

CHAPTER-1

CONCEPTUAL FRAMEWORK

1.1 Introduction

Education is a teaching learning process. Learning depends on instruction. During instruction, a child cannot be treated like an empty vessel into which any type of information can be passed down. A teacher must think of ways and means of stimulating and encouraging learning in the students. He should provoke their interest and motivate them to learn. He should create conditions in which they feel the need to learn. Many teachers use traditional methods of instruction in teaching upon in English.

In the globalization era, English plays a very significant role as an international language and people are required to be proficient in both oral and written English. People also consider that English is the window of the world. It means that we can know everything in the world through English. We also cannot deny that English is very important for our future. When we are applying for job, people who can speak English will get a better opportunity to be accepted than those who cannot. English is believed as the key to survive and succeed in the coming era. However, most people have realized that learning English is not an easy matter. Moreover, it can take a long time for people to learn English as a foreign language. Language has played an important role since the early years of one's life. As our world grows older and modern, the demand of an international language (English) is also growing, and its functions are becoming wider as well. In every aspect of our life, English is commonly used. English is used for trade, business, political discussions, and education. Regarding the important of English, people will appreciate the use of English, and willing to learn it. Because of its importance, many people think that English must be taught when someone is still a child. They believe that people learn languages better at young age, because children have more opportunities than adults. The other factor that can help them to learn English is their curiosity since they are interested in new things. Although learning English is important, children still face some difficulties. Some of them seem uninterested so that they refuse to join the

teaching learning process. They just listen to the teacher's talk and rarely produce a word. In this case, encouragement is needed to maintain their curiosity and make them pay attention to the lesson so they will be actively involved in the teaching learning process. If they are not encouraged, they will not be interested in the lesson, found entertainments, and disturbed their friends or the teaching learning process (Levin et.al, 1996: 98).

However we can see many schools in India teach English as an important lesson nowadays. It means that our people and our government have realized the importance of English as a tool of communication. Along with development era, students at any levels have taken to have higher quality in educational field. Here, teacher-centred method can't be maintained any longer. Educators must think about another method to educate their students, a method which has to include students' participations in the learning process. The teachers play an important role in English teaching learning process, because they must find the best teaching method to be used in teaching English. The teacher's role determines the success of the students in learning English. Finding the exact methods in teaching English for students is not easy. The teachers will find many difficulties and problems towards the teaching learning process. It may be difficult to motivate the students to learn English particularly to the students of a large class with traditional learning methods. The students of a large class have to cover the syllabus in a limited period of time. There is no opportunity for a teacher in traditional learning methods to give individual attention to all the students. The result is that gap between weak and able students increases. Some teachers believe that teaching English for beginners is not easy, because they must pay attention to some aspects related to the students' life background. There are some ways that the teacher can use to make the students participate during the lessons. In order to keep the interactions going like what is expected, the teachers should use an appropriate technique such as Cooperative learning. In the mid-1960s cooperative learning was relatively ignored by educator. Primary, Secondary and college level teaching method was dominated by individualistic and competitive learning. Now cooperative learning is accepted at all level of education. Cooperative learning presently used in schools and universities in every part of the world, in every subject area, and with every of the students. Cooperative learning is now an accepted and highly recommended instructed procedure. By Cooperative Learning the teacher can motivate the students

to participate in the classroom. Cooperative learning is the key to deal with children with various abilities and diverse area of intelligences. This learning method lets the students search and find out the best path to learn given subjects by themselves. Students are free to express what they have in mind to complete the tasks given during the lesson. The Cooperative Learning methods share the idea that students work in groups to accomplish a group goal. However in other particular they are quite different from one another (Slavin, 1983 in Das, 1988:7). The activity done in Cooperative Learning is in group form, it is used to grow students' ability to collaborate and cooperate with others. It is used to know how far they can learnt when they are together; the teacher only has to monitor and control their activity so that students have freedom to express themselves by sharing with others in their groups. Cooperative Learning promote among students the ability and the inclination to work together beyond the classroom by making cooperation not just part of the how of learning but also part of the content (Jacobs 1997; Sapon-Shevin and Schniedewind 1991 in McCafferty et al., 2006 :17). It is a group learning activity where students can exchange information in groups and in which each learner can increase his or own and others learning. Students also give supports and motivation to the others to be involved in learning processes.

1.2 Importance of English Language

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a communication by word of mouth. It is the mental faculty or power of vocal communication. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. Any means of communicating ideas, specifically, human speech, the expression of ideas by the voice and sounds articulated by the organs of the throat and mouth is a language. This is a system for communication. A language is the written and spoken methods of combining words to create meaning used by a particular group of people. Language, so far as we know, is something specific to humans, that is to say it is the basic capacity that distinguishes humans from all other living beings. Language therefore remains potentially a communicative

medium capable of expressing ideas and concepts as well as moods, feelings and attitude.

A set of linguists who based their assumptions of language on psychology made claims that language is nothing but 'habit formation'. According to them, language is learnt through use, through practice. In their view, 'the more one is exposed to the use of language, the better one learns'. Written languages use symbols (characters) to build words. The entire set of words is the language's vocabulary. The ways in which the words can be meaningfully combined is defined by the language's syntax and grammar. The actual meaning of words and combinations of words is defined by the language's semantics. The latest and the most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America where English language is the means of scientific discourse.

The historical circumstances of India (having been ruled by the British for over two centuries) have given the Indians an easy access to mastering English language, and innumerable opportunities for advancement in the field of science and technology. Many Indians have become so skilled in English language and have won many international awards for creative and comparative literatures during the last few years. Sometime ago, an Indian author, Arundhati Roy, won the prestigious booker prize for her book "The God of Small Things". Her book sold lakhs of copies all over the globe.

Over the years, English language has become one of our principal assets in getting a global leadership for books written by Indian authors and for films made by Indians in English language. A famous Indian movie maker Shekhar Kapoor's film "Elizabeth" has got several nominations for Oscar Awards. It does not require any further argument to establish the advantage English language has brought to us at the international level. English language comes to our aid in our commercial transactions throughout the globe. English is the language of the latest business management in the world and Indian proficiency in English has brought laurels to many Indian business managers. English is a means not only for international commerce; it has become increasingly essential for inter-state commerce and communication.

In India, people going from North to South for education or business mostly communicate in English, which has become a link language. Keeping this in mind, the Parliament has also recognized English as an official language in addition to Hindi. All the facts of history and developments in present day India underline the continued importance of learning English in addition to vernaculars. Some of the states of India are witnessing popular increase in public demand for teaching of English language from the primary classes. Realizing the importance, recently, the Minister of Indian Railways, Laloo Prasad Yadav, demands teaching of English language in schools. The great demand for admission in English medium schools throughout the country is a testimony to the attraction of English to the people of India. Many of the leaders, who denounce English, send their own children to English medium schools. Many of the schools in the country have English as the sole or additional medium of instruction.

A language attracts people because of the wealth of literature and knowledge enshrined in it. English poses no danger to Indian languages. The Indian languages are vibrant and are developing by the contributions of great minds using them as their vehicle of expression. English is available to us as a historical heritage in addition to our own language. We must make the best use of English to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. English language is our window to the world.

English language is one tool to establish our viewpoint. We can learn from others experience. We can check the theories of foreigners against our experience. We can reject the untenable and accept the tenable. We can also propagate our theories among the international audience and readers. We can make use of English to promote our worldview and spiritual heritage throughout the globe. Swami Vivekananda established the greatness of Indian view of religion at the world conference of religions in Chicago in 1893. He addressed the gathering in impressive English. Many spiritual gurus have since converted thousands of English people to our spirituality by expressing their thought and ideas in masterful English. English has thus become an effective means of promoting Indian view of life, and strengthening our cultural identity in the world. When William Caxton set up his printing press in London (1477) the new hybrid language (vernacular English mixed with courtly French and scholarly Latin) became increasingly standardized, and by 1611, when the Authorized

(King James) Version of the Bible was published, the educated English of London had become the core of what is now called Standard English. By the time of Johnson's dictionary (1755) and the American Declaration of Independence (1776), English was international and recognizable as the language we use today. The Orthography of English was more or less established by 1650 and, in England in particular, a form of standard educated speech, known as Received Pronunciation (RP) spread from the major public schools in the 19th century. This accent was adopted in the early 20th century by the British Broadcasting Corporation (BBC) for its announcers and readers, and is variously known as RP, BBC English, Oxford English, and the King's or Queen's English.

Generally, Standard English today does not depend on accent but rather on shared educational experience, mainly of the printed language. Present-day English is an immensely varied language, having absorbed material from many other tongues. It is spoken by more than 300 million native speakers, and between 400 and 800 million foreign users. It is the official language of air transport and shipping; the leading language of science, technology, computers, and commerce; and a major medium of education, publishing, and international negotiation. For this reason, scholars frequently refer to its latest phase as World English.

1.3 What is Cooperative Learning?

Many definitions of cooperative learning have been stated; for example, McCloskey (2000:367) defines cooperative learning as an instructional method that depends on the exchange of information among pairs or group members. Each learner is held responsible for his or her own learning and responsible for the group as well. Learners are also motivated to increase both their own learning and learning of others.

Carter (2001: 38) defines cooperative learning as a basic instructional strategy that can be implemented in every grade level and subject area. Lessons may be structured competitively so that students work against each other to achieve a goal that only one or a few students can achieve. Carter (p.41) adds that cooperative learning refers to a set of instructional techniques in which students work in small and mixed ability learning groups.

Michael (2002: 8) defines cooperative learning as a process by which students work together in groups to master material initially presented by instructor and it is a classroom environment where students interact with one another in small heterogeneous groups while working together on academic tasks. In addition, James (2002: 8) defines cooperative learning as working together to accomplish shared goals.

Jacobs (2004: 4) defines cooperative learning as "principles and techniques for helping students work together more effectively". Jacobs (p.6) states that cooperative learning and group interaction are structured in an attempt to balance the opportunities that each student has for creating output. This contrasts with the situation often seen in group activities in which more student talk exists, but a relatively small group of students take most of the speaking turns.

“Cooperative Learning” is a form of active learning where students work together to perform specific tasks in small group (By Beth Lewis).

“Cooperative Learning” is the instructional use of small groups through which students work together to maximize their own and each other’s learning by Johnson and Holubc (1994).

Cooperative Learning is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other’s learning. In cooperative learning students are encourage to interact and share with one another about helps to reduce the students desire to talk to gossip with one another about unrelated topics. Cooperative learning is the successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Carefully structured cooperative learning involves people working in teams to accomplish a common goal, under condition that involves both positive interdependence (all members must cooperate to complete the task) and individual and group accountability (each member is accountable for the complete final outcome). Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member’s success is dependent on the

group's success. Cooperation is not assigned a report to a group of students where one student does all the work and the others put their names on the product as well. Cooperation involves much more than being physically near other students, discussing material, helping or sharing material with other students. There is a crucial difference between simply putting students into groups to learn and in structuring cooperative learning interdependence among students. When implemented well, cooperative learning encourages achievement, student discussion, active learning, student confidence and motivation. The skills students develop while collaborating with others are different from the skills students develop while working independently. Using cooperative groups to accomplish academic tasks not only provide opportunity for students to develop interpersonal skills but also give them authentic experiences that will help them be successful in their future careers.

To summarize the previous definitions, cooperative learning is one of the most widespread and fruitful areas of theory, research, and practice in education. This learning strategy has been applied to a wide variety of content areas at all levels. Cooperative learning is a pedagogical technique in which students work together in small, and mixed groups on a structured learning task with the aim of maximizing their own and each other's learning.

1.4 Use of co-operative learning in English

The term co-operative (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project. Within cooperative situations, students work together to maximize their own and each other's learning, it may help the individual to seek results that are beneficial for all members of a group. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal and individualistic learning in which students work done by themselves accomplish academic goals and they do not cooperate with each other to get goals. In cooperative learning the students achieve many social and academic benefits.

Cooperative classrooms are classes where students group together to accomplish significant cooperative tasks. This is a model of a cooperative learning lesson that allows all levels of ELL learners from preproduction to intermediate level to tackle tasks that are appropriate to their language proficiency skills and also that allows each student to take an important part in doing the group's assigned tasks since without each student's expertise, the group's task is incomplete (Yahya, et al 2002). One of the most difficult tasks of the teacher of English is helping his/her students reach the level of free communication in spite of the fact that the ultimate goal of teaching English should be to enable students to communicate and to be capable of participating in the social life of the community in which they deal with (Nazir, 1989). By doing so, they can help their students be able to transfer knowledge learned inside the class to real life situations. Having the students use the language in the life like situations must be the primary principle in language teaching. Cooperative learning is more than merely having students sit together, helping the others do their work.

1.5 Class Activities that use in Cooperative Learning

Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development.

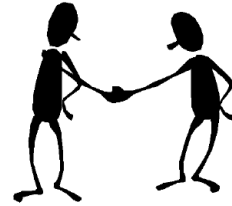
1.5.1 Jigsaw

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups reform and students teach each other. (Wood, p. 17) Tests or assessment follows.



1.5.2 Think-Pair-Share

Involves three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.



1.5.3 Three-Step Interview (Kagan)

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.



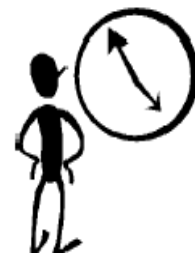
1.5.4 Round Robin Brainstorming (Kagan)

Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.



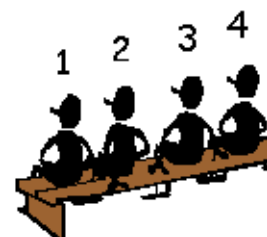
1.5.5 Three-minute review

Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.



1.5.6 Numbered Heads Together (Kagan)

A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.



1.5.7 Team Pair Solo (Kagan)

Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.



1.5.8 Circle the Sage (Kagan)

First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their



teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

1.5.9 Partners (Kagan)

The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.



1.6 When is Cooperation Desirable?

“Whenever problem solving is desired, whenever divergent thinking or creativity is desired, whenever quality of performance is expected, whenever the task is complex, when the learning goals are highly important, and when the social development of learners is one of the major instructional goals...

When an instructor wishes to promote positive interaction among learners, a facilitative learning climate, a wide range of cognitive and affective outcomes, and positive relations between themselves and the learners...”

From Learning Together and Alone, David W. Johnson, Roger T. Johnson

1.7 How Can You Stretch This Strategy?

As students become more familiar with cooperative group structures, have them take more ownership of the process. Have students determine how to break into groups, determine their group needs, and create and assign student roles. Students can create a list of collaborative and other social skills that they think could be improved, and develop a plan to work on those skills in their groups.

As groups begin to develop, have students reflect on how the group is functioning. Have students discuss their group's progress in interpersonal skills, and have them

problem-solve the challenging dynamics of the group. This type of reflection will help students develop their metacognition and articulation skills. Students can reflect on their contributions to the group and monitor their own progress either as part of a discussion or in a written reflection.

In groups that stay together over a long period of time, and as students become familiar with each other's strengths and challenges, they should be given more autonomy in choosing roles and developing a process for completing the task. Encourage students to think about how they are progressing as a group and the challenges that they face, as well as how they are progressing academically and how to improve the quality of their work as a team.

1.8 When Can You Use It?

Cooperative learning can be used in any class at any level with any subject area. Cooperative learning works well when it is a part of the culture of a classroom, and when students are familiar with working together and know what is expected of them. The following are some ideas for using cooperative groups in your classroom.

1.8.1 Reading/English

Use cooperative groups during partner reading. Have students read silently and then take turns reading aloud. The listener can guide the reader when necessary. Use cooperative groups after Sustained Silent Reading. Have students gather in groups to summarize what books or chapters they read. This also could be a time for students to "sell" the book they are reading and encourage others to read it as well.

1.8.2 Writing

Use cooperative groups during the writing process to brainstorm topics, to pre-write, and during peer review conferences. Use cooperative groups to write a "how-to" piece. Students, in groups, can write about how to make a model or drawing, exchange what they've written with another group, and collaborate to make the model or drawing. Have students read texts and use a double-entry journal to list critical

points and their responses. They can exchange their double-entry journals and create a summary of the assigned readings with a partner.

1.8.3 Math

Use cooperative groups to practice problem-solving strategies. Have student pairs use manipulative to act out a problem. After solving a math problem, students can explain their thinking to a partner. In cooperative groups, students can decide on a set of criteria to categorize geometric figures, and then explain their criteria to other groups.

1.8.4 Social Studies

Use Jigsaw to review concepts and prepare for a test. In jigsaw groups, have students list important skills or concepts that are important enough to be on the test. In expert groups, have them write review questions. Then have students return to jigsaw groups to ask their two or three best questions, giving others in their group a chance to answer.

1.8.5 Science

Use cooperative groups to create and discuss hypotheses before completing experiments. Students can combine their prior knowledge about a topic and collaborate to make an educated guess.

1.9 Elements of Cooperative Learning

Elements of Cooperative Learning Cooperative efforts are expected to be more productive under certain conditions. The followings are the five basic elements of cooperative learning.

1.9.1 Positive Interdependence

The first requirement for an effectively structured cooperative learning environment is that students believe they “sink” or swim together. (Johnson, Johnson & Stanne, 2000) That is, cooperation occurs only when students perceive that the success of one depends on the success of the other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for the group’s

success. Students have to learn to work together in order to accomplish tasks. This is why learning task must be designed in a way that makes them believe, “they sink or swim together.” Through the assigned material, students learn to achieve the goal. Therefore, a number of ways of structuring positive interdependence are carried out such as reward, resources, or task responsibilities to supplement goal interdependence. Each group member has a unique contribution to make to the joint effort because of his or her resources or role or task responsibilities.

1.9.2 Face-to-Face Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other’s learning and success. Johnson (2005) suggests that it is necessary to maximize the opportunities for them to help, support, encourage, and praise each other. Such promotive interaction helps to promote the following:

- orally explaining how to solve problems
- teaching one’s knowledge to other
- checking for understanding
- discussing concepts being learned
- connecting present with past learning

1.9.3 Individual and Group Accountability

The third element leads to the belief “What students can do together today, they can do alone tomorrow.” The purpose of cooperative learning groups is to make each member a stronger individual. Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the groups. Therefore, the group knows who needs more assistance, support, and encouragement in completing the job. Johnson & Johnson (1991) suggest some common ways to structure individual accountability. These include giving an individual test to each student, randomly selecting one student to represent the entire group, or having students teach what they have learned to someone else.

1.9.4 Interpersonal & Small – Group Skills

Students must be taught the social skills and be motivated to use them. Social skills which are needed for both teamwork and task work include leadership, decision-making, trust-building, communication, and conflict-management skills. (Johnson, Johnson, & Holubec, 1993)

1.9.5 Group Processing

Group members should think about how well they have cooperated as a team and how to enhance their future cooperation. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining student involvement in processing etc. To be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together.

These five essential components must be present for small group learning to be truly cooperative. There needs to be an accepted common goal on which the group will be rewarded for their efforts. (Johnson & Johnson, 1991)

1.10 What are the types of the Cooperative Learning?

There are three basic types of cooperative learning groups - formal cooperative learning groups, informal cooperative learning groups and base groups.

1.10.1 Formal Cooperative Learning Groups

These groups may last from several minutes to several class sessions to complete a specific task or assignment (such as doing a set of problems, completing a unit of work, writing a report, conducting an experiment, or reading and comprehending a story, play, chapter or book). The members are carefully chosen for heterogeneity to maximize learning and minimize 'group think'.

1.10.2 Informal Cooperative Learning Groups

These groups are temporary, ad hoc groups that last for a few minutes, one discussion or class period. The members are often chosen randomly and will rotate on a regular basis. Their purposes are to focus learner attention on the material to be learned, create an expectation set and mood conducive to learning, as well as help organize in advance the material to be covered in a class session. They can ensure that learners cognitively process the material being taught and provide closure to an instructional session. They may be used at any time but they are especially useful during a lecture or direct reading. The length of time that most college learners can attend to a lecture before they begin to drift away is around 20 to 25 minutes. These groups help break up the lecture and allow learners to process the content as they take part in class.

Bookend Process: By breaking up the lecture into several mini-lectures and having learners process the material in cooperative learning groups, you do decrease the amount of lecture time, but you will enhance what is learned and build relationships among the learners in your class. When we are instructing we need to remember all the different learning styles and not go to either extreme and completely eliminate lecture or to give up on group work.

1.10.3 Base or Home Groups

Base groups are long-term cooperative learning groups with stable membership. Learners are chosen for base groups in a manner that will guarantee a good mix of academic levels in the group. These groups are set up so that members provide support to each other so that all can succeed academically. For example, they may pick up handouts for each other if one of the group members is absent, and they will coach each other to prepare for individual tests. The use of base groups tends to personalize the classroom, improve attendance and also improve the quality and quantity of learning. If you have large numbers of learners in your classes, you should consider using base groups.

Base groups should be set up so that they can remain together for at least a term and longer if possible. The more learners you have in a class and the more complex the

subject matter, the more important it is to have base groups organized. The members should be compatible and supportive.

1.11 Cooperative Learning Advantages

Cooperative learning is a unique format, with different expectations for teachers and for students, compared to traditional activities such as whole class discussion, teacher presentation, or individual work. The following are some of the benefits of using cooperative learning in the classroom.

1.11.1 Enhancing Student's Social Skills

In cooperative learning groups, students can exercise their collaborative skills and practice working with others to achieve mutual benefit for everyone. Yang et al. (2005); Willis (2007) and Clevenger et al. (2008) state that one of the most appealing attributes of cooperative learning is its dual focus on academic and social learning benefits. Social benefits include more on-task behaviours and helping interactions with group members, higher interpersonal and self-esteem, more positive relations with others, more involvement in classroom activities, more favourable attitudes toward schooling, less disorder in the classroom, as well as improved social-emotional skills. Schlitz et al.(2001: 24) and Ashtiani et al. (2007), point out that "using cooperative learning in the regular and special education classrooms can help to teach students how to socialize appropriately and can give them opportunities to practice. It can provide tools to transfer the skills learned into real life situations".

In cooperative learning, students have opportunities to talk through the material, to explain it to each other and look at it in different ways. Giving and receiving information enhances student performance. Students feel that they have a chance to succeed, and believe working toward a successful outcome is a valuable goal. Students` social relationships improved because when students work together toward a common goal they have a chance to get to know one another as individuals.

1.11.2 Appreciating Differences

The more students work in cooperative groups, the more they understand, retain, and feel better about themselves and their peers. Working in a cooperative environment encourages student responsibility for learning. Cooperative learning increases student motivation by providing peer support. As part of a learning team, students can achieve success by working well with others. Cooperative learning promotes greater cross ethnic interaction and the acceptance of mainstreamed academically handicapped students (Caposey, et al. 2003: 28).

According to Lie (2000: 125); Krantz (2003: 25) and Gillies (2004:265), cooperative learning creates opportunities for students to actively interact with others, negotiate meaning around a task, and appropriate new ways of thinking and doing. Cooperative learning groups provide students with opportunities to enhance inter-ethnic relation and learn to appreciate differences. Cooperative learning activities in the classroom improve student's relationships with others, especially those of various social and ethnic groups. Cooperative learning gives the students a chance to take a hard look at their own ways of relating to others. This method allowed them to look at the positive and negative parts of their own behaviour.

1.11.3 Individualization of Instruction

In a traditional classroom with a heavy emphasis on a lecturing method and a whole-class discussion, teachers have to cater their instruction to the average. If a few students cannot keep up with the class, the teacher cannot always stop the class to help them. McDonough (2004: 210) asserts that cooperative learning gives instructors opportunities to work with individual learners.

1.11.4 Increasing Student's Participation

When groups are used, students receive much more chance to speak. First, there is an increase in the percentage of time when students are talking, instead of the teacher. Second, during the time for students to talk, many of them are speaking at any time (Lie, 2000: 125). According to Abdullah et al. (2002: 10), second language learning fits cooperative learning through the Interaction Hypothesis which states that

language learners increase the quantity of comprehensible input they receive by interacting with their interlocutors (the people with whom they are speaking). Cooperative learning activities provide a context in which students may be more likely to interact than in a whole class setting.

1.11.5 Increasing Motivation and Positive Attitude toward Learning

In a traditional class, only teachers provide encouragement to students. In cooperative learning groups, students can encourage and help each other. The cooperative atmosphere of working in a small group may help develop "affective bonds" among students and greatly motivate them to work together (Lie, 2000: 125). According to Nowlin (2003: 4), and Yavuz, (2007), cooperative learning fosters positive attitudes toward working with others, and creates thinking skills that are necessary to acquire and integrate knowledge. Cooperative learning promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment. Cooperative learning enhances the motivation and psychosocial adjustment of L2 learners.

1.11.6 Decreasing Anxiety

Students often feel anxious to speak in front of the whole class. In contrast, there is less anxiety connected with speaking in the smaller group. In addition, when a student represents the group and reports to the whole class, he/she feels more support, because the answer is not just from one student alone, but from the whole group (Lie, 2000: 125).

Abdullah et al. (2002: 10) and McDonough (2004: 210) state that peer groups may provide a more motivating, and less anxiety-producing environment for language use, thus, increasing the chances that students will take in more input. Learners may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions.

1.11.7 Increasing Self-Esteem

One purpose in education is to enable students to become life-long learners, people who can think and learn without teachers telling them what to do every minute. By shifting from dependence on teachers, cooperative group activities help students become independent learners and form a community of learners among themselves. Cooperative learning helps students learn to build their own self-esteem and build trust with other students (Lie, 2000: 125).

1.11.8 Increasing Academic Achievement

The more one works in cooperative learning groups, the more a person learns, the more he retains from those lessons, and the better he understands the materials. Cooperative group activities tended to result in more willingness to challenge oneself, more willingness to persist at difficult task, a greater use of critical thinking skills, more evidence of cooperative thinking, more transfer of learning from one situation to another, more time on task, a more positive attitude toward the task being completed (Dohron et al. 2002: 50).

Finally, cooperative learning is an effective strategy for classrooms with English language learners. Pair and small group activities provide learners with more time to speak the target language than teacher-fronted activities, and promote learner autonomy and self-directed learning. Small groups provide greater intensity of environment, so that the quality of language practice is increased, and the opportunities for feedback and monitoring as well.

1.12 Placing Learners into Cooperative Learning Groups

Group Sizes the ideal size for cooperative learning groups according to most experts in the field is four learners per group. When you have four in a group, you can have pairs working together at times and four working together at other times. There are six different pair combinations possible in groups of four.

There are many ways an instructor can place learners into groups. The following are a few ways this can be done:

1.12.1 Instructor Assigned Groups

The instructor can assign learners to groups to ensure that the groups are heterogeneous. The real advantage to forming groups in this manner is that instructors can see to it that groups are heterogeneous in terms of academic ability, ethnic background, gender, and any other factors that they feel are important. The instructor tries to make sure that best friends and worst enemies are not in the same groups. If they are, communication patterns in the group are not as effective.

1.12.2 Randomly Assigned Groups

The instructor can simply have learners number off, placing all the ones in one group, etc.

1.12.3 Social Integration Groups

The instructor can ask learners to privately name learners they would like to work with and any they would not like to work with in groups, and use this information to construct groups.

1.12.4 Subject-Matter Related Groups

If a group of learners are interested in a particular topic, they could be assigned to the same group to research and present the topic to the rest of the class.

1.12.5 Geographic Groups

Particularly useful for formal or base groups, this allows participants who live near each other to have a greater ease in meeting.

1.12.6 Self-Selected Groups

The instructor can simply ask learners to form their own groups – “Find three other people to work with on this project.” This can work well for short-term groups but can be counterproductive if participants always end up in the same groupings.

➤ **Most Effective Groups**

The most effective groups are usually the instructor assigned groups because they are more likely to be heterogeneous. Random groups and the others are very useful for short-term assignments, projects, but should not be used all the time or learners miss out on a lot of the advantages of working with heterogeneous groups.

➤ **Working in Groups**

Not everyone likes interdependent group work, which requires cooperation with others to accomplish a task. Part of functioning in a group is to have a common vision, common goals, and a common mission even though you may work independently on a project; and to understand that you and your work represent the group. Develop group Outcomes, Objectives and Guidelines (or mission statement, goals and principles – terminology can change) with your learners. These are based on your official course, but give the participants a chance to clarify the intended end product, direction and means of interaction within the course. This needs to include discussions around how each member of the “group” or class will support those intentions. Then, although the participants may work alone at some times and in groups at others, they start to understand that they are responsible to a bigger “collective”. We will always be a part of a group, but we will not necessarily always work in groups.

Team work is a necessary component because it is reflective of how advances are being made in business, science, education, etc. If our learners do not know how to work in groups, and how to function as a group member, we have not adequately prepared them for future work situations. Learners have a need to be successful. If they question grades and take grades seriously it is as much for their own personal identity as successful, competent persons, as it is for their realization how this will reflect on them later in the “real” world.

1.13 The Role of the Teacher in Cooperative Learning

Teacher's belief about using cooperative learning plays an important role in its implementation. Brandt (2002: 38-40) suggests that in a cooperative learning lesson, the role of the teacher with the cooperation of the students, becomes as the task setter. As group cooperatively work on the assigned tasks, the teacher's role changes to a facilitator/coach mode. In this role, the teacher moves from group to group to motivate the learning process. The facilitator role provides the classroom teacher with an opportunity to provide on-going feedback and the ability to assess the progress of each cooperative group.

Andrusyk, et al. (2003: 22-25) report that the teacher's role in a cooperative learning lesson entails several components, such as placing the students into groups, planning the lesson, explaining the academic task, monitoring the groups as they progress through the task, and evaluating the quality of the work produced. According to Gerwels (2005: 3), classroom management decisions must be made in several areas; for example, whom to place together in groups, how to organize materials and furniture to facilitate working together, and how to make sure everyone is participating and learning. And all of that is the responsibility of the teacher. For teachers who are using cooperative learning groups to teach a lesson will require quite different skills.

Yahya et al. (2002: 3) state that in planning cooperative learning, teachers take several roles. First, teachers make pre-instructional decisions about grouping students and assigning appropriate tasks. Teachers have to be able to explain both the academic task and the cooperative structure to students and then must monitor and intervene when necessary. The teacher is also the one who is responsible for evaluating student learning and the effectiveness of each group's work.

Teachers must create groups that are equitable so that all students participate as possible as they can, and use multiple-ability strategies. Teachers also need to convince students of two things: - That different intellectual abilities are required in cooperative learning, - and that no one student has all of the abilities needed, but that each member of the group will have some of the abilities.

Dohrn (2002: 48) proposes some useful guidelines for teachers to follow when creating cooperative groups such as:

- Groups should be limited 4-6 members.
- Team need to be diverse in nature.
- The group should be together long enough so that students can get to know each other and experience group success.
- Start with activities that allow students to get to know each other.
- Create team identity to encourage group cohesiveness.
- Clearly define rules, expectations and behaviour.
- Establish rules that will encourage students to work well together.
- Remind students of the rules each time the groups` change.
- Make the consequences for breaking the rules clear and check for understanding.
- Create rules and jobs in order to complete the task given.
- Change roles to ensure equal opportunity of responsibility.
- Circulate and monitor behaviour and watch for unwanted conflicts and resolve them quickly.

It is the teacher's task to teach the students how to form cooperative groups and to take the time necessary to introduce each management tactic and to guide students in the practice in the tactic's use. Carter et al. (2001: 41) assume some useful guidelines for teachers to follow when creating cooperative groups such as:

- Specify the group name.
- Specify the size of the group.
- State the purpose, materials, and steps of the activity.
- Teach the procedures.
- Specify and teach the cooperative skills needed.
- Hold the individuals accountable for the work of the group.
- Teach ways for the students to evaluate how successfully they have worked together.

Erdal et al. (2003: 7) determine that teachers need to spend time with individuals or groups observing their progress and providing appropriate assistance when it is needed. Ransdellp (2003: 13) asserts that “the teacher also struggled with giving their students full control of their small groups and of their learning”.

To conclude, the teacher in cooperative learning becomes a guide, a stimulator, and one who encourages, but not one who lectures nor dispenses information. He/she is a resource person who has much knowledge of keeping learners on task. The teacher as resource person has numerous materials and necessary information from which learners in cooperative learning may gather what is needed to achieve objectives. As a helper and facilitator, the teacher is motivated to assist learners to be creative, to engage in critical thought, and to identify and solve problems.

1.14 Student Roles in Cooperative Learning

Some tasks are complex and may benefit from clear roles and responsibilities assigned to each student within a group. Create team roles that are simple, clear, and important. Roles that are frivolous, unclear, or too complex may frustrate one or more team members. Some sample roles are:

- **Organizer**—provides the group with the overall process structure
- **Recorder**—writes down important information (e.g., directions or group work)
- **Checker**—Makes sure that all team members understand the concepts and the team's conclusions.
- **Questioner**—generates questions and involves all students
- **Assessor**—evaluates the progress of each work session
- **Encourager**—models and reinforces appropriate social skills
- **Summarizer**: Restates the team's conclusions or answers.
- **Spokesperson**—represents the group and presents group work to rest of the class
- **Timekeeper**—keeps group on task and on time
- **Team facilitator**—Moderates discussions, keeps the team on schedule, ensures that work is completed by all, and makes sure that all have the opportunity to participate and learn.

- **Elaborator**—Relates the discussion with prior concepts and knowledge.
- **Research runner**—Gets needed materials and is the liaison between teams and between their team and the instructor.

At the start of a course, consider allowing team members to pick their own roles. As students become more comfortable with teamwork, however, it is a good idea to rotate roles within the teams so that students experience a variety of responsibilities.

1.15 Difference between Small Groups and Cooperative Learning

A Traditional Small Groups In traditional small groups, the instructor merely tells class participants to form groups to complete a class assignment. There is no structured interdependence, no individual accountability, and communication skills are either assumed or ignored. Sometimes the group or the instructor may appoint a single leader. The emphasis is on the task to be performed and there is no process for group processing. In the end, each person is responsible only for themselves. Often the instructor sets the groups and then leaves them to work on their own until the time allotted to the task is completed.

Cooperative Learning Teams In cooperative learning teams positive interdependence is structured into the group task activities and members are responsible for each other's success. Individual accountability is an expected outcome. Communication skills are identified, directly taught, and expected to be used by all group members. There are designated roles with shared leadership assigned and monitored by the group and the instructor. The group regularly processes how they are working together and adjusts their personal and group behaviours accordingly. Both task and maintenance roles and outcomes are emphasized. The instructor observes and intervenes if necessary to ensure that the process is followed.

1.16 Statement of the problem

It has to be kept in mind that people do not communicate by just composing sentences, but by using sentences to make statements of difficult kinds, to record, to describe, to classify, to give and ask for information, to ask questions, make requests, etc. Therefore, students acquire the language by using it. Some of English language

students are unable to communicate in English, because they are not given the opportunity to practice what they have learned.

In the Shree Haricharan Vidhyalay students are supposed to be able to work with each other inside and outside the classroom after being trained in the four language skills. Yet, they have little or no opportunity to work with each other. In fact, they are given training in working with group.

Conversational English is rarely heard by the students in the Gurukul Vidhyalay. It has been confirmed by teachers who teach communication skills to the second level students that the students have many problems in this field, most of the students are poor in communication skills. Therefore, the researcher tried to investigate the effect of using a program based on cooperative learning on developing some oral communication skills of second level students.

“Effectiveness of Cooperative Learning in English at the Secondary Level”

1.17 Rationale of the Study

English is taught as a compulsory subject valued for its educational and cultural significance. It is perceived to be more important for communication in the domains of science, trade, and technology. However, instruction of English in the context of the present study remain competitive in nature and does not provide opportunities for active learning and meaningful interaction i.e. cooperation, communication among learners are expected to perform better than their classmates in order to attain higher grade and achieve approval and success. The rationale for conducting the effects of cooperative learning on the academic achievement of students is therefore simple: an examination of different methods and structures of the pedagogy will reveal which practices align with educators’ personal and professional educational expectations so that cooperative learning can be effectively included in the classroom. This review gives insight into which methods of cooperative learning are most effective in the cognitive and social development of students.

1.18 Objectives of the study

- To prepare a program using cooperative activity
- To study effectiveness of the programme
- To study the reaction of the students about cooperative learning activities

1.19 Delimitation

The researcher delimited her study to make students learn some concepts like writing, reading and speaking correctly through describing picture and wrapper ,creating stories, reading news paper, magazine and articles, words game and riddles .

1.20 Hypotheses

- The researcher formed Ho hypothesis for the research:
- Ho₁ There will be no significant difference between the mean score of Pre-test and Post-test.
- Ho₂ There will be no significant difference between the expected frequency and observed frequency in the reaction of the students in reaction scale.

1.21 Explanation and Operationlisation of Terms

❖ Cooperative Learning: We Sink or Swim Together

Cooperative learning in this study means a variety of concepts and techniques for enhancing the value of student-student interaction. It refers to the instructional use of small groups in which students work together to accomplish meaningful school tasks (Mahran, 2000: 35). Furthermore, it is a pedagogical technique that has students work together in small and mixed groups on a structured learning task with the aim of maximizing their own and each other's learning (Yang, 2005: 45).

Lessons are structured so that learners work together to maximize their own and each other's learning. Learners work together to achieve shared goals.

All members of the group strive for all group members' success. The researcher has observed that students find it difficult to learn English as a second language. Cooperative learning makes learning.

Work in small groups. Groups are heterogeneous.

Joint success is celebrated.

Evaluated by matching performance with clear criteria, set in advance. In this research cooperative stands for learning English cooperatively.

❖ **Effectiveness**

'Effectiveness' refers to enhancing the level of language competence in English among students of class 9th. This means the success of the programme in teaching English.

1.22 Scheme of Chapterization

The dissertation has been divided into five chapters. The scheme of chapterization is as follows.

1.22.1 Chapter - 1 Conceptual Framework

The chapter begins with an introductory note and state the problem with the explanation of the key terms. It also states the objectives of the study undertaken, hypotheses framed and the rational of the study as perceived by the researcher.

1.22.2 Chapter - 2 Review of Related Literature

This chapter focuses on the conceptual framework or theoretical background of the study undertaken and the objectives of the review of related literature is done and then presents the different studies reviewed for the present work.

1.22.3 Chapter - 3 Research Methodology

This chapter focuses on the methodology adopted for the present study. It describes in detail the research design selected for the present study, the tools used and the procedure adopted for the data collection as well as data analysis.

1.22.4 Chapters - 4 Data Analysis and Interpretation

In this chapter the data collected through the experiment have been analyzed and presented in a tabular as well as graphical form. The interpretation of the findings have been presented and discussed in the light of the present study.

1.22.5 Chapters - 5 Findings, Implications and Suggestions

The last chapter of the dissertation deals with the conclusions drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field. The chapter ends with reflective notes by the researcher on the research.

1.23 Conclusion

This chapter gives details about use of Cooperative learning in English through different activities. This chapter also presents introduction interesting and joyful, operationalization of the terms, and significance as well as chapterisation. This chapter is followed by the next chapter Review of Related literature.

CHAPTER-2

REVIEW OF RELATED LITERATURE

2.1 Introduction

The review of related literature gives the researcher an understanding of the research methodology which refers to the ways the study is to be conducted. The advantage of the review of the related literature is also providing insight into the statistical methods through which validity of results is to be established. The final and important specific reason for reviewing the related literature is to know about the recommendation by previous researchers listed in the studies for further research, which also helps to avoid unintentional duplication of well established findings.

The researcher reviewed studies related to cooperative learning across different grades, level and subjects. In order to present research in a comprehensive and systematic way, the studies have been broadly categorised under following headings:

- **Review of Studies on Group Work and Pair Work activities**
- **Studies related to Academic, Social and Psychological Outcome**
- **Article Reviews**
- **Studies Conducted Abroad**

2.2 Review of Studies on Group Work and Pair Work activities

Varghese, S. (1998) has studied, *“Developing and trying out Group work and Pair work activities and techniques to improve Oral Communication of learners at the secondary level”*. The objectives of the study were, the experiment aims at selecting, trying out and finally evolving a few group method techniques and verifying students applicability through experimentation. The population of the study comprised std 8th Excellent English Medium School, Borsad. The sample of the study comprised 42 students in achievement test feedback from was used as a tool. The data in respect of achievement tests were analyzed use of statistical techniques. The findings are, use of group activities in language.

Lie, (2000) presented a study on, *“Describing the "why" "what" and "how" of using cooperative learning in college teaching.”* The researcher described some benefits of

using cooperative learning in the classroom includes higher achievement, more positive relationships, and better psychological adjustment. The researcher added that to reap these benefits, teachers should be able to distinguish cooperative learning groups from traditional classroom groups and capitalize on using the first one. The researcher views that a cooperative lesson should apply certain basic principles (cooperative management, task structure, individual and group accountability, teachers' and students' roles, and group processing). The researcher developed a wide variety of cooperative learning techniques to improve the effectiveness of group activities. The study discussed some benefits of cooperative learning in the college classes and developed suitable techniques for cooperative learning groups activities.

McDonough, (2004) conducted a study on, "*The Effect of Learner-learner interaction during pair and small group activities in a Thailand EFL context and examined whether the learning opportunities theoretically attributed to pair and small group activities occurred in an intact classroom.*" It also investigated whether learners who actively participated during the pair and small group activities showed improved production of the target forms. The results indicated that learners who had more participation during the pair and small group activities demonstrated improved production of the target forms, even though they did not perceive the activities as useful for learning language. The results indicated that learners who had more participation during the pair and small group activities demonstrated improved production of the target forms. This study showed that cooperative learning strategy is a way through which teacher can create a good atmosphere for interaction and discussion between learners in English.

Alhaidari, M.S. (2006) has studied on "*The Effectiveness of using Co-operative Learning to promote Reading Comprehension, Vocabulary and Fluency achievement in male students of Saudi Arabia School*". The design of the study was Quasi-experimental and consisted of four group of Islamic Saudi Academic of sample i.e. two fifth grade classes Pre test and Post test was done for reading comprehension, vocabulary, fluency student's attitude towards co operative learning. Data were analyzed using a one way analysis of variance to test the difference between the experimental and comparison group on the pre-measures. Conversely, the result showed no significant difference between experimental and comparison group on post test of reading comprehension and students' motivation towards reading.

Kanavi, P. (2007) has studied, “*Effect of Co-operative Learning Approach on Reading Comprehensive in English of Standard students.*” The objectives of the study were to study the effect of co-operative learning approach on reading comprehensive in English of standard students, to study the effect of traditional approach on reading comprehension in English of standard students, to compare the effect of co-operative learning approach and traditional approach on reading comprehension in English of standard students. The investigator found that the co-operative learning approach is more effective than traditional approach in reading comprehension.

Patel, K. (2012) has studied on “*Effectiveness of group work activity in teaching English at secondary level.*” The objectives of the study were to compose group work actively in selected units of 9 English text book. The population of the study comprised all the students of std 9 Gujarati medium school. The data in respect of achievement were analysed of statistical techniques. The researcher found out but conventional teaching method has less effect on the performance of the students of control group.

Solanki, T. (2012) has studied on “*Effectiveness of association technique to teach periodic the elements at standard 10th.*” The objectives of study were; to study the problems faced by teacher in teaching periodic table of element, to prepare tasks to teach periodic table to elements using association technique, to study problem faced by students in learning periodic table of elements.(a) to prepare a pre test.(b) to implement the module. The population of the study was comprised of the students of std 9th of English medium school in Gujarat. The Sample of the study was comprised of 9th std students of H.M.Patel School of Dharmaj. The data analysed and interpretation was presented tool wise.

Patel, J. (2013) has conducted a study on “*Effectiveness of language games to enhance spoken competence of ESL of class 8 students.*” The objectives of study were, to evaluate the effectiveness of the language games by comparing the mean score of pre-test and post-test of the students. The sample of the study comprised of class 8 students of Shreeshirva Primary School. (Mandvikutch) for the purpose of study in study achievement test and feedback form were used as a tool. The data in respect of achievement tests were analysed use of quantitatively as the Researcher use

statistical technique like mean, S.D. and t-test to analyse it. The feedback from of the students was analysed qualitatively as percentage was used to analysed it.

2.3 Studies related to Academic, Social and Psychological Outcome of Co-operative Learning

Ghaith, (2003) studied on *“The Effects of the learning together model of cooperative learning on English as a foreign language reading achievement, academic self-esteem, and feelings of school alienation”*. Fifty-six Lebanese high school learners of EFL participated in the study, and a pre-test post-test control group experimental design was employed. The results indicated no statistically significant differences between the control and experimental groups on the dependent variables of academic self-esteem and feelings of school alienation. However, the results revealed a statistically significant difference in favour of the experimental group on the variable of EFL reading achievement.

Liang, (2005) conducted a study to investigate, *“The Effects of cooperative learning on EFL learners’ acquisition of non-verbal communicative competence in junior high school in Taiwan.”* A pre-test-post-test group research design was used. The sample of 70 students was from two classes of the first year junior high school students in a rural town in central Taiwan. The experimental group was taught in cooperative learning for one semester with the methods of Three-Step-Interview, Learning Together, Inside-Outside Circle, and Student-Teams-Achievement Division. The control group was taught in the traditional method of Grammar Translation with some of the Audio-Lingual approach. Two oral tasks, one as the pre-test, and the other as the post-test, were designed to measure the participants’ non-verbal communicative competence.

The results of the study showed that the experimental group outperformed the control group significantly in the non-verbal aspects of communicative competence. Based on the findings of this study, it seems appropriate to claim that cooperative learning is a feasible and practical teaching method that puts communicative approach into action. Such a student-centered teaching method helps improve the students’ non-verbal skills during communication. Cooperative learning creates natural, interactive contexts in which students have authentic reasons for listening to one another, asking questions, clarifying issues, and re-stating points of view. Such frequent interaction

among the learners, in turn, increases the amount of student talk and student participation in the classroom.

Cheng Yi Chia, (2007) studied on “*The Effectiveness of reciprocal peer tutoring on student’s achievement, motivation and attitudes.*” The purpose of the study was to investigate the effects of the reciprocal peer tutoring on student’s achievement, motivation and attitudes of 105 undergraduate students at a Western University in United State.

The result suggested that the reciprocal peer tutoring and non reciprocal peer tutoring groups did not differ on student achievement and students motivation. Although no significant difference was found for the treatment effect on students achievements, the reciprocal peer tutoring counterparts on total assignment scores as well as five assignments. Finding concerning students attitude reveal what students like most about reciprocal peer groups and the comfort that reciprocal peer groups and comfort that reciprocal peer tutoring provided and knowledge sharing. With regard to self and peer evaluation, students evaluated themselves and their peers highly and over three fourth of them had positive attitudes towards reciprocal peer tutoring. Additionally; the interviews provided suggestions to improve reciprocal peer tutoring, that included designing cooperative projects, allowing students to pick own groups and facilitating group cooperation.

Pushpanjali BS, Satyaprakash C.V (2010) conducted a study on “*Effects of Cooperative Learning an Achievement, Motivation and Anxiety.*” The research was experimental in nature. The sample was selected by the cluster random sampling method which comprised of students of class 6th, a mean age of 11 years from their high schools of Banglore of Karnataka. Achievement Values and Anxiety Inventory (AVAI) and Sinha’s Anxiety Scale developed by Sinha in 1966 was used as a tool for the data collection data were analysed by Mean, standard Deviation and by t-test Major findings of the study were:

- Cooperative learning strategy was superior to conventional method in significantly promoting achievement motivation.
- Cooperative learning strategy was effective in significantly reducing the anxiety.

Sadananthan M., Deepa R. (2012) conducted a study on “*Attitudes on Secondary School Teachers towards Cooperative Learning.*” Objectives of the study were:

- To find out the attitude of secondary school teachers towards cooperative learning
- To compare the attitude of secondary school teachers towards cooperative learning with respect to
 - Teaching experiences
 - Educational qualification
 - Subject handed
 - Type of management of school.

Researcher used survey method and sample was selected by stratified random sampling technique. Sample of the study was comprised of 180 secondary school teachers from twenty schools in Kanya Kumari District Tamil Nadu. Researcher had used Cooperative Learning Attitude Scale and Personal Information Schedule for data collection.

The study revealed that 45.6% of teachers had favourable attitudes towards cooperative learning. They preferred cooperative teaching learning approach in their classroom. Though this trend provides a positive attitude on their readiness to implement cooperative learning approach, teachers need training in cooperative teaching learning approach. Age, Sex, Locality, Subject of teaching, type of school and teaching experiences had strong influence on the attitude towards cooperative learning. Educational qualification of teachers had no influence on their attitude towards cooperative learning.

2.4 Article Reviews

Jolly David and Early Patrick, (1974) “*Group Work in English Language Teaching*” This article treats various aspects of group work comprehensively. It opens with a definition of group work in term of a changed role of the teacher and pupils, classroom management materials preparation etc. Referring to the novel seating arrangement the author’s remarks that in reflects a radical alteration in the traditional teacher-pupil relationship. In traditional frontal work, the teacher remains at a fixed position, at the front of the class. He initiates, sustains and closes each movement of

the entire class. In group work, the group rather than the teacher decides how the work should be undertaken. It works at its own speed, co-operating to solve problems as they arise; only calling on the teacher when it needs help.

On the issue of teacher pupils talking time, the author comment that a recognized aim of second language teachers is to induce their pupils to speak as much as possible themselves. To provide such an opportunity, pair work is recommended. In pair work, every member of the class is engaged in language interaction for the entire duration of the proposed activity. However, pair work makes it difficult for the teacher to supervise every pupil. At this juncture, a case is made for group work. It is argued that group work can take care of both promoting a lot of language activity and enabling the teacher to check and evaluate, more or less, every individual's performance.

The rest of the article is on the practical aspect of group work. Activities and material are suggested for group work in various skills based on division of L-S-R-W, the author seems to prefer dividing the classroom activities in three groups.

Type of Exercise	Skill involved
1.Oral Work	Aural-Oral
2.Comprehensive Work	Listening-Reading
3.Creative Work	Speaking-Writing

The suggested activities for group work include those to be carried out with or without the text. In the former category are activities like dictionary work, work an idiom and structures in context, work on ideas, viz not taking, discussion on poems, rehearsing plays for performance. It also suggested activities like describing, reporting, narrating simulated or real events; obtaining goods bargaining, using the telephone; conducting interviews, language games etc....

Natraj, Sulabha (1989) *“Group method techniques for English language Instruction University press.”* The author in her book titled ‘Group method techniques for English language instruction’ has acknowledged the fact that the present classroom structure is a crowded one few reasons embarked by the author are population explosion universalisation of education free education for women etc. In my opinion too these are the root cause of overcrowded classrooms the author has also admitted

the fact that these above factors are the main hindrances in successful attainment of goals.

Further the author is not supporting the efficacy of group work techniques before commencing the experiment was to test the efficacy of group work techniques rather than providing it. I also approve her stand in this regard in my opinion too we should try to test whether GMTS are effective simply because many have reaped the benefit. The author gives a detail account of ELT in India in both pre independence and post independence era various statistical methods like measures of central tendency mean, median and mode measures of dispersion range and standard deviation correlation testing of hypothesis test etc.

Last but not the least the author has undertaken extensive study of the subject and also analysed various books while writing this book.

Natraj, S. (2005) in her book, *“Developing Communication Skill.”* She said today everyone is impressed by a fluent speaker with correct pronunciation and everyone wishes that they want to become fluent speaker but they are frustrated because they do not seem to happen easily. They should try to understand the importance of fluency in pronunciation but how they can become fluent speaker and what role the teacher has to play in helping learners so that they can.

There are some myth related to fluency that fluent speaker always speaks fast and able to talk on any subject as an excellent orator and who does not make grammatical mistakes. She has also mentioned that the skill of speaking is ‘active’ in nature and thus ‘productive’ speaking in second language involves the development of a particular type of communication skill according to her a successful act of speech communicates something to someone speech is successful when it produced the desired response. These reviews reflect that there have been considerable studies in teaching and learning English languages but still there is a dearth of studies about teaching English languages through games so that study by the researcher can guide and motivate others to use them in classroom.

Dr. Pravinchandra Master, Ms Kalpna Unadkat, *“Newly Devised Language Tasks and its Effect on the primary School Teachers.”* This article treats on effectiveness of

newly devised language task and its effect on the primary school teachers. Primary teachers do a better job of teaching when subject matter possessed is much greater than the teaching task at hand. They must possess grammatical competence with communicative competence. They must be aware of the present trends in the philosophy of language teaching.

The facts as started above and the observation during different training programmes the investigator found that the primary teachers do not possess adequate knowledge of the basic component of English language. To make the teachers more competent the investigator developed some language tasks, implemented the tasks and evaluated the performance of the teachers using pre-test post-test design.

The NDLT comprised of various components that used according to the demand of the teaching learning situations. These components were some techniques and instructional aids :

- Short Oral Tasks
 - Introducing one self,
 - Giving information,
 - Seeking information,
 - Collecting information etc...
- Describing Pictures
- Role-playing
- Language Games
- Use of: Picture, Sketches, Wrapper, News Paper Cutting, Prepared sheets, Card boards, Cartoons etc...

These articles conclude as the training imparted through the NDLT helped the primary teachers to enrich their language competencies. The teachers also acquired confidence and clarity about grammatical constructions and functional use of the language.

The teachers showed improvement in using language. The teachers learned look at the language content from functional point of view. They could considerably reduce the fear, negative pre-dispositions and notions regarding English language teaching as a difficult task.

This experiment has provided its importance in the methodology of English Language teaching to experienced primary teachers. It shows a better way to train the teachers. The program has a capacity to make the teachers better classroom technicians. It also strengthens the language competencies of the teachers.

2.5 Review of Studies Conducted Abroad

Jacob E & Mattson B, (1987) has studied “*Cooperative Learning with Limited English Proficient Students*” the study indicate that cooperative learning methods may provide a way to help limited proficient students achieve academically and develop the English language skills necessary for successful classroom functioning. The method involves small groups of six students in tasks that require cooperation and positive interdependence within the groups. It provides opportunities for face-to-face interaction on school tasks, raises academic achievement levels and improves intergroup relations and self-esteem.

Burhoc, J.C. (1989) has studied “*Paired Classes Evaluation Based Survey Results*” a program at a Lincoln High School in Stockton, California paired mainstream English Classes with English as a second language classes to improve communication and understanding among students. Both groups found the program worthwhile. Some ESL students gained in English skills and confidence as a result.

Grant, J. (1991) has studied “*Individual and Cooperative Completion of cloze.*” He examined the extent to which gain made in group work were internalized and retained or build upon by individual students and the potential of the cloze procedure or group work and of repetition/ repeated exposure to a problem in promoting learning in the absence of teacher input. Result suggests a very productive, though not always easy to define, role played by the group work in fostering improved performance at both the group and later individual stages, among the strongest as well as the less able students.

Dornyei, Z (1997) has studied on “*Psychological Process in Cooperative Language Learning Group Dynamics and Motivation.*” Finds cooperative learning to be a highly effective instructional approach in education in general and this confirmed with regard to second language (L2) learning. He investigates for the success of

cooperative learning form a psychological perspective learning classes and the motivational system generated by peer cooperation.

Gooden, Jones & Cariasquillo. (1998) has studied on “*Proficient College Students through Cooperative Learning Strategies*” followed ten limited English proficient community college students who were taught English largely using cooperative learning approach. Results indicate that the cooperative learning approach improved the students English Writing Skills.

2.6 Conclusion

The present chapter gives a comprehensive and clear picture of the previous studies concluded in the area of the teaching English in foreign countries as well as in India. It begins with the swinging position of English in Indian schools. It also later on deals communicative as well as reading and writing. Indian studies reveal that a set of 7 studies deal with the problem of different oral communication, reading comprehension, vocabulary, verbal and non-verbal communicative competency. An attempt is made to relate the reviewed work of the present experiment. This chapter is followed by the next chapter Research Methodology.

CHAPTER-3

RESEARCH METHODOLOGY

3.1 Introduction

The main purpose of the study was to investigate the effect of using a cooperative learning program at the second level students. In this chapter, the researcher included population, sample, research method, research design, techniques of data collection and techniques of data analysis.

In this chapter, the researcher presented detailed information about implementation of the program and information about the construction of tools.

3.2 Research Type

The present study is experimental. The researcher used this method to know the effectiveness of cooperative learning activities at secondary level. The researcher made many attempts to prepare program for cooperative learning activities through group activities and same was tried out on a group of the students.

The present research is experimental in nature. It follows one group pre- test and post-test experimental design. The research is mainly quantitative in nature. The researcher used t-test to calculate the difference of means of the group in pre-test and post-test.

3.3 Research Design

The group of the study had never received any systematic training in the cooperative learning in English prior to this study. The experiment of the study took place during the first semester of the academic year 2014, it lasted for 10 days. The present study followed the one pre-post experimental group design in which only one experimental group was used in the implementation process. This experimental group was exposed to cooperative learning activities pre-post test and a training program which was based on cooperative learning activities for the purpose of developing students' ability to collaborate and cooperate with other.

The present study was conducted utilizing “single group pre test, post test design” which can be depicted as-

3.3.1 Table-1. Design of the research.

Pre-test	Treatment	Post-test
‘O’	‘X’	‘O’

X- Use for group of cooperative learning activities.

3.4 Population

The population of the study comprised of 9th class of Gujarati medium students of 2014-2015 academic year who offered English as the second language.

3.5 Sample of the study

In the present study, the sample comprised of 9th std students of Shree Haricharan Vidhyalay for boys, Ramnagar of academic year 2014-15.

To select the sample, convenient sampling technique was adopted as the researcher selected the school according to her convenience. The researcher was doing a job in the same school which was easily accessible and in which the researcher got the permission readily to conduct the experiment. After that the researcher selected whole class through cluster sampling.

3.6 Tools for Data Collection

Tools play a vital role in any worthwhile research study, as it is the significant factor in procuring the sound data which in turn helps in arriving at database conclusion about the study in hand. Achievement test and reaction scale were used as tools for the purpose of data collection in this research.

No.	Tools	Purpose
1	Achievement test (Pre-test)	To assess the students' competency in English Language.
2	Achievement test (Post-test)	To check the effectiveness of cooperative learning activities in English. This is done by evaluating their competence in language after program.
3	Reaction Scale	To get the response of the students about the program.

3.7 Preparation of Tools

Stage-1

The researcher consulted grammar book of 9th std and textbook of 8th and 9th std of G.S.E.B. The researcher also consulted guidance from teachers and other experts. After consulting, the researcher prepared pre-test. After preparing pre-test the researcher showed it to the experts. The researcher incorporated modifications suggested by the experts. The pre-test of 35 minutes and 30 marks was prepared. In this test 5 questions were included.

Stage-2

The researcher first found out 9th std. The researcher mainly focused on students because the researcher knew that the students belong to Gujarati medium. The researcher consulted textbook, grammar books and different websites. The researcher also talked with teachers and experts then the researcher made a program on different cooperative learning activities. This program was for 07 days and each activity took time of 40 minutes. After making the program, the researcher showed it to the experts and did modifications which were suggested by the experts.

Stage-3

In the third stage, the researcher prepared post-test. This was based on the activities conducted in the program. After preparing post-test the researcher showed it to the

experts. The researcher incorporated modifications suggested by the experts. The post-test of 35 minutes and 30 marks was prepared. In this test five questions were included. It was almost similar to pre-test.

Stage-4

The researcher prepared reaction scale. In this 12 statements were included. After preparing reaction scale, the researcher showed it to the experts. The researcher incorporated modifications suggested by the experts. The main purpose of the reaction scale was to know views of the students about the program.

3.8 Research Procedure

The researcher formed groups of four and pair and asked the students to work in group.

Session -1 (40 minutes)	Objectives	Process	Outcome
Task-1 (10 minutes)	To enable learners to learn cooperatively.	The researcher asked the learners to listen the story.	The learners learnt to work cooperatively.
Story Telling	To enable the learners to develop listening skill.	Then the researcher asked two questions to each group.	The learners learnt to listen carefully and gave the answers of the story.
	To enable the learners to improve speaking skill.		The learners got confident in presentation.
	To enable the learners to develop presentation skill.		

Task-2 (15 minutes) Arrange the Story	To enable the learners to work cooperatively. To enable the learners to develop reading skill and writing skill. To enable the learners frame out meaningful sentences in sequential format. To enable the learners to create a story in sequence order. To enable the learners to develop imagination through writing the story.	The researcher gave sentences to each group and asked the learners to arrange the sentences and create a story. The researcher asked them to write on a piece of the paper. The learners read the story when the researcher asked for it.	The learners learnt to work cooperatively. The learners read attentively and wrote the story. The learners learnt to present the story.
Task-3 (15 minutes) Create the Story	To enable the learners learn to work cooperatively. To enable the learners to read the words attentively and write the story. To enable the learners to present a story.	The researcher asked the learners to use the given words and create a story and write on their notebook. The learners read out the story when the researcher asked for it.	The learners learnt to work cooperatively. The learners developed writing skill by using the given words. The learners learnt to frame sentences.

Session -2 (40 minutes)	Objectives	Process	Outcome
Task-1 (07 minutes)	To enable the learners to work cooperatively.	The researcher asked about their group work.	The learners learnt to work cooperatively.
Classroom Picture	To enable the learners to develop speaking skill. To enable the learners to develop presentation skill.	The researcher showed the picture of the classroom to the learners and asked some questions on the basis of that picture to each group.	The learners developed presentation skill. The learners improved speaking skill.
Task-2 (20 minutes)	To enable the students to work cooperatively.	The researcher distributed the different pictures on a piece of the paper to each group and asked the learners to describe the picture in the classroom.	The learners worked cooperatively.
Picture Description	To enable the learners to think relatively and express the ideas. To enable the learners to get confident in speaking skill. To enable the learners to present a picture effectively.		The learners described the picture effectively. The learners improved speaking skill.

Task-3 (13 minutes) Birthday Party Picture	To enable the learners to develop reading skill.	The researcher gave a picture of birthday party to each group and asked the	The learners developed reading skill.
	To enable the learners to develop writing skill.	learners to fill in the blanks on the basis of the picture.	The learners developed writing skill.
	To enable the learners to develop speaking skill.	The researcher asked them to describe the picture in the classroom.	The learners developed speaking skill.
	To enable the learners to develop the skill of describing the picture.		The learners developed presentation skill.
Session -3 (40 minutes)	Objectives	Process	Outcome
Task-1 (10minutes) Advertisement of the garments	To enable the learners to work cooperatively.	The researcher saw an advertisement of the learners.	The learners learnt to work cooperatively.
	To enable the learners to develop listening skill.	The researcher gave information about that advertisement.	The learners developed listening.
	To enable the learners to develop speaking skill.	After completing information the researcher asked some questions on the basis of that advertisement.	The learners developed speaking skill.

Task-2 (20 minutes) Advertisements on travels	To enable the learners to work cooperatively. To enable the learners to develop writing skill.	The researcher gave different advertisements to each group and asked the learners to write the answer of the questions on a piece of a paper.	The learners worked cooperatively. The learners developed writing skill.
Task-3 (10minutes) Differentiate a Picture	To enable the learners to work cooperatively. To enable the learners to develop writing skill. To enable the learners to differentiate between two similar pictures.	The researcher gave two same pictures with some differences. The researcher asked the learners two differences.	The learners learnt to work cooperatively. The learners developed writing skill. The learners learnt to differentiate the picture.
Session -4 (40 minutes)	Objectives	Process	Outcome
Task- 1 (10 minutes) Word Game	To enable the learners to work cooperatively. To enable the learners to develop writing skill. To enable the learners to enhance vocabulary.	The researcher gave the words in which the learners made new words. The researcher asked the learners to complete it.	The learners worked cooperatively. To developed writing skill. The learners improved their vocabulary.

Task-2 (10 minutes) Spelling Game	To enable the learners to work cooperatively. To enable the learners to write true spelling.	The researcher gave the learners some words with different spelling. The researcher asked them to Tick (✓) before the correct spelling on the piece of the paper.	The learners worked cooperatively. The learners learnt to write correct spellings.
Task-3 (10 minutes) Word Game	To enable the learners to work cooperatively. To enable the learners to write true spelling.	The researcher gave two different words and asked the learners to frame the new words and write on the piece of the paper to each group.	The learners learnt to work cooperatively. The learners learnt to frame new words.
Task-4 (10 minutes) Word Game	To enable the learners to work cooperatively. To enable the learners to learn the different meaning.	The researcher gave some words and ask the learners to underline different meaning and write in the piece of the paper.	The learners learnt to work cooperatively. The learners learnt to differentiate the different meaning.

Session-5 (40 minutes)	Objectives	Process	Outcome
Task-1 (15minutes) Riddles	To enable the learners to work cooperatively. To enable the learners to develop speaking skill. To enable the learners to develop listening skill. To enable the learners to improve imagination.	The researcher asked the learners to write the answer of the riddles on the piece of the paper. Then the researcher asked the learners of each group to give the answer of the riddles.	The learners learnt to work cooperatively. The learners developed listening skill. The learners improved speaking skill.
Task-2 (25minutes) Newspaper Magazine Articles	To enable the learners to work cooperatively. To enable the learners to develop reading skill. To enable the learners to develop speaking skill.	The researcher asked the learners to select any interesting news or magazine article. Then the researcher invited the learners to say about it in the class.	The learners learnt to work cooperatively. The learners improved speaking skill. The learners developed reading skill

Session-6 (40 minutes)	Objectives	Process	Outcome
Task-1 (20 minutes) Different topics of the Visited Places	To enable the learners to work cooperatively. To enable the learners to develop writing skill. To enable the learners to develop speaking. To make the learner to think independently.	The researcher asked the learners to write on the given topics in their notebooks. The researcher asked one of the learner from each group to present that in the classroom.	The learners learnt to work cooperatively. The learners developed the skill of writing. The learners got confidence presentation skill.
Task-2 (20 minutes) Pair Work Related to Hobbies	To enable the learners to work cooperatively. To enable the learners to develop reading skill. To enable the learners to read intensively. To enable the learners to develop writing skill.	The researcher gave one paragraph to each pair on the basis of it some points are given which they have completed with the help of their partner. Then the researcher asked the learners to write paragraph on the basis of the points. The researcher asked the learners to present the paragraph in the class.	The learners learnt to work cooperatively. The learners developed reading skill. The learners developed writing skill.

Session -7 (40 minutes)	Objectives	Process	Outcome
Task-1 (15 minutes) Contribution to Keep our Environment Clean and Free from Disease	To enable the learners to work cooperatively. To enable the learners to develop reading skill. To enable the learners to develop writing skill.	The researcher informed about their group work then the researcher distributed the task on a piece of the paper to each group.	The learners worked cooperatively. The learners developed reading skill. The learners developed writing skill.
Task- 2 (25 minutes) Wrappers	To enable the learners to work cooperatively. To develop reading skill. To enable the learners to describe the wrappers. To enable the learners to improve speaking skill.	The researcher gave different wrappers to each group. The researcher asked one of the learner from each group to describe the wrappers in the class.	The learners learnt to work cooperatively. The learners learnt to describe the wrappers. The learners improved speaking skill

Session -8 (40 minutes)	Objectives	Process	Outcome
Task-1 (20 minutes) Role Play	To enable the learners to work cooperatively. To enable the learners to gain confidence in speaking skill. To show enthusiasm to learn the skill related to role play. To enable the learners to connect learning with the play. To hold the attention of the learners.	The researcher gave different situations to the learners. Then the learners acted with their partner.	The learners learnt to work cooperatively. The learners improved speaking skill. The learners would be able to speak boldly in the classroom. They presented their ideas effectively and enthusiastically. They linked with their enacting skills with the content.
Task-2 (20 minutes) Dialogue	To enable the learners to work cooperatively. To enable the learners to develop reading skill.	The researcher gave the task on the piece of the paper to each group in which they have to complete the dialogues. Then the researcher asked to each group	The learners learnt to work cooperatively. The learners learnt to interpret the conversation. The learners developed

	To enable the learners to develop writing skill.	to perform the role play on the given task.	reading skill and writing skill.
	To enable the learners to develop speaking skill.		The learners developed speaking skill.

3.9 Techniques of Data Analysis

The researcher first collected data and then the researcher analyzed the collected data. To analyze achievement tests the researcher used 't-test.' And to study the reaction scale percentage analysis and Chi Square was used.

The researcher used 't-test' for the calculation of the scores of pre-test and post-test. After that the researcher used percentage for interpretation of reaction scale. The researcher statement wise interpreted the results.

3.10 Conclusion

This chapter included all main aspects about the research: type and such as research design, population and sample as well as tools and interpretation of the data.

CHAPTER-4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis and interpretation. The researcher presented the statistical techniques used in data analysis and interpreted it according to the analysis. t-test was used for verifying statistical significant mean difference between scores of pre-test and post-test. χ^2 was employed for analysis of reaction scale. The analysis was viewed objectively along with the statistical analysis of the data collected from pre-test and post-test.

4.2 Data analysis

The analysed data has been presented through table-1

	No. of students of experimental group	Mean scores	S.D	SEm	r	df	t-value & significant level
Pre- test	30	15.27	2.30	0.42	0.66	29	23.53 (0.01)
Post-test	30	22.8	1.17	0.21			

Interpretation

As the table indicates the value of mean of the pre-test was **15.27** and post- test was **22.8** S.D. of pre-test was **2.30** and S.D. of post-test was **1.17** SEM of pre-test was **0.42** and post-test was **0.21** and value of r was **0.66**, the t value was **23.53** and this t value is found significant at **0.01** level. It means the null hypothesis formed by the researcher “There will be no significant difference between the mean scores of pre-test and post-test of the students of experiment group” is rejected. It means teaching of English through cooperative activities was found effective.

4.3 Interpretation of Reaction Scale

Sr. No.	Statement	Agree	Disagree	Undecided
1	The class was interesting.	73.33%	16.66%	10%
2	Cooperative activities used by the researcher helped me to improve writing skill.	70%	20%	10%
3	Cooperative activities used by the researcher helped me to improve reading skill.	63.33%	30%	6.66%
4	Cooperative activities used by the researcher helped me to improve speaking skill.	60%	13.33%	10%
5	Cooperative activities help the learners to improve listening skill.	73.33%	16.66%	10%
6	The tasks given by the teacher were appropriate.	86.66%	10%	3.33%
7	The guidance and the direction of the teacher helped in learning process through cooperative activities.	76.66%	16.66%	6.66%
8	Learning through cooperative activities was joyful for us.	86.66%	6.66%	6.66%
9	Learning of English became easy through cooperative activities.	73.33%	10%	16.66%
10	The tasks done in the group made me more confident.	83.33%	10%	6.66%
11	I enjoyed working in cooperative activities.	66.66%	16.66%	16.66%
12	The assigned tasks were relevant and meaningful	83.33%	10%	6.66%

Prior to commencing the research through the intervention, the researcher had formulated a null hypothesis, i.e. “There will be no significant difference in the observed frequencies and frequencies expected against equality hypothesis on various statements of scale”.

To test the hypothesis on each statement frequencies and χ^2 (chi-square) was calculated and then % analysis was done to get a more precise picture of responses.

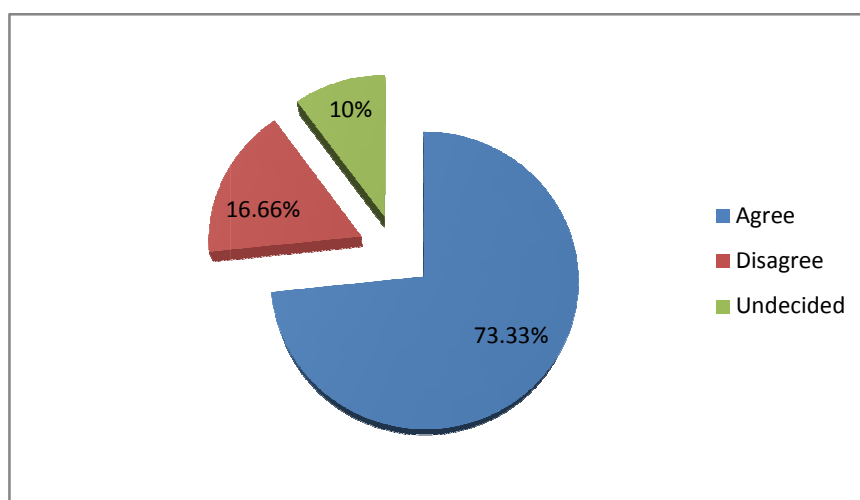
Reactions of the students were analyzed in terms of frequencies, percentage responses, χ^2 they have been presented below, statement wise.

Statement-1: The class was interesting.

Table 4.3.1 Analysis of responses of Students on statement-1

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	22 (73.33%)	05 (16.66%)	03 (10%)	21.8 (0.01)
fe	10	10	10	

Chart-1: The class was interesting.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 21.8. whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis that there is significant difference between the expected frequencies and observed frequencies is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

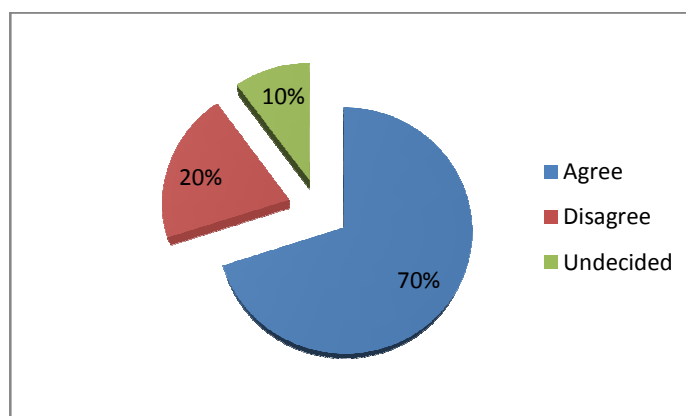
A large majority of respondents 73.33% found that the class was interesting whereas only 16.66 % of respondents responded that class was not interesting. And 10% of the respondent responded that they had not decided that whether the class was interesting or not.

Statement-2: Cooperative activities used by the researcher helped me to improve writing skill.

Table 4.3.2 Analysis of responses of Students on statement-2

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	21 (70%)	06 (20%)	03 (10%)	18.6 (0.01)
fe	10	10	10	

Chart-2: Cooperative activities used by the researcher helped me to improve writing skill.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 18.6 whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

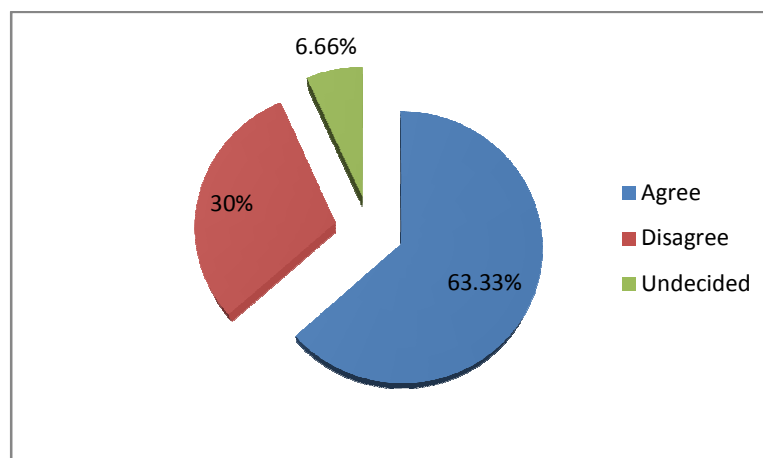
A large majority of respondents 70% found that cooperative activities used by the researcher helped me to improve writing skill whereas 20% of respondent responded that cooperative activities used by the researcher was not helpful for me to improve writing skill And 10% of the respondent responded that they had not decided that whether cooperative activities used by the researcher helped me to improve writing skill or not.

Statement-3: Cooperative activities used by the researcher helped me to improve reading skill.

Table 4.3.3 Analysis of responses of Students on statement-3

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	19 (63.33%)	09 (30%)	02 (6.66%)	14.6 (0.01)
fe	10	10	10	

Chart-3: Cooperative activities used by the researcher helped me to improve reading skill.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 14.6 whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

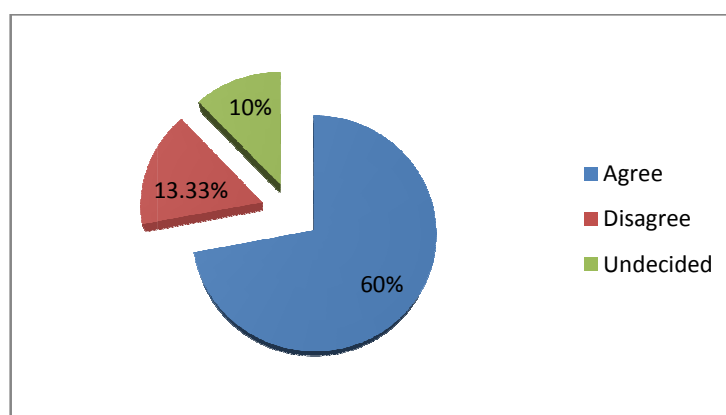
A large majority of respondents 63.33% found that cooperative activities used by the researcher helped me to improve reading skill whereas 30% of respondent responded that cooperative activities used by the researcher was not helpful for me to improve reading skill And 6.66% of the respondent responded that they had not decided that whether cooperative activities used by the researcher helped me to improve reading skill or not.

Statement-4: Cooperative activities used by the researcher helped me to improve speaking skill.

Table 4.3.4 Analysis of responses of Students on statement-4

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	18 (60%)	04 (13.33%)	03 (10%)	14.9 (0.01)
fe	10	10	10	

Chart-4: Cooperative activities used by the researcher helped me to improve speaking skill.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 14.9 whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

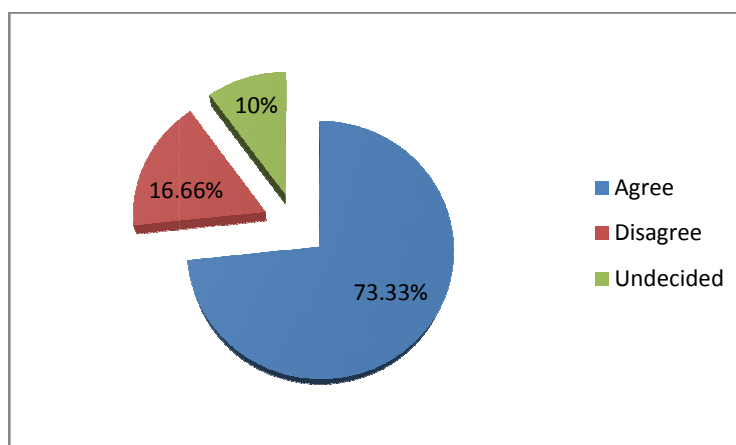
A large majority of respondents 60% found that cooperative activities used by the researcher helped me to improve speaking skill whereas 13.33% of respondent responded that cooperative activities used by the researcher was not helpful for me to improve speaking skill And 10% of the respondent responded that they had not decided that whether cooperative activities used by the researcher helped me to improve speaking skill or not.

Statement-5: Cooperative activities used by the researcher helped me to improve listening skill.

Table 4.3.5 Analysis of responses of Students on statement-5

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	22 (73.33%)	05 (16.66%)	03 (10%)	21.8 (0.01)
fe	10	10	10	

Chart-5: Cooperative activities used by the researcher helped me to improve listening skill.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 21.8 whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

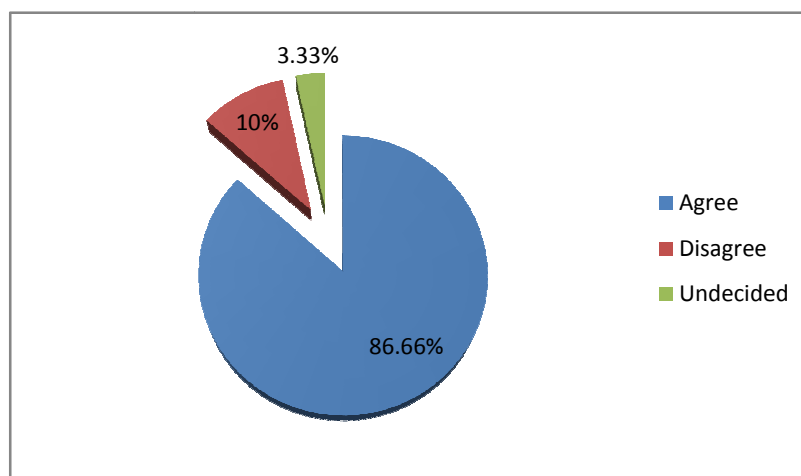
A large majority of respondents 73.33% found that cooperative activities used by the researcher helped me to improve listening skill whereas 16.66% of respondent responded that cooperative activities used by the researcher was not helpful for me to improve listening skill And 10% of the respondent responded that they had not decided that whether cooperative activities used by the researcher helped me to improve listening skill or not.

Statement-6: The tasks given by the teacher were appropriate.

Table 4.3.6 Analysis of responses of Students on statement-6

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	26 (86.66%)	03 (10%)	01 (3.33%)	38.6 (0.01)
fe	10	10	10	

Chart-6: The tasks given by the teacher were appropriate.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 38.6 whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

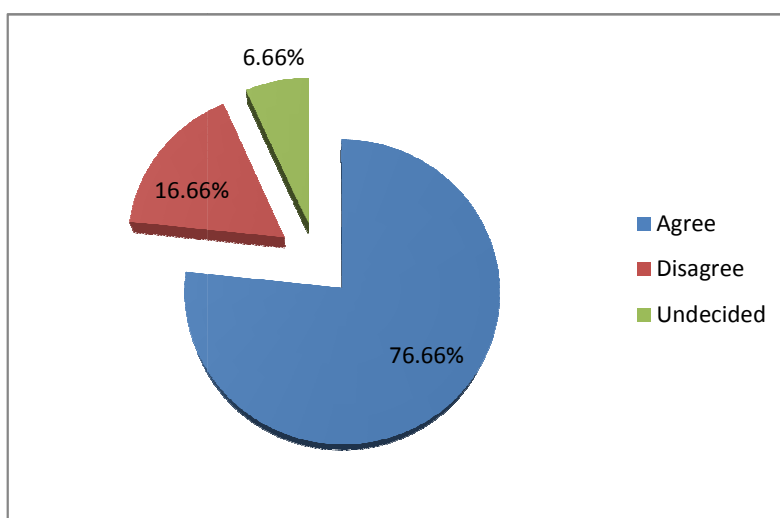
A large majority of respondents 86.66% found that the tasks given by the teacher were appropriate whereas 10% of respondent responded that the tasks given by the teacher were not appropriate. And 3.33% of the respondent responded that they had not decided that whether the tasks given by the teacher were appropriate or not.

Statement-7: The guidance and the direction of the teacher helped in learning process through cooperative activities.

Table 4.3.7 Analysis of responses of Students on statement-7

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	23 (76.66%)	05 (16.66%)	02 (6.66%)	25.8 (0.01)
fe	10	10	10	

Chart-7: The guidance and the direction of the teacher helped in learning process through cooperative activities.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 25.8 whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

A large majority of respondents 76.66% found that the guidance and the direction of the teacher helped in learning process through cooperative activities. whereas 16.66% of respondent responded that the guidance and the direction of the teacher was not

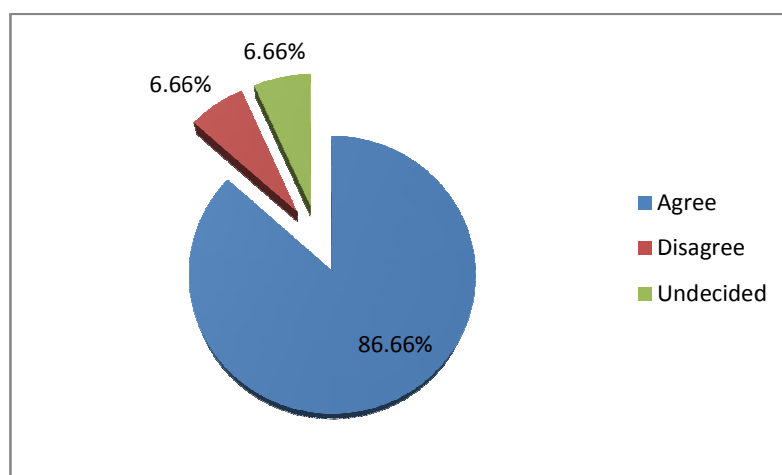
helpful in learning process through cooperative activities. And 6.66% of the respondent responded that they had not decided that whether the guidance and the direction of the teacher helpful or not in learning process through cooperative activities.

Statement-8: Learning through cooperative activities was joyful for us.

Table 4.3.8 Analysis of responses of Students on statement-8

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	26 (86.66%)	02 (6.66%)	02 (6.66%)	38.4 (0.01)
fe	10	10	10	

Chart-8: Learning through cooperative activities was joyful for us.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 38.4 whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

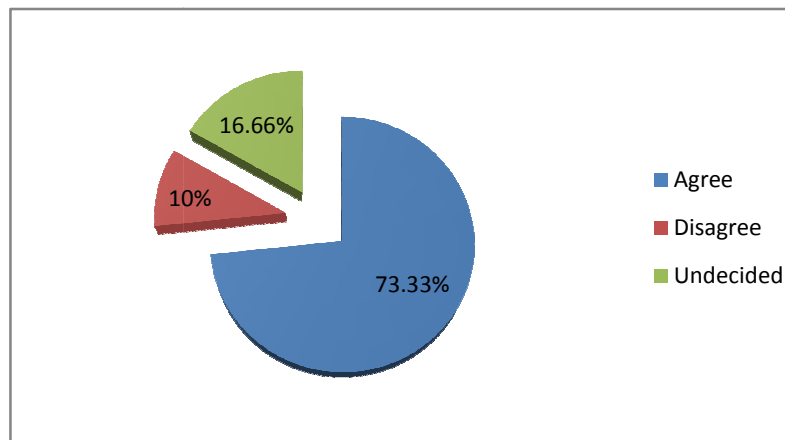
A large majority of respondents 86.66% found that learning through cooperative activities was joyful for us whereas 6.66% of respondent responded that learning through cooperative activities was joyful for us. And 6.66% of the respondent responded that they had not decided that whether learning through cooperative activities was joyful for us or not.

Statement-9: Learning of English became easy through cooperative activities.

Table 4.3.9 Analysis of responses of Students on statement-9

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	22 (73.33%)	03 (10%)	05 (16.66%)	21.8 (0.01)
fe	10	10	10	

Chart-9: Learning of English became easy through cooperative activities.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 21.8 whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

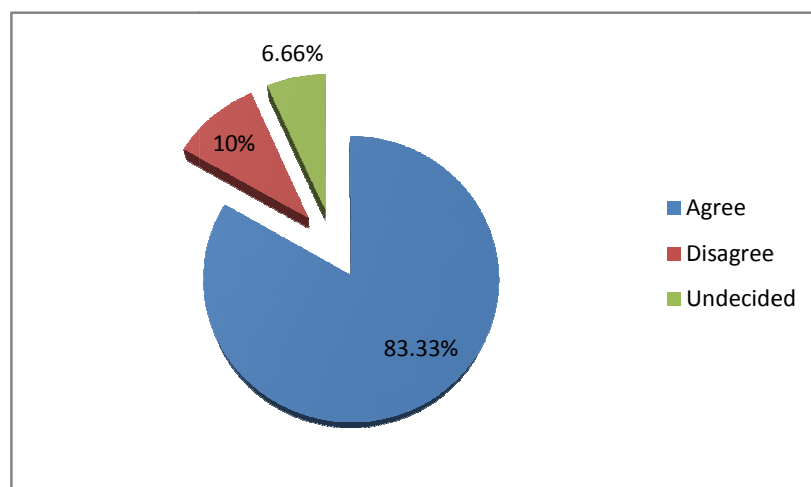
A large majority of respondents 73.33% found that learning of English became easy through cooperative activities whereas 10% of respondent responded that learning of English was not easy through cooperative activities. And 16.66% of the respondent responded that they had not decided that whether learning of English became easy through cooperative activities or not.

Statement-10: The tasks done in the group made me more confident.

Table 4.3.10 Analysis of responses of Students on statement-10

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	25 (83.33%)	03 (10%)	02 (6.66%)	33.8 (0.01)
fe	10	10	10	

Chart-10: The tasks done in the group made me more confident.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 33.8 whereas table value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

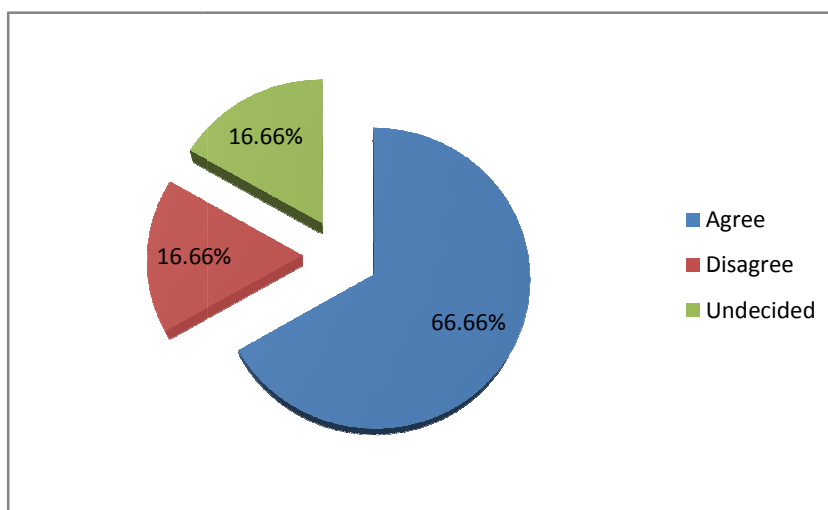
A large majority of respondents 83.33% found that the tasks done in the group made me more confident whereas 10% of respondent responded that the tasks done in the group was not made me more confident. And 6.66% of the respondent responded that they had not decided that whether the tasks done in the group made me more confident or not.

Statement-11: I enjoyed working in cooperative activities.

Table 4.3.11 Analysis of responses of Students on statement-11

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	20 (66.66%)	05 (16.66%)	05 (16.66%)	15 (0.01)
fe	10	10	10	

Chart-11: I enjoyed working in cooperative activities.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 15 value χ^2 9.210. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

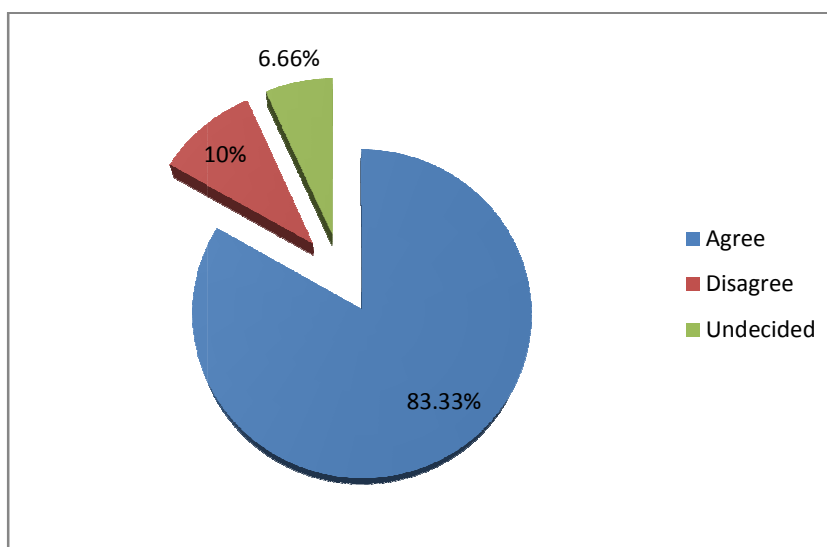
A large majority of respondents 66.66% found that I enjoyed working in cooperative activities whereas 16.66% of respondent responded that I did not enjoy working in cooperative activities. And 16.66% of the respondent responded that they had not decided that whether they enjoyed working in cooperative activities or not.

Statement-12: The assigned tasks were relevant and meaningful.

Table 4.3.12 Analysis of responses of Students on statement-12

	Agree	Disagree	Undecided	χ^2 and level of Significance
fo	25 (83.33%)	03 (10%)	02 (6.66%)	33.8 (0.01)
fe	10	10	10	

Chart-12: The assigned tasks were relevant and meaningful.



Interpretation

At 0.01 significance level, the calculated value of χ^2 against 2 degree of freedom is 33.8. Here calculated value of χ^2 is greater than table value of χ^2 so, the Null Hypothesis is rejected. Therefore, there is significant difference between the expected frequencies and observed frequencies.

A large majority of respondents 83.33% found that the assigned tasks were relevant and meaningful whereas 10% of respondent responded that the assigned tasks were not relevant and meaningful. And 6.66% of the respondent responded that they had not decided that whether the assigned tasks were relevant and meaningful or not.

4.4 Conclusion

Thus this chapter presented data analysis of the data collected through pre-test, post-test and reaction scale. Value of t calculated on the basis of the mean and S.D. of both achievement tests indicated that the teaching through cooperative activity was successful in enhancing English. Analysis of reaction scale also proved that students liked the program. This chapter is followed by the next chapter that is Findings, Implications and Suggestions.

CHAPTER-5

FINDINGS, IMPLICATIONS AND SUGGESTIONS

5.1 Introduction

The present chapter is last chapter of this study. It brings out the significance of the study. In this chapter, the researcher included major findings offered a few suggestions to the researcher to carry out further research studies in this area.

5.1.1 Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

5.2 Statement of the Problem

Effectiveness of Cooperative Learning in English At Secondary Level

5.3 Objectives

- To prepare a program using cooperative activity
- To study effectiveness of the programme
- To study the reaction of the students about cooperative learning activities

5.4 Hypotheses

- The researcher formed H_0 hypothesis for the research:
- H_{01} There will be no significant difference between the mean score of Pre-test and Post-test.

- H_{02} There will be no significant difference between the expected frequency and observed frequency in the reaction of the students in reaction scale.

5.5 Tools Used

Tools play an important role in the study of the research. The researcher used following tools for the research.

Achievement Test

- Pre-Test
- Post- Test

Reaction Scale

5.6 Research Type and Design

The present research is experimental in nature. It follows one group pre-test and post-test experimental design. The research is mainly quantitative in nature. The researcher used t-test to calculate the difference of means of the group in pre-test and post-test.

5.7 Variables

Independent Variable:

- The program used by the research was independent variable.
- Cooperative learning method.

Dependent Variable:

- Scores obtained in post-test were dependent variable.

5.8 Population

The population of the study comprised of 9th class of Gujarati medium students of 2014-15 academic year who offered English as the second language.

5.9 Sample of the Study

The researcher selected Gujarati Medium School of Shree Gurukul Vidhyalay, Ramnagar of academic year 2014-15.

5.10 Data Analysis Techniques

The researcher used t-test and χ^2 techniques for the analysis of the present study.

5.11 Major Findings

The researcher conducted pre-test. After pre-test she implemented the programme using cooperative learning method. She again conducted post-test and took the reaction of the students towards programme. the researcher arrived at following findings.

- The value of mean of the pre-test was **15.27** and post- test was **22.8** S.D. of pre-test was **2.30** and S.D. of post-test was **1.17** SEM of pre-test was **0.42** and post-test was **0.21** and value of r was **0.66**, the t value was **23.53** and this t value is found significant at **0.01** level. It means the null hypothesis formed by the researcher “There will be no significant difference between the mean scores of pre-test and post-test of the students of experiment group” is rejected. It means teaching of English through cooperative activities was found effective.

The improvement in performance of the students both qualitatively as well as quantitatively can be attributed to the use of cooperative activities.

On the basis of the analysis of reaction scale the researcher observed that :

- Most of the learners agreed that the class was interesting and joyful.
- Most of the learners agreed that cooperative activities used by the researcher helped them to improve writing, reading, listening and speaking skill.
- Most of the learners found the tasks used by the researcher were appropriate and method used by the researcher was appropriate.
- Most of the learners agreed that the guidance and the direction of the researcher helped them in learning process through cooperative activities.

- Most of the learners agreed that the tasks used in the class made them more confident.
- On the basis of the reaction scale analysis, the researcher found that the program was successful as most of the learners responded that the program was interesting, effective, challenging and joyful.

Thus, it is concluded that cooperative learning in English was effective for the students.

5.12 Implications of the Study

Cooperative Learning is a learning model that emphasizes the collaborative activities of students in learning in small group and to achieve the same goal using a variety of learning activities (methods) to enhance students' abilities in comprehending the subject matter and solve problems collectively. It is observed that students find English language difficult and feel hesitant to ask teachers whereas in small groups they feel confident in talking with their friends and their fear and hesitation removed. It also helps in large classes as it gives opportunity to all students to use language.

1. It means that the students can learn better through cooperative learning activities prepared by the researcher.
2. Improvement in English through cooperative learning activities makes the students achieve higher score.
3. Cooperative learning in English develops the confidence level of the students.
4. Cooperative learning develops the communication skills.
5. Cooperative activity also helps in learning concepts better and makes them learn through classmates. It also helps them to be an active participant in the class.

5.13 Suggestions for Future Studies

Use of cooperative activities was effective for the Std 9th. Such kind of the study can be extended to the following area as well and further studies can be carried out in the areas.

- Effectiveness of Cooperative Learning in Science at Secondary Level.
- Effectiveness of Cooperative Learning in English at Primary Level.
- Effectiveness of Cooperative Learning in Mathematics at Secondary Level.
- Effectiveness of Cooperative Learning in English to Develop Listening Skills.
- The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention.
- The Impact of Cooperative Learning in Comparison to Traditional Learning (Small Groups) on EFL Learners' Outcomes When Learning English as a Foreign Language.
- The Effect of Using a Program Based on Cooperative Learning Strategy on Developing some Oral Communication Skills.
- Effectiveness of Cooperative Learning at Management Courses.
- Effectiveness of Cooperative Learning in science at Higher Secondary Level.
- Effectiveness of Cooperative Learning in social science at Higher Secondary Level.
- Effectiveness of Cooperative Learning in Sanskrit at Secondary Level.

5.14 Conclusion

The present study is based on determining the effectiveness of cooperative learning in English. The aim of the research was to make students learn the language through cooperative learning activities. With the help of developed module the researcher increased the student's interest level of learning English. As a result of the module, the students were able to learn English language in a short span of time. The research proved to be enriching experience for the researcher.

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