulate students' enthusiasm for learning. Encourage students to share their perceptions and experiences and cultivate their reflective abilities. Students can share their gains through group comments or personal writing. Encourage students to engage in project-based learning or practical activities, allowing them to consolidate the knowledge they have learned in practice and enhance their comprehensive quality. Collaborate with parents and social resources to provide additional practice opportunities and platforms that enable students to broaden their horizons and gain new experiences.

5.4 Recommendation for Future Research

5.3.1 The Six-Step Teaching Method is Deeply Analyzed

1. Identify the role of the steps

Carefully size each step of the six-step pedagogy to determine which steps may have direct or indirect effects on listening and speaking skills. For example, in the "self-study" step, students independently learn listening materials that may help improve their listening comprehension; the "comment" step provides opportunities for oral expression.

Analyze the time allocation of each step to see if it can be adjusted to focus more on listening and speaking training.

2. Combine it with existing theories

Combine the six-step teaching method with the two-language acquisition theory and the listening and speaking teaching theory to find theoretical support and an improvement direction. For example, Krashen's input hypothesis emphasizes the importance of a large number of comprehensible inputs for language acquisition. It could consider incorporating high-quality listening input links into the six-step approach.

5.3.2 For Listening Skills Improvement

1. Selection of listening materials

Select a range of listening materials that vary in accent, speed, and subject matter to cater to the diverse needs and learning levels of students. It can include English movies, radio, TED speeches, etc. According to the level of students, from easy to difficult, the listening difficulty increases gradually.

2. Hearing task design

Targeted listening tasks are designed in each step of the six-step teaching method. For example, in the "self-study" stage, ask the students to listen to the questions; in the "display" step, let the students repeat what they hear. Introduce listening skills training, such as prediction, note-taking, and identifying key points, and gradually guide students to master these skills throughout instruction.

3. Feedback and evaluation

Provide students with timely feedback on their listening performance, highlighting both their strengths and areas for improvement. Teacher evaluation, peer evaluation, and other ways can be adopted. Establish a listening skills evaluation system and regularly assess students' listening levels to adjust their teaching strategies accordingly.

5.3.3 Further Research on the Improvement of Speaking Skills

1. Create a real context

Try to create a realistic language environment using the six-step teaching method, such as simulated situational dialogues and role-playing. Let the students use the language in real-life situations and improve their Use of multimedia resources, such as English videos and audio, to engage students with real-life oral English expressions.

2. Oral expression opportunities

Increase the chances for students to speak English in class. In the steps of "commenting" and "questioning", students are encouraged to speak actively and express their views and ideas. Conduct group activities that enable students to communicate with one another, thereby enhancing their confidence in oral expression.

3. Speech tone training

Pay attention to students' pronunciation and intonation training, can correct students' pronunciation errors in the teaching process, and provide a standard phonetic demonstration. Use voice software or online tools to enable students to self-evaluate and practice, thereby improving the accuracy of their pronunciation and intonation.

5.3.4 Teacher Training and Professional Development

1. Teacher's improvement

Teachers should continually improve their English listening and speaking skills to better support and guide their students. One can attend English training courses, speaking workshops, and other activities. Learn new teaching methods and technologies, such as online oral English teaching platforms and speech recognition software, and apply them to the six-step teaching method.

2. Teaching reflection and communication

Teachers should regularly reflect on their teaching and summarize the experiences and lessons learned from improving students' listening and speaking skills using the six-step teaching method. Communicate and cooperate with other teachers, share teaching experiences and successful cases, and jointly discuss how to improve the six-step teaching method further.

5.4 Limitations of the Study

Sample Size and Selection: The representativeness of the sample was limited. This study focused on the effect of Jianshui's six-step teaching method on the English skills of students in rural areas, as well as those in other regions. Students may differ in their geographical, cultural, and social backgrounds; therefore, future research should further expand the sample to include students from diverse regional and cultural backgrounds to gain a more comprehensive understanding of the impact of the six-step approach on student learning.

Other potential factors are missing: This study focuses on the impact of the six-step pedagogy on students' improvement of English skills; however, other potential factors, such as student motivation for learning, learning strategies, peer relationships, and faculty teaching methods, may also be equally important. Future studies could take these factors into full consideration to provide a more comprehensive understanding of the complexity of the factors that influence student learning. Moreover, this study primarily employed a quantitative research method, concluding the data analysis. However, quantitative studies may not fully capture the complexities of educational phenomena. Future studies could employ a combination of qualitative and quantitative methods, such as interviews, observations, and questionnaires, to gain a deeper understanding of the student learning process and its influencing factors.

Comprehensive study: In addition, when exploring the effect of the six-step teaching method on English skills, we found that the effect of the discussion session was relatively weak. This may be because the discussion session-plex concept, including diversity, student diversity, subject specificity, and difficulties in evaluating the effect of time limitations, could be further explored in future studies. They could also explore specific aspects of target pluralism to more accurately assess its impact on students' English skills.

Finally, this study focuses on the relationship between the six-step teaching method and students' listening, speaking, reading, and writing abilities, but does not deeply explore how family background interacts with other factors to influence students' learning outcomes jointly. Future studies can comprehensively consider students' own factors, learning motivation, learning strategies, peer relationships, teachers' teaching methods, and other factors in order to understand the influence mechanisms of students' learning more comprehensively.

In conclusion, although this study partially reveals the impact of the six-step pedagogy on students' English skills, several limitations and issues remain that warrant further exploration. Future studies should further expand the scope of the sample, consider other potential factors, adopt multiple research methods, deeply explore the interaction of factors such as the six-step teaching method, more fully understand the complexity of the factors affecting students' learning, and provide more comprehensive and in-depth guidance for educational practice and policy making.

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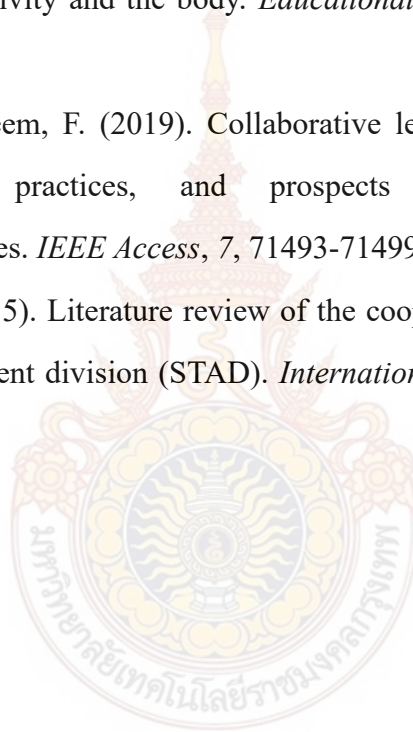
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APPENDICES

Table 3.1 Questionnaire Structure

Category	Number	Variable Name	Variable Description
The warm-up session	Q1	The warm-up session helps your listening skills.	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q2	Does the warm-up session help your speaking skills?	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q3	Does the warm-up session help your reading skills?	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q4	A warm-up session in the six-step learning model is the most important	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
The introduction session	Q5	The introduction session helps you improve your listening skills	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q6	The introduction session helps you improve your speaking skills	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q7	The introduction session helps you improve your reading skills	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q8	The introduction session in the six-step learning model is the most important.	1 = disagree 2 = disagree 3 = neutral 4 = agree

Category	Number	Variable Name	Variable Description
			5 = strongly agree
Thinking Session	Q9	Does a Thinking Session help you improve your listening skills?	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q10	Does a Thinking Session help you improve your reading skills?	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q11	Does a Thinking Session help you improve your writing skills?	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q12	Is the thinking session in the six-step learning model the most important?	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
Discussion session	Q13	Discussion sessions help you improve your listening skills.	1 = disagrees 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q15	Discussion sessions help you improve your speaking skills.	1 = disagrees 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q15	Discussion sessions help you improve your reading skills.	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q16	Is the discussion session in the six-step learning model the most important?	1 = disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
The Display Session	Q17	The Display Session helps you improve your listening skills.	1 = disagrees 2 = disagree 3 = neutral

Category	Number	Variable Name	Variable Description
			4 = agree 5 = strongly agree
	Q18	Did the Display Session help you improve your speaking skills?	1 = disagrees 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q19	Which step in the six-step learning model is the most important?	1 = disagrees 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
The Review session	Q20	The Review session helps you improve your listening skills.	1 = disagrees 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q21	The Review session helped you improve your speaking skills.	1 = disagrees 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q22	The Review session helps you improve your reading skills.	1 = disagrees 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q23	The Review session helped you improve your writing skills.	1 = disagrees 2 = disagree 3 = neutral 4 = agree 5 = strongly agree
	Q24	The Review session in the six-step learning model is the most important.	1 = disagrees 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

Table 3.2 Interview Structure

Category	Variable Name	Variable Description
ClassmateA	1. How does a Warm-up session improve English skills?	
	2. How does an Introduction session improve English skills?	
	3. How does a Thinking session improve English skills?	
	4. How Discussion sessions improve English skills	
	5. How does a Display session improve English skills	
	6. How does a Review session improve English skills	
ClassmateB	1. How does a Warm-up session improve English skills?	
	2. How does an Introduction session improve English skills?	
	3. How does a Thinking session improve English skills?	
	4. How Discussion sessions improve English skills	
	5. How does a Display session improve English skills	
	6. How does a Review session improve English skills	
ClassmateC	1. How does a Warm-up session improve English skills?	
	2. How does an Introduction session improve English skills?	
	3. How does a Thinking session improve English skills?	
	4. How Discussion sessions improve English skills	
	5. How does a Display session improve English skills	
	6. How does a Review session improve English skills	