

# CHAPTER-1

## INTRODUCTION

### 1.1 Introduction

A language is a systematic means of communication by the use of sounds or other 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 method 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 attitudes.

The four basic skills required to learn any language are known as **LSRW** i.e. **Listening, Speaking, Reading and Writing**. A child learns very informally any language taught to him/her in the initial years of the life through listening and speaking. But an extra edge is needed for the development and growth of an individual which comes from developing the skills of reading and writing. The ability to read is generally regarded not only as the basis of education but also as an essential possession of the citizens of civilized countries. Of all the valuable skills the average person learns in his life time, the ability to read is the most important since it is the most universal and the most useful for everyone today. Reading helps the individual to understand society and his role as a citizen, as a worker and individual's own personal needs and problems. Reading involves the whole personality, promising countless personal and social values. It is essential for personal development and enrichment of life. Reading is one of the most rewarding uses of the expanded leisure that comes as a result of automation. Reading provides experience through which the individual may expand his horizons; identify, extend, and expand his interests, and gain deeper understandings of himself, of other human beings and of the

world. Reading has social significance in the modern world. The democracy of any country can survive only if the people of that country achieve a certain general level of reading competence.

One of the main problems of today's students is their inability to concentrate on their lessons (a result of their shortening attention span.) A solution to this problem is to encourage students to read. According to studies, reading increases a student's ability to concentrate.

Developing students' reading and comprehension skills needs to be focused upon early in their education so that they can be prepared for the real world. Being able to read well means that they would have no problem understanding information they will surely encounter when they join the work force.

The importance of English as a means of international communication has been recognized all over the world. Today, it is difficult to estimate the number of the people in this world who have acquired an adequate working knowledge of English. It is widely used all over the world as a first language, second language or as a third /foreign language. It is now a days an effective means of communication.

Different strategies for enhancing reading comprehension in English have been advocated by many educators from time to time like skimming, scanning, intensive and extensive reading etc. which have been useful for different types of readers. Certain strategies have specifically been advocated for use for second language learners. In the present times, educationists have started giving weightage to collaborative learning over individualistic learning because of its benefits in academic, social as well as psychological domains.

As the importance of reading as well as English language has been established for the growth and overall development of the individual, the researcher tried to focus on it by pairing it with collaborative work. Hence, the present study was undertaken to ascertain the effectiveness of collaborative learning on reading comprehension of the students.

## **1.2 Statement of the Problem**

Specifically the problem of the study can be stated as-

“Effectiveness of Collaborative Learning on Reading Comprehension of Grade VIII Students”

## **1.3 Explanation of the Key Words**

**Collaborative Learning** can be defined as a structured, systematic, instructional strategy in which small groups work together towards a common goal.

**Reading Comprehension** is simply another expression for 'understanding' or is considered a way of talking about whether or not an individual has understood what he/she has read.

## **1.4 Objectives of the Study**

The following objectives were formulated for the present study-

1. To study the English textbook of Grade VIII
2. To prepare the lesson plans for reading comprehension based on collaborative learning
3. To implement the lesson plans for reading comprehension based on collaborative learning
4. To evaluate the effectiveness of the lesson plans for reading comprehension based on collaborative learning
5. To study the feedback of the students on the implementation of the lesson plans for reading comprehension based on collaborative learning

## **1.5 Hypotheses**

Based on the above objectives, the following hypotheses were formulated-

- 1.1 There will be no significant difference between mean achievement scores of the students in pre-test and the post-test.
- 1.2 There will be no significant difference between mean achievement scores of the boys in pre-test and the post-test.
- 1.3 There will be no significant difference between mean achievement scores of the girls in pre-test and the post-test.

## 1.6 Variables in the Study

The following variables were identified for the study.

**Independent Variable :** Collaborative Learning

**Dependent Variable :** Achievement Scores

## 1.7 Delimitation of the Study

The present study was delimited to Gujarat State Education Board schools where English is taught as a second language. The study has also been delimited to only one strategy of collaborative learning i.e. Collaborative Strategic Reading

## 1.8 Rationale of the Study

According to the *National Reading Panel (NRP)*, “*Reading Comprehension is very important to the development of children’s reading skills and therefore to their ability to obtain an education*”

Reading comprehension is what allows the reader to interact with the text in a meaningful way. It’s the bridge from passive reading to active reading -- from letters and words to characters and contexts. Reading comprehension is the crucial link to effective reading -- a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment. Reading comprehension is a direct by-product of reading fluency. Without fluency, readers spend their time and effort decoding words, rather than understanding them.

Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader. This happens because reading is an active mental process where individuals are required to reason out things. It improves vocabulary, improves concentration and focus and also helps to build self esteem. Reading also improves memory and enhances creativity. It helps reduce boredom and also gives a glimpse of other culture and places of the world.

The ability to read is generally regarded not only as the basis of education but also as an essential possession of the citizens of civilized countries. Of all the valuable skills the

average person learns in his life time, the ability to read is the most important since it is the most universal and the most useful skill for everyone today.

But there are a series of problems that hinder individual's Reading Comprehension:

- Language problem
- Not comfortable enough yet with the language,
- Word recognition Problem.

A widespread study by the ***National Assessment of Educational Progress (NAEP)*** in ***U.S.A in 1995*** confirmed the tight correlation between reading fluency and reading comprehension among fourth graders. The study concluded that reading fluency is a neglected reading skill in many American classrooms, affecting many students' reading comprehension. The low level of reading comprehension among American students reveals issues with underlying reading proficiency. A wide variety of studies suggest that as many as 85 per cent of students testing low in core reading skills also have weak underlying cognitive skills such as auditory and visual processing. Thus, for many students, successful reading comprehension means a return to the basic mental tools that create a firm cognitive foundation. 37 per cent of fourth graders struggle with reading problems so severely that it is impossible to successfully understand and complete normal fourth grade assignments. Further, 3 out of 4 of that group read so poorly they have little chance at educational progress and ultimate educational attainment.

Such a situation is also felt with the second language learners in India especially Gujarat. The students pursue their studies in vernacular language till their 10+2 level and as soon as they enter the professional education they are expected to be competent enough in English language. With the dearth of literature in the vernacular language at the higher education level they are compelled to refer to the books written in English and to the internet resources and then they feel handicapped. To avoid such hindrances in the overall growth and development of students it is essential to enhance their reading comprehension skills in such an environment which is as good as real life settings at an early age. This would ensure their academic, social as well as psychological well being.

Thus, the pairing of reading comprehension exercises with collaborative learning. This enhances its utility manifold. Giving practice to students on reading comprehension

through collaborative learning helps the individual to understand society and his role as a citizen, as a worker and individual's own personal needs and problems. It improves students' ability to comprehend concepts and ideas as along with his own views an individual gets an opportunity to know other group members perspective as well. The discussion among group members develops critical thinking, thus, ensuring that students will be able to think and make good decisions for them. It provides an opportunity to increase fluency in a language and, consequently, communication skills are improved by reading. It also improves students' writing skills as they are able to "subconsciously acquire good writing style."

And as Strang (1967) says, "Reading proficiency is the royal road to knowledge; it is essential to the success in all academic subjects. In modern life, learning depends largely upon one's ability to interpret the printed page accurately and fully." Thus, it was felt by the researcher that by undertaking such a study keeping in view the present scenario is justified.

## **1.9 Scheme of Chapterisation**

**Chapter-1: Introduction** The chapter includes statement of the problem, explanation of key words, objectives of the study, hypotheses, and variables in the study, delimitation and rationale of the study.

**Chapter-2: Conceptual Framework** In this chapter significance of reading, skills involved in reading, benefits of reading, types of reading, individualistic vs collaborative learning, elements of collaborative learning, benefits of collaborative learning, and steps of CSR have been discussed.

**Chapter-3: Review of Related Literature** This chapter focuses on the review of the studies undertaken which have been classified into various categories such as Studies dealing with Reading Comprehension, review of studies on Collaborative Learning and the last one is review of Studies dealing with development of strategies for teaching English.

**Chapter-4: Methodology of Investigation** The chapter includes research design, research type, population, sample, tools data collection and data analysis.

**Chapter-5: Data Analysis and Interpretation** This chapter gives an account of the data collected and presents their analysis and interpretation. It gives an account of the data collected through the pre-test and the post-test.

**Chapter-6: Conclusion, Suggestions and Implications** It includes conclusion, suggestions and implications of the study.

## CHAPTER-2

### CONCEPTUAL FRAMEWORK

***“The man who doesn’t read good books has no advantage over the man who can’t read them.” - Mark Twain.***

#### **2.1 Introduction**

Reading is one of the best hobbies a person can have. But it’s saddening to know that majority of us aren’t introduced to the fabulous world of books. With the ever increasing use of technology, individuals are moving away from the world of books. But nevertheless books have been replaced by e-books and also with the explosion of knowledge and information; individuals need to build upon the skill of understanding and comprehending information useful for them.

Comprehension is simply another word for 'understanding'. At its simplest, reading is a way of talking about whether or not a child has understood what they have read.

However, teachers tend to use it to mean more than that. In 'teacher talk' comprehension includes:

- Understanding what it says in the text
- Understanding what it doesn't say explicitly, but what you can work out or suppose might have happened or be going to happen
- Knowing about the organization of ideas in a text and thinking about why the author introduced the ideas in one sequence rather than another
- Being aware of the writer's choice of words and sentences
- Considering what the writer wanted the reader to think, eg how does a writer show the reader that one character is evil or greedy

#### **2.2 Importance of Reading Comprehension**

Reading comprehension is important for three main reasons:

- First, because the more that a reader understands the text, the more meaning and enjoyment they can gain from it.
- Second, reading is the means through which most of the curriculum is taught as children grow older. If children do not fully understand what they read, they



cannot access the whole curriculum and this will affect their results. (For example, History students may need to recognize whether or not a piece of writing has any political bias.)

- Third, the more children understand the craft of the writer, the more they can improve their own writing.

### 2.3 Skills involved in Reading

These are some skills taken from John Moby's Communicative Syllabus Design

1. Recognizing the script of a language
2. Deducing the meaning and use of unfamiliar lexical items
3. Understanding explicitly stated information
4. Understanding information when not explicitly stated
5. Understanding conceptual meaning
6. Understanding the communicative value of sentences and utterances
7. Understanding relations within the sentence
8. Understanding relations between parts of a text through cohesive devices
9. Interpreting a text by going outside it
10. Identifying the main points or important information in a piece of discourse
11. Distinguishing the main idea from supporting details
12. Extracting salient points to summarize a text
13. Selective extraction of relevant points from a text
14. Skimming
15. Scanning to locate specifically required information
16. Transcoding information to diagrammatic display

### 2.4 Significance of Reading

Reading is important component of language learning out of the four components of listening, speaking, reading and writing. It is significant because of the following reasons-

1. **Reading is an active mental process:** Unlike sitting in front of the idiot box (TV), reading makes an individual use the brain. While reading one is forced to reason out many things which are unfamiliar.

2. **Reading improves vocabulary:** Through reading one learns how to infer the meaning of one word by reading the context of the other words in the sentence. While reading books, especially challenging ones, a learner is exposed to many new words.
3. **Gives a glimpse into other cultures and places of the world:** How would one know about the life of people in Mexico if one doesn't read about it? Reading gives an insight into the diversity of ethnicity of people, their customs, their lifestyles etc. One becomes more aware about the different places and the code of conduct in those places.
4. **Improves concentration and focus:** It requires a learner to focus on what one is reading for long periods. Unlike magazines, Internet posts or e-Mails that might contain small chunks of information, books tell the whole story. Since one must concentrate in order to read, like a muscle, one will get better at concentration.
5. **Builds self-esteem:** The more one reads, the more knowledgeable one becomes. With more knowledge comes more confidence. More confidence builds self-esteem. So it's a chain reaction.
6. **Improves memory:** Many studies show if an individual doesn't use the memory, he/she loses it. Crossword puzzles are an example of a word game that staves off Alzheimer's. Reading, although not a game, helps one to stretch the memory muscles in a similar way. Reading requires remembering details, facts and figures and in literature, plot lines, themes and characters.
7. **Improves discipline:** Making time to read is something we all know we should do, but who schedules book reading time every day? Very few... That's why adding book reading to one's daily schedule and sticking to it, improves discipline.
8. **Improves creativity:** Reading about diversity of life and exposing oneself to new ideas and more information helps to develop the creative side of the brain as it imbibes innovation into the thinking process.
9. **One always has something to talk about:** Reading widens the horizon of information. One always has something to talk about. The possibilities of sharing become endless.
10. **Reduces boredom:** Reading habit as a hobby surely reduces boredom.

## **2.5 Benefits of Reading for Students**

Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.

Educational researchers have also found a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if you read extensively you are likely to be or become a good reader!

The ability to read is generally regarded not only as the basis of education but also as an essential possession of the citizens of civilized countries. Of all the valuable skills the average person learns in his life time, the ability to read is the most important since it is the most universal and the most useful for everyone today.

The following are some of the benefits of reading for the students-

- Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. In summary, good readers can extract from the writing what is important for the particular task they are employed in. And they can do it quickly!
- Reading helps the individual to understand society and his role as a citizen, as a worker and individual with his own personal needs and problems.
- Reading involves the whole personality, promising countless personal and social values. It is essential for fuller personal development and enrichment of life.
- Reading is one of the most rewarding uses of the expanded leisure that comes as a result of automation. Reading provides experience through which the individual may expand his horizons; identify, extend, and expand his interests, and gain deeper understandings of himself, of other human beings, and of the world.
- Reading has social significance in the modern world. The democracy of any country can survive only if the people of that country achieve a certain general level of reading competence.

- Russell (1949) has rightly said, “A good general level of reading ability is essential to the working of democracy.” Reading is, no doubt, a potent force for national integration.
- Reading develops a person’s creativity. Unlike movies where everything is determined by the producer, writer and director, books allow students to create in their minds how a particular character looks like or imagine how a scene plays out. Reading a book therefore, allows a student to exercise and cultivate her/his creative thinking skills.
- Developing good reading skills can improve students’ ability to comprehend concepts and ideas.
- Reading develops critical thinking, thus, ensuring that students will be able to think and make good decisions for themselves.
- One’s fluency in a language and, consequently, communication skills are improved by reading.
- Reading introduces students to new things and has the ability to broaden their interests. A student who reads a biography of Albert Einstein for example, may be inspired to take his high school Physics class more seriously.
- Reading regularly increases the vocabulary.
- Reading can develop positive values in students. According to a study conducted in the United States for example, students who learn to read by the time they are in third grade are less likely to take drugs, drop out of school or end up in prison.
- One of the main problems of today’s students is their inability to concentrate on their lessons (a result of their shortening attention span.) A solution to this problem is to encourage students to read. According to studies, reading increases a student’s ability to concentrate.
- Developing students’ reading and comprehension skills early on in their education also means that you are preparing them for the “real world.” Being able to read well means that they would have no problem understanding manuals, guides or contracts – vital documents and papers they will surely encounter when they join the work force.
- Spelling improves when words are seen in print.
- Reading also improves students’ writing skills as they are able to “subconsciously acquire good writing style.”

## **2.6 Types of Reading to Develop Reading Comprehension**

Several types of reading can be used to develop and enhance reading comprehension. Some of them have been discussed below-

**2.6.1 Skimming:** When one needs to buy a reference book or a text book, or to write a conceptual paper one needs to go to a book store where one sees a rack full of books, with the same title, but different authors. One doesn't have time to read the pages before deciding on buying the book. Therefore, one quickly goes through the contents, title page and the blurb. By now one has decided to buy one book. This type of reading is known as "Skimming".

**2.6.2 Scanning:** As one reads a text or an article, one may suddenly come across a word that is not familiar to him/her. Naturally, one would like to know the meaning of the word, for one's own benefit. So one gets the dictionary and carefully finds the word. One looks for the spelling, pronunciation, meaning and also the various uses of the same word. This type of careful reading to find out the specific, clear details is known as "scanning".

**2.6.3 Extensive Reading:** Our way of reading is influenced by the purpose of our reading. Most of us have the habit of reading especially when we are free, or have a lot of leisure time. We might get hold of a novel, a comic strip, or a magazine. When we read for the pure pleasure of reading, it is known as "extensive" reading.

**2.6.4 Light type of reading:** Reading for leisure tends to be 'light':

- Read at a pace which feels comfortable.
- Read with understand.
- Skim the boring, irrelevant passages.

An average light reading speed is 100-200 words per minute.

**2.6.5 Intensive Reading:** When we read shorter text like a research paper for getting specific details or information, we read slowly with a lot of concentration. This is known as intensive reading.

**2.6.6 Word by word type reading:** This type of reading is time consuming and demands a high level of concentration. Some material is not readily understood and so requires a slow and careful analytical read. People use this type of reading for unfamiliar words and concepts, scientific formulae. It can take up to an hour just to read a few lines of text.

**2.6.7 Loud and Silent Reading:** Most of our day-to day- reading is done silently. When we read an article or an advertisement, we are engaged in the process of deriving meaning from the passage. Actually when we read aloud, our concentration is divided between reading and speaking. This makes reading difficult and may cause problems in understanding the matter. However, there are situations when we may have to read things aloud when others do not have access to them – for example, notice and circulars. We need to read the instructions aloud to student or employees, so that there is no confusion later. Apart from these extraordinary situations, most of the time the natural way of reading is silent reading, which is ideal and helps comprehension.

**2.6.8 SQ3R Technique of Reading:** This technique of reading was developed by Robinson in his book “Effective Study” (1970).The method involves five simple steps; Survey, Question, Read, Recall and Review.

- Survey: skim through to gain an overview and not key points.
- Question: devise questions you hope the text will answer.
- Read: slowly and carefully.
- Recall: from memory, write down the main points made by the chapter.

**2.6.9 Cloze Reading:** Cloze reading is , related to, or being a test of reading comprehension that involves having the person being tested to supply words which have been systematically deleted from a text.

## **2.7 Individualistic Vs Collaborative Learning**

The above mentioned types of reading are basically individualistic in approach. In the present times when ‘Constructivism’ is the buzz word, educationists are focusing more on collaborative learning so that not only the academic aspect but also the social as well as psychological development of individuals can take place.

## 2.8 Collaborative Learning

Collaborative learning is a method of teaching and learning in which students' team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.

It can be defined as a structured, systematic, instructional strategy in which small groups work together towards a common goal. It is a relatively new concept and is considered as having the potential of improving education, regardless of the discipline or level of instruction.

Collaborative learning has been defined by different educationists. Some of the definitions have been presented below-

“An activity involving a small group of learners who work together a team to solve a problem, complete a task, or accomplish a common goal”. (*Artzt and Newman1990*)

“A task for group discussion and resolution (if possible), requiring face-to-face interaction, an atmosphere of cooperation and mutual helpfulness, and individual accountability”. (*Davidson1990*).

In classrooms where Collaborative Learning is practiced, students pursue learning in groups of varying size, negotiating, initiating, planning and evaluating together. Rather than working as individuals in competition with every other individual in the classroom, students are given the responsibility of creating a learning community where all students participate in significant and meaningful ways. Students use a variety of learning activities to improve their understanding of a subject. Each member of a team or group is responsible not only for learning what is taught, but also for helping teammates to learn, thus creating an atmosphere of achievement. Students work through the assignments until all group members successfully understand and complete.

## **2.9 Essential Elements of Collaborative Learning**

It is only under certain condition that collaborative efforts may be expected to be more productive than competitive and individualistic efforts. The conditions are:

1. Clearly perceived positive interdependence
2. Considerable promotive interaction
3. Clearly perceived individual accountability and personal responsibility to achieve the group's goals
4. Frequent use of the relevant interpersonal and small group skills.
5. Frequent and regular group processing of current functioning to improve the group's future effectiveness.

## **2.10 Benefits of Collaborative Learning**

In collaborative learning students work together and share ideas with each other whereas in individualistic learning they read alone where the reader does not share his reading with any other but he understands alone. So, he has only one perspective of idea whereas in collaborative reading students get different perspectives and ideas and they get different views on one text.

In individualistic type of learning, students work by themselves to accomplish learning goals unrelated to those of others. Individual goals are assigned each day, students efforts are evaluated on a fixed set of standards and rewards are given accordingly. There is no communication among students for joint attainment of goals and hence, due to lack of interdependence, an absence of interaction is often marked. Whether or not a student accomplishes the goal has no influence on whether other students achieve their goals. Thus, a student seeks an outcome that is personally beneficial and ignores the goal achievement of other students as irrelevant. For example, in a spelling test, when students work on their own, any student who correctly spells 90 percent or more words passes.

In collaborative learning, students work together to accomplish shared goals. In this situation, students work cooperatively with a vested interest in others learning as their own. Their goal achievements are positively correlated with others to cause positive interdependence and promotive interaction. Thus, students seek outcomes that are beneficial to all those with whom they are cooperatively linked. For example, to prepare for the spelling test, students work together in small groups to help each other learn the words in order to take the spelling test individually on another day. Each students score



on the test is increased by bonus points if the group is successful (i.e. the groups total meets specified criteria).

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

Also, in collaborative learning small groups provide a place where:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
- students learn skills for resolving conflicts when they arise;
- members draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;

In order to create an environment in which cooperative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task students' work together on must be clearly defined.

Thus, through collaborative learning individuals are not only academically benefited but also socially and psychologically benefited.

**There are a number of strategies for collaborative learning viz** Complex Instruction, Constructive Controversy, Cooperative Integrated Reading and Composition, Cooperative Learning Structures, Group Investigation ,Jigsaw, Learning Together, Student Teams Achievement Divisions , Student Teams Achievement Divisions, Teams-Games-Tournament, Team Assisted Individualization

Out of these strategies some strategies can be specifically used for teaching English at different grade levels. All these strategies are grade free and can be used across all the subjects.

These days English is regarded as one major subject wherein individuals are expected to have competence. It is regarded as the language of day-to-day life and so proficiency in English language has become an essential component for the growth of individuals.

### **2.11 Present status of English in the Modern World**

English is inherently borrowing and ever expanding language which the accidents of history have made the most important language for wider communication and most useful to study. The combination of political influence and technological superiority has given English an advantage to become an international auxiliary language of the world.

Today, English has spread around the world making itself the second largest language of the world. The importance of English as a means of international communication has been recognized by all over the world. Today, it is difficult to estimate the number of the people in this world who have acquired an adequate working knowledge of English. It is widely used all over the world as a first language, second language or as a third /foreign language. It cannot be denied that English is a world language and also very important medium for expressing our views before any nation of the world. It is now days an effective means of communication.

### **2.12 Present scenario of English Language teaching in Gujarat**

The position of English is not sound in Gujarat. In Gujarat two languages formula is followed all through the school level. But it is very painful that when students leave the 10+2 level they are not competent enough to use the second language i.e. English as a tool for communication. From this point of view, the teaching of English is not effective in terms of the demand of society. The elementary years of acquiring of basic language skills are in the hands of the teachers who are neither trained nor oriented towards the modern methods and approaches of English language teaching. Unfortunately even the aims and objectives of teaching are not known to the teachers and hence, aims of teaching are not achieved in true sense. It has been found that oldest translation method is still followed in majority of Gujarati medium schools which has proved to be ineffective in second language teaching. This has also been remarked that the standard of teaching and learning English is very poor in Gujarat. And therefore the SCOPE Programme has recently been introduced by Government of Gujarat for students and teachers. This

initiation we can say is a well thought productive initiative to improve the scenario of English in Gujarat.

English language is used for official, social, commercial and educational activity within the country. Moreover, it is difficult for people to acquire this language in a proper way as they do not have conducive environment at home to enrich their language ability. In a way, schools and class rooms are the best places to provide proper environment for learning this second/foreign language.

In fact collaborative learning provides good atmosphere for learning English language in the sense that it leads learner to interact through target language during teaching and learning process.

Collaborative Strategic Reading is one such activity which can be used to enhance the reading comprehension of English as a second language learners.

### **2.13 Collaborative Strategic Reading**

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Collaborative Strategic Reading (CSR) is a set of four strategies struggling readers can use and comprehend as they read content area text. Researchers *Janette K. Klingner, Sharon Vaughn, and Jeanne Schumm* developed CSR for struggling upper elementary and middle school readers with learning disabilities by adapting reciprocal reading and cooperative learning strategies. CSR can be used by content area teachers in inclusion settings as well as by reading teachers. Students of mixed achievement levels apply comprehension strategies while reading content area text in small groups of five students each. Initially, the teacher presents the strategies (preview, click and clunk, get the gist, and wrap up) to the whole class using modeling, role playing, and teacher think-aloud. After students have developed proficiency applying the strategies through teacher-facilitated activities, the teacher asks them to form heterogeneous groups, where each student performs a defined role as students collaboratively implement the strategies. Although CSR was designed to be used with expository text, it can also be used with narrative text. It is highly compatible with a range of reading programs, including literature-based instruction, basal reading programs, and

eclectic or balanced approaches. The goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize students' involvement. Developed to enhance reading comprehension skills for students with learning disabilities and students at risk for reading difficulties, CSR can also be implemented for average and high achieving students.

## **2.14 Steps of Collaborative Strategic Reading**

Students learn four strategies: preview, click and clunk, get the gist, and wrap up. Preview is used before reading the entire text for the lesson, and wrap up is used after reading the entire text for the lesson. The other two strategies, click and clunk and get the gist, are used multiple times while reading the text, after each paragraph. The different steps have been described as under-

### **1. Preview**

Preview is a strategy to activate students' prior knowledge, to facilitate their predictions about what they will read, and to generate interest. Preview consists of two activities: (a) brainstorming and (b) making predictions. A teacher introduces previewing to students by asking them to think about the previews they have seen at the movies. The teacher prompts students to tell what they learn from previews by asking questions such as, "do you learn who is going to be in the movie?" or "do you learn in what historical period the movie will take place?" Then the teacher asks them to skim information such as headings, pictures, and words that are bolded or underlined to determine (a) what they know about the topic and (b) what they think they will learn by reading the text.

### **2. Click and Clunk**

Click and clunk is a strategy that teaches students to monitor their understanding during reading, and to use fix-up strategies when they realize their failure to understand text. The teacher describes a click as something that "you really get. You know it just clicks." After students understand, the teacher explains a clunk: "A clunk is like when you run into a brick wall. You just really don't understand a word the author is using. That's a clunk." Then, the teacher reads a short piece aloud and asks students to listen carefully for clunks.

The teacher asks students to write down their clunks and then teaches fix-up strategies to figure out the clunks. The teacher can use “clunk cards” as reminders of fix-up strategies.

### **3. Get the Gist**

Get the gist is a strategy to help students identify main ideas during reading. One way to identify the main idea is to answer the following questions: (a) “who or what is it about?” and (b) “what is most important about the who or what?” In addition, students are taught to limit their response to ten words or less, so that their gist conveys the most important idea(s), but not unnecessary details. Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher asks them to identify the most important person, place, or thing. Then the teacher asks students to tell what is most important about the person, place, or thing. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

### **4. Wrap up**

Wrap up is a strategy that teaches students to generate questions and to review important ideas in the text they have read. Wrap up consists of two activities: (a) generating questions, and (b) reviewing. A teacher initially teaches students to wrap up by telling students to pretend they are teachers and to think of questions they would ask on a test. The teacher suggests the following question starters: who, what, when, where, why, and how. The teacher also encourages students to generate some questions that require an answer involving higher-level thinking skills, rather than literal recall. Finally, the teacher asks students to write down the most important ideas from the day’s reading assignment.

Thus, we see that the Collaborative Strategic Reading is a systematic and structured strategy which can be implemented on learners who are learning any language and so it has been chosen for the present study wherein the researcher wanted to test the effectiveness of collaborative learning using CSR on the reading comprehension of grade VIII students.

## CHAPTER-3

### REVIEW OF RELATED LITERATURE

#### 3.1 INTRODUCTION

*“If writing is thinking and discovery and selection and order and meaning, it is also awe and reverence and magic” (Morrison, 1996)*

Behind reviewing related literature, the main objective is to justify the rationale to pursue the study. It provides a historical perspective of the area in which the researcher is involved to study. It brings to light the research trends, the methodology employed and an estimation of relationships behind the variables. Hence, review of related literature helps in providing placement and direction for the study to be fitted into its existing body of knowledge.

In this chapter, the investigator has made an attempt to present a review of studies on collaborative learning particularly in teaching English. Here, an attempt has been made to trace out studies conducted in foreign countries and in India. The studies have been categorized under three headings namely:

- (a) Studies dealing with Reading Comprehension with other aspects.
- (b) Review of studies on Collaborative Learning.
- (c) Studies dealing with development of strategies for teaching English.

#### 3.2 Studies dealing with Reading Comprehension with other aspects

**Parikh (1976)** conducted a study on an inquiry into factors affecting reading speed and comprehension. He found that:

- Text printed in two narrow columns increased the average reading speed.
- Reading Comprehension was affected by the types of content of reading material.

**Koppar (1979)** undertook a study on an Inquiry into factors affecting Reading Comprehension (in English). The objective of the study was :

- To study the levels of reading comprehension of pupils of standard XI
- To conduct case studies of pupils with low and high scores in the reading comprehension test in order to find out some factors affecting reading comprehension.

The investigator found out that the students having high reading attitude had high reading comprehension and students having high anxiety have slow reading comprehension. And the factors affecting reading comprehension are lack of academic motivation, proper direction educational status of parents, poor teaching.

**Shivapuri (1982)** dealt with an investigation into pupil's comprehension of English. The objectives of the study were:

- To find out how the back ground factors of intelligence, socio-economic status, level of aspiration and personality affects in comprehension in class XI Students
- To find out sex differences in Reading Comprehension.

The findings of the study were:

- In case of boys and the maximum contribution to comprehension scores was that of intelligence
- There were no significance difference in comprehension scores for the two sexes.

**Dass (1984)** carried out a study of Reading Comprehension in English of students of English Medium Secondary Schools of Standard X of Central Gujarat. The objectives of the study were:

- To study reading comprehension in the context of SES and contain socio-psyche factors viz test anxiety, emotional stability, leadership and radicalism.
- Some of the characteristics of the test and findings were:
- The mean difference of reading comprehension scores was in favor of students with high SES and having high leadership traits.
- Emotional stability was not found to influence reading comprehension. Student having a high degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism and students having a low anxiety level had better reading comprehension

**Rao (1986)** conducted a study on nature and incidence of Reading Disability among school children and found that about 20% of reading disability was found in primary schools. Reading efficiency could be improved by remedial teaching and continuous practice.

**Rajendran, M. (1992)** carried out an experimental study on Activity centered teaching of English. The findings of the study suggested that there was no significant difference in the achievement of the reading and writing skills between the students taught under activity centered approach and the conventional method.

**Garcia-Vazquez, et.al (1992)** had studied effects of peer tutoring on students who are perceived as not socially acceptable. The purpose of this study was to investigate the effects of a structured peer tutoring program on the social acceptance of students. The results were significant for type students, distinguishing between those students rated as liked and those rated as disliked. The result also showed that students in the control group were rated higher on the “dislike” category than were those in the treatment condition.

**Goldman et.al (1992)** had investigated individual differences in the effects of collaboration on learning handicapped students' writing with working alone and working together. Difference between stories written by learning handicapped students working alone and those produced when they worked in dyads were related to individual differences in writing skills and to the collaborative interaction that occurred in the 10 days. It examined the synergistic model was appropriate for both i.e. working together students. The other 8 days reflected the least competent member model or a mix of the least competent and models. In it synergistic outcomes were associated with lack of disagreeing and contentious interactions and relatively low rates of interactions among the members. Least competent member outcomes were associated with high rates of interaction and /or high rates of disagreeing or contentious behavior.

**Ryan (1992)** carried out a study in cooperative learning and media design for adult mechanist training at focus. The study was experimental in nature. The study compares two treatments cooperative learning with adaptive instruction to conventional instruction for two independent groups. The sample consisted of 50 students in control group. The



result showed that average students achievement scores in the experimental group were increased by 12.3% as compared to students in control group.

**Marr (1997)** had reviewed briefly to cooperative learning. This article provides an overview of cooperative learning. Discussion includes description of the essential components of cooperative learning activities and reviews of the research regarding its effectiveness. This research review investigates the effect of cooperative learning on academic achievement, peer relationship and social development. Notable cooperative learning programmes are described.

**Armstrong (1999)** conducted a study on collaborative learning. It described and documented collaborative learning by students in two sections of a graduate education course. Observation was made of the two groups and participants were interviewed about their respective groups. Analysis of field notes from the ethnographic observation and interview transcript related three categories of themes that described the process of collaborative learning in the two groups were:

- Group process
- Learning process
- Group facilitation.

Each category had multiple themes. The findings of the study described collaborative learning as a multifaceted, complex process that can be understood in terms of knowledge construction relationship and participants' role in facilitating their own and others learning experiences. The findings indicated that the participants were able to observe their own learning experience in terms of relationship formed in these respective groups. The results were discussed in terms of implication for future research practice. Research suggested studying influence of collaborative learning diverse.

**Alhaidari (2006)** had studied the effectiveness of using cooperative learning to promote reading comprehension, vocabulary and fluency achievement in male students of a Saudi Arabian School. The design of the study was Quasi-experimental and consisted of four groups of Islamic Saudi Academic of sample i.e. two fifth grade classes. Pre test and Post test was done for reading comprehension vocabulary, fluency, students' attitude towards

cooperative learning . Data were analysed using a one way analysis of variance (ANOVA) to test the difference between the experimental and comparison groups 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 (2007)** studied Effect of co-operative learning approach on Reading Comprehension in English of IX Standard students. The objectives of the study were:

- To study the effect of co-operative learning approach on Reading comprehension in English of IX Standard students,
- To study the effect of traditional approach on Reading Comprehension in English of IX standard students
- To compare the effect of co-operative learning approach and traditional approach on reading comprehension in English of IX standard students.

The investigator found that co-operative learning approach was more effective than traditional approach in reading comprehension.

**Hines (2008)**, had investigated the use of cooperative learning by teachers with low achieving African American students. Eight strategies of cooperative learning were used as applicable at middle and high school. Investigator had used mixed method of survey and interview with Questionnaire as a tool. Descriptive statistics, frequency distribution and percentage were used to analyzed and report on data gathered by questionnaire. Interview data was transcribed, complied coded and content analyzed for themes that matched the content of each of the research questions. Study findings implied that to maximize effectiveness of cooperative learning strategies in the class room it was important that teachers know what role s/he must take for student success and the steps for implementing a particular cooperative learning strategy.

### **3.3 Review of studies on Collaborative Learning**

**Stealing, J. (1975)** conducted a study on Implementation and child effects of Teaching Practices in Follow through class-rooms. The objective of the study was to find the effect of group instruction on reading achievement of students. He found that reading achievement is related to grouping arrangements. His research study concluded that in the

first grade[Age-6] class-room reading level was higher when there was great deal of small group instruction and in third grade [Age-8] achievement was higher in the class-rooms where the typical group was somewhat larger.

**Pal A. (1978)** put in efforts for developing a Reading Oriented E.T.T. Strategy and developed a Reading oriented English language teaching strategy. The major findings of the study were:

- The reading instruction strategy combining the perceptual and conceptual skills could lead to significant improvement in reading comprehension levels of school students irrespective of that verbal intelligent and initial reading ability

Student taught according to this strategy not only registered significant improvement in the overall language proficiency but also improved their reading comprehension level significantly.

**Lionel G.C. (1982)** conducted a study on a Psycholinguistic Strategy for teaching Reading English with comprehension to the students of std XI .He developed a psycholinguistic strategy for teaching reading English of std XI at the plus two level and he found that strategy was superior in effectiveness to the usual method. Teaching exercise comprising the strategy acted as props in helping their students who were not good at reading English with comprehension.

**Khare M.A (1986)** carried out a comparative study of traditional and structural approaches to Teaching of English with Reference to their Learning outcomes. He conducted a comparative study of traditional and structural approach to teaching of English with reference to their learning outcomes. The findings indicated that the students' achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, applied grammar and vocabulary. In pronunciation students achievement under the traditional approach was found to be better than that under the structural approach.

The studies reviewed indicated that the development strategies have proved more effective as compared with the traditional method. These studies helped the investigator

to gain knowledge regarding newly developed techniques and their positive impact for fostering learning.

**Jacob, E. and Mattson, B. [1987]** studied on Cooperative Learning with Limited English Proficient Students .The study indicated that cooperative learning methods may provide a way to help limited English Proficient Students achieve academically and develop the English language skills necessary for successful class room functioning. The method involved small groups of six students in tasks that require cooperation and positive interdependence for face to face interaction on school tasks which raised academic achievement levels and improved inter groups relations and self-esteem.

**Burhoc J.C.[1989]** conducted a study on Paired Classes Evaluation Based on Survey Results- a programme at Lincoln High School in Stockton, California. He paired mainstream English classes with English as a second language classes to improve communication and understanding among students. Both groups found the programme worthwhile. Some ESL students gained in English skills and confidence as a result.

**Grant J.(1991)** studied on Individual and Cooperative Completion of Cloze. The objectives of his study were to examine the extent to which gains 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 suggested a very productive, though not always easy to define, role played by the group work in fostering improved performance.

**Chang,K.Y. & Smith W.F.(1991)** has studied on “Cooperative Learning and CAL/IVD in Beginning Spanish : An Experiment” shown that both cooperative learning defined as those instructional setting that encourage collaborative, interactive, peer teaching and learning and mediated activities [computer assisted instruction/computer assisted language learning CAI/CALL] can have in depended and significant positive effects on student achievement and attitude.

**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 indicated that the cooperative learning approach improved the students' English Writing skills.

**Sharma, Hemant Lata and Sharma, Sativa (2008)** conducted a study on Effect of Cooperative Learning on Interpersonal Relationships of Elementary School Students. In this study they said that Cooperative learning instructional approaches provide opportunities for a learner to interact with other learners in the class. Cooperative learning is an act of believing in and practicing face to face interactive learning so as to encourage creativity and foster critical thinking through group processing. In cooperative learning, learning is not memorizing a set of truths or already established or arrived at conclusions. Instead, it hovers around raising the level of "learners' curiosity" and their "spirit of questioning", infusing in them a democratic and scientific way of investigation of facts and findings.

The objective of the study was to find out whether the STAD approach with reward is more effective than the traditional approach in enhancing interpersonal relationship among elementary school students. The investigators found that STAD approach was more effective.

**Pushpanjali B.S. and Satyaprakasha C.V (2010)** carried out a study on Effect of Cooperative Learning on Achievement Motivation and Anxiety. The objective of the present study was to find out the effectiveness of cooperative learning strategy on achievement motivation and anxiety of class VIII students of Bangalore city. The findings of the study were:

- Cooperative Learning Strategy was more superior to conventional method in significantly promoting achievement motivation
- Cooperative Learning Strategy was effective in significantly reducing the anxiety.

### **3.4 Studies dealing with development of strategies for teaching English.**

**Kotak (1981)** dealt with development of a course for increasing the reading proficiency in English of the Post –high school students of Gujarat. The objective of the study was :

- To develop on auto instructional course that would increase the reading proficiency in English of students of the post-high school stage in the state of Gujarat.

The major findings of the study were:

- It was possible to develop the reading proficiency of the students through the skills approach in which a learning practical different skills separately to engage in the task of reading
- Students with high achievements level perhaps needed a different approach for developing their reading proficiency.

**Dholakia (1986)** dealt with a study of various strategies for improving reading comprehension in English of pupils of class IX in the context of certain variables. The objective of study was to implement various strategies like :

- Request procedure
- Guided Reading Procedure (GRP)
- REAP –technique [Read, Encode, Annote and Ponder technique in teaching English to pupils of class IX in order to compare their effectiveness on Reading Comprehension.

The finding of the study was that guided reading procedure and REAP- technique proved to be more effective than Request strategy for improving reading comprehension.

**Vimaladevi (1986)** dealt with strategies for developing critical Reading abilities in Higher Secondary students in English. The objectives of the study were :

- To develop a strategy which would help students to perform the task involved in critical reading
- To find out it's efficiency.

The major findings of the study were:

- The students of the forget group were able to improve their critical reading ability through the strategy implemented which proved the effectiveness of the strategy
- The difficulty level of the students studying in English medium schools under difficult managements did not differ.

**Panchal (2006)** studied on evolving a strategy for enhancing listening comprehension in English at secondary level. The objectives of the study were:

- To evolve a strategy for enhancing listening comprehension and to find out the effectiveness of the strategy in terms of:

- Performance of the students through the strategy,
- Their opinion about the strategy,
- Experts opinion about the strategy.

The major findings of the study were strategy was successful in terms of improvement and enhancement in the students' performance in listening comprehension. The findings of the study were that the evolved strategy was successful in improvement of reading speed with maximum comprehension and significant difference was found in both tests on main aspects i.e. rate of reading and level of comprehension.

### **3.5 Implications for the Present Study**

The investigator found that a number of studies had been conducted to test the effectiveness of collaborative learning as a method used to teach English as a foreign language. All the studies the researcher came across, which studied the impact of collaborative learning on language learning, were carried out at international level and national level. The studies carried out have propounded the positive impacts of adopting collaborative learning as a method of language learning. While the early researches took only improvement in academic achievement as a result of employing collaborative learning method into consideration, all the later researches talked about improvement in attitude, motivation, social distance, reduction in anxiety and feeling of alienation from school, etc. along with improved academic achievement i.e. improvement in language learning. While all the other studies took up language in its entirety, Butcher (2008) and Cheryl (2008) took up specific skills of language, writing and reading respectively, to study the influence of the use of collaborative learning method. Hines (2008) through his study, spelled out the responsibilities of a teacher and steps to be taken for effective implementation of collaborative learning.

The investigator realized that though collaborative learning has been widely accepted but not many studies have been carried out to study the impact of collaborative learning on English language learning. A need is felt for more number of such studies especially In India. Therefore, the investigator took up this study especially for reading comprehension because the investigator believes that it is a must for further language learning and understanding.

## **CHAPTER-4**

### **METHODOLOGY OF INVESTIGATION**

#### **4.1 Introduction**

A research design is compared to a blue print or a navigator map for the researcher. In the absence of a research design the researcher feels directionless. Thus, the research design is of utmost importance to the researcher. The research design is defined in the following manner-

*“A research design is the arrangement of conditions for collection and analysis of data that aims to combine relevance to the research purpose with economy in procedure.”*

It helps researcher to organize his ideas with available time and money in a well-planned framework. It provides motivation to researcher for moving ahead in right direction. In this present chapter the aspect of methodology of the present study like, population and sample, procedure for developing CSR modules, construction and validation of tools, data collection and statistical analysis, have been discussed. It gives the clear idea of the study conducted by the researcher and the process of the research endeavor.

#### **4.2 Research Method**

The present research is experimental in nature. Experimental research is generally recognized as the most appropriate method for drawing causal conclusions about instructional interventions, for example, which instructional method is most effective for which type of student under which conditions. Experimental research may be able to tell that one method of instruction is better than conventional practice. It includes a hypothesis, a variable that can be manipulated by the researcher, and variables that can be measured, calculated and compared. Most importantly, experimental research is completed in a controlled environment. The researcher collects data and results will either support or reject the hypothesis. This method of research is also referred to as hypothesis testing.

Attempts were made by the researcher to prepare an intervention programme for Reading Comprehension based on Collaborative Strategic Reading technique and the same was



tried out on a group of students. The details of the same have been further mentioned in subsequent section.

### 4.3 Research Design

The present experimental study has been conducted utilizing “Single Group Pre Test, Post Test design.” which can be depicted as-

| ‘o’      | ‘x’       | ‘o’       |
|----------|-----------|-----------|
| Pre-test | Treatment | Post-test |

### 4.4 Population

The population of the present study comprised of all the Upper Primary Schools of Nadiad.

### 4.5 Sample

The sample is the working unit of the research. It is a group of subjects that the researcher works and interacts with. In the present study, the sample comprised of VIII Std students of New English School, Nadiad.

To select the sample, convenient sampling technique was adopted as the researcher selected the school which was easily accessible and in which she got permission readily to conduct the experiment.

The sample of the present study comprised of 30 students in the experimental group. The number of boys in the group were 17 and the numbers of girls were 13

The sample selected has been represented in the tabular form as under-

**Table 4.1 Sample of the Study**

| NEW ENGLISH SCHOOL       | EXPERIMENTAL GROUP |
|--------------------------|--------------------|
| NUMBER OF BOYS           | 17                 |
| NUMBER OF GIRLS          | 13                 |
| TOTAL NUMBER OF STUDENTS | 30                 |

## 4.6 Tools

Research tools play a vital role in any worthwhile study, as it is the significant factor in procuring the sound data which in turn helps in arriving at database conclusions about the study in hand. Self constructed tools namely Achievement Test and Feedback Form were used as tools in the present study for the purpose of data collection.

The table below clearly elicits the purpose of the tools and its significance.

**Table-4.2 Purpose of the tools used for Data Collection**

| <b>Sr. No</b> | <b>Tool</b>                  | <b>Purpose</b>                                              |
|---------------|------------------------------|-------------------------------------------------------------|
| 1             | Achievement Test (Pre-test)  | To assess the students Reading competency.                  |
| 2             | Achievement test (Post-test) | To check the effectiveness of CSR on Reading Comprehension. |
| 3             | Feedback form                | To get the response of the students about the programme.    |

### 4.6.1 Achievement Test

The researcher constructed a parallel form of achievement test to be administered as a pre-test and a post-test. The pre-test as well as the post- test consisted of twenty questions. The questions were based on the general topics and followed cloze reading to test their reading comprehension. The questions were objective as well as subjective.

The researcher brainstormed, read the text book of English of standard VIII of Gujarat Board, interacted with class VIII students of New English School informally and then prepared a set of questions to test the competency of the students in the English language. The test has weightage 20 marks. The time allotted for taking the pre-test and post- test was 35 minutes. These questions were discussed with the guide and further the selected questions were shown to the experts for validation and their comments were incorporated. As per the valuable guidance the pre-test and post-test for assessing the achievement of students were modified and finalized. **(SEE APPENDIX-A and APPENDIX- B)**

#### **4.6.2 Feedback Form**

The researcher prepared the feedback form to know the students response on the intervention programme wherein the collaborative strategic reading strategy was used to give them practice on reading comprehension. **(SEE APPENDIX-C)**

#### **4.7 Data Collection**

The present study is based on testing the effectiveness of Collaborative Strategic Reading on teaching English reading comprehension to the students of class VIII. This necessitated preparation of modules based on Collaborative Strategic Reading technique by the researcher. After preparing the module it was implemented and then its effectiveness was evaluated. In the third stage the feedback of the students was sought out. In this way the procedure for collecting the data for the present study can be divided into three phases-

##### **4.7.1 Pre Implementation Phase**

In the very first phase, researcher had gone through the text book of standard VIII in order to know the level of the content to be focused upon according to the grade level and also as the learners were learners of ESL. Then the investigator discussed with mentor and under the guidance of the mentor, researcher prepared each of the module keeping in mind the various steps of CSR viz Preview, Click & Clunk , Get the gist ,Wrap-up .Then the first draft of the module was prepared. The module comprised of two chapters and one News Article ( Poem 1 –Daffodils , Chapter 2 Communication and News Article) based on the strategy CSR. Then, the module was sent to the language experts for their suggestions and views. The necessary suggestions were incorporated and the final module of the comprehension practice through CSR was prepared thereafter. **(SEE APPENDIX-D)**

A CSR learning log was also prepared to be given to the students. **(SEE APPENDIX-E)**

#### 4.7.2 Implementation Phase

In the implementation Phase, researcher went to the decided school to collect data that was New English School, Nadiad. The principal gave the permission to implement the collaborative learning strategy. The researcher was allotted the time on the time table. The study was carried out on the experimental group as per the schedule given below-

**Day-1:** On the first day the programme was started by playing jigsaw game so that the students easily mingle with each other and develop co-operative feeling.

**Day-2:** On the second day, the researcher took the Pre-test of the students to check their reading level.

**Day-3:** On the third day, researcher divided the students into 6 groups according to their achievement scores and then the researcher began with the intervention programme. On that day researcher took the first poem Daffodils, where she has taken the first two stanzas of that poem and the reading comprehension exercise was taken up through CSR Strategy. Researcher also distributed CSR Learning log to the students where the students were asked to note down all the steps and their experiences through out the intervention programme. In **preview** step, students were brainstormed to guess the topic, then in second step **Click & clunk**, whenever they found difficult words that time the students were asked to say clunk and researcher conveyed the meaning of the words through action, through picture and through sentence. In the third step **get the gist**, students wrote the gist of that poem and in the last step **Wrap-up**, researcher asked general questions to the students. The same pattern was followed for all the teaching sessions.

**Day-4:** On the fourth day, the researcher gave the same treatment for the remaining two stanzas. And this way the first poem was completed.

**Day-5:** On the next day, the researcher began with another chapter. The Chapter-2 Communication, where again the first two passages were taken and all the steps of CSR were followed. The students were also asked to maintain their learning logs.

**Day-6:** On the sixth day, the researcher completed the remaining passages of the chapter applying the same strategy with certain variations as and when required.

**Day-7:** On the next day, the researcher decided to take up a newspaper article, something beyond their syllabus which would serve as a stimulus variation for the students as well as they could be led to the application level of cognitive domain. The students undertook the reading of the newspaper article following the same four steps of CSR- preview, click and clunk, get the gist and wrap up.

**Day-8:** On the very next day, the researcher administered the Post-test, to check the improvement level in reading comprehension through CSR.

All the sessions were of one hour duration.

### **4.7.3 Post Implementation Phase**

In the Post implementation phase the researcher administered the feedback form to know the views of the students about the intervention programme.

## **4.8 Data Analysis**

Analysis of data means studying the organized material in order to discover inherent facts. The data are studied from as many angles as possible to explore the new facts.

The data for the present study was analyzed quantitatively as the researcher used 't- test' to find out the effectiveness of the Collaborative Strategic Reading on the performance of the grade VIII students.

The feedback form of the students was analyzed qualitatively as percentage was used to analyze it. The subsequent chapter focuses on data analysis and interpretation in detail.

## CHAPTER 5

### ANALYSIS AND INTERPRETATION OF THE DATA

#### 5.1 Introduction

This chapter gives an account of the data collected and presents their analysis and interpretation. It gives an account of the data collected through the pre-test and the post-test.

The post-test was prepared to measure the effectiveness and usefulness of the intervention programme and the achievement of the students was evaluated after the try out. Both the pre-test and the post-test were same in marks, time limit and the level of test items.

#### 5.2 Testing of the Null Hypotheses

Given below are the hypotheses which were formulated and the result of the hypotheses testing-

**TABLE 5.1: Significance of Difference between Mean achievement Scores of Pre-test and Post-test**

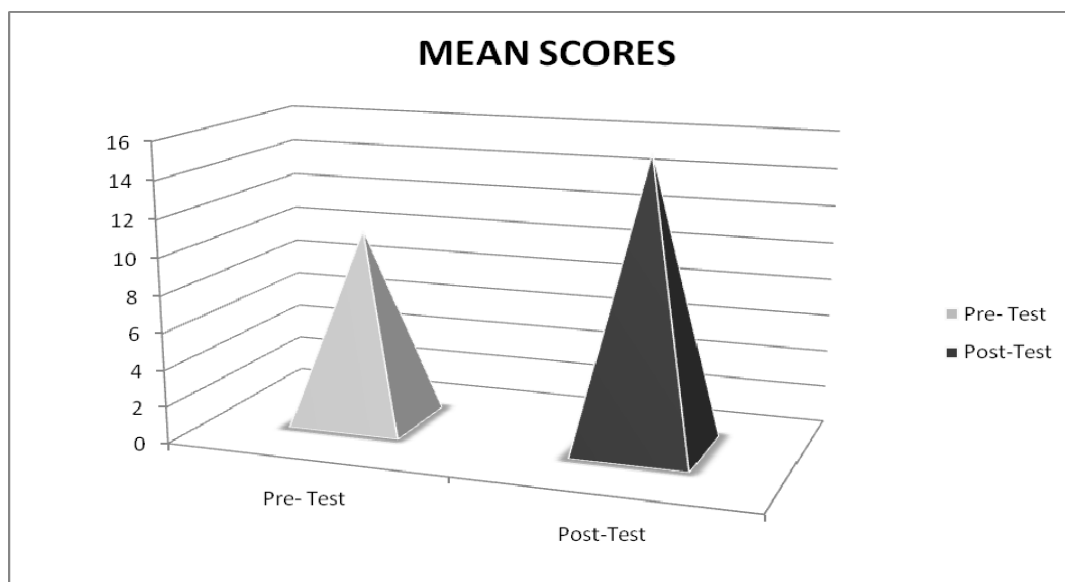
| Experimental Group | N  | Mean  | S.D  | df | 't'    |
|--------------------|----|-------|------|----|--------|
| Pre-Test           | 30 | 10.23 | 2.22 | 29 | 16.06* |
| Post-Test          | 30 | 15.53 | 1.87 |    |        |

*\*Significant 0.01 level*

From the above table 5.2.1, it is evident that the mean for pre-test scores is 10.23 mean for post-test scores is 15.53 and SD is 2.22 and 1.87 respectively. The calculated t-value was found to be 16.06 at 29 df which was found to be significant at 0.01 level of significance. Hence, it can be concluded that the difference between pre-test and post-test scores is significant.

In light of this, the null hypothesis no. 1.1 formed earlier that “there will be no significant difference in the mean achievement scores of students in pre-test and post-test” is rejected.

**Figure 5.1 Graphical representation of significance of difference between Mean achievement scores of Pre-test and Post-test.**



**TABLE 5.2: Significance of Difference between Mean achievement Scores of Pre-test and Post-test of Boys**

| Experimental Group | N  | Mean  | S.D  | df | 't'    |
|--------------------|----|-------|------|----|--------|
| Pre-Test           | 17 | 9.94  | 2.36 | 16 | 10.67* |
| Post-Test          | 17 | 15.06 | 1.89 |    |        |

*\*Significant at 0.01 level of significance*

From the above table 5.2, it is evident that the mean for pre-test scores is 9.94 mean for post-test scores is 15.06 and SD is 2.36 and 1.89 respectively. The calculated t-value was found to be 10.67 which was found to be significant at 0.01 level of significance. Hence, it can be concluded that the difference between pre-test and post-test scores is significant for boys.

In light of this, the null hypothesis no. 1.2 formed earlier that “there will be no significant difference in the mean achievement scores of the boys in pre-test and post-test” is rejected.

**TABLE 5.3: Significance of Difference between Mean achievement Scores of Pre-test and Post-test of Girls**

| <b>Experimental Group</b> | <b>N</b>  | <b>Mean</b>  | <b>S.D</b>  | <b>df</b> | <b>‘t’</b>    |
|---------------------------|-----------|--------------|-------------|-----------|---------------|
| <b>Pre-Test</b>           | <b>13</b> | <b>10.62</b> | <b>1.94</b> | <b>12</b> | <b>12.00*</b> |
| <b>Post-Test</b>          | <b>13</b> | <b>16.15</b> | <b>1.65</b> |           |               |

*\*Significant at 0.01 level of significance*

From the above table 5.3, it is evident that the mean for pre-test scores is 10.62 mean for post-test scores is 16.15 and SD is 1.94 and 1.65 respectively. The calculated t-value was found to be 12.00 which was found to be significant at 0.01 level of significance. Hence, it can be concluded that the difference between pre-test and post-test scores of girls is significant.

So, the null hypothesis no. 1.3 formed earlier that “there will be no significant difference in the mean achievement scores of girls in pre-test and post-test” is rejected.

### **5.3 Analysis of the Feedback Form**

The researcher has taken pre-test and post-test to check the effectiveness of the Collaborative Strategic Reading on the Reading Comprehension. Value of ‘t’ has also been calculated on that basis. In order to triangulate the data, the researcher has also taken feedback from the students. The purpose of this was to know students opinion about the teaching. The researcher wanted to know about student’s perception about the tasks and activities done by the researcher.

For Feedback Analysis, percentage scores were found. **Table 5.5** given below shows the feedback given by the students. The responses have been mentioned in the form of percentage.



**Table 5.5: Analysis of Feedback Form**

| NO. | STATEMENTS                                                                                              | ALWAYS | MOST OF THE TIME | SOMETIMES | RARELY | NOT AT ALL |
|-----|---------------------------------------------------------------------------------------------------------|--------|------------------|-----------|--------|------------|
| 1.  | The discussion before introducing the lesson helped me to understand the topic well.                    | 93.33% | 6.67%            | 0.0%      | 0.0%   | 0.0%       |
| 2.  | The techniques used to explain difficult words were interesting and I could easily grasp their meaning. | 0.0%   | 0.0%             | 100%      | 0.0%   | 0.0%       |
| 3.  | Summarizing the lesson in groups helped me to remember the content well.                                | 0.0%   | 100%             | 0.0%      | 0.0%   | 0.0%       |
| 4.  | The tasks given by the teacher were appropriate.                                                        | 96.67% | 3.33%            | 0.0%      | 0.0%   | 0.0%       |
| 5.  | The method adopted by the teacher helped me to improve my reading skill.                                | 60%    | 33.33%           | 6.67%     | 0.0%   | 0.0%       |
| 6.  | The tasks which were given in the group made me more confident.                                         | 96.67% | 3.33%            | .0%       | 0.0%   | 0.0%       |
| 7.  | I enjoyed all the tasks which were given by teacher.                                                    | 20%    | 80%              | 0.0%      | 0.0%   | 0.0%       |
| 8.  | After attending these classes I learned to read in a systematic way.                                    | 26.67% | 46.67%           | 23.33%    | 3.33%  | 0.0%       |
| 9.  | Now, I can read the passages on my own and understand the main idea of the passages.                    | 46.67% | 50%              | 3.33%     | 0.0%   | 0.0%       |
| 10. | I enjoyed working in teams.                                                                             | 100%   | 0.0%             | 0.0%      | 0.0%   | 0.0%       |

|     |                                                                                    |        |       |      |      |      |
|-----|------------------------------------------------------------------------------------|--------|-------|------|------|------|
| 11. | In future if I will get a chance to work in the groups, then I will definitely do. | 93.33% | 6.67% | 0.0% | 0.0% | 0.0% |
|-----|------------------------------------------------------------------------------------|--------|-------|------|------|------|

From the above table it is evident that 93.33 per cent students agreed that the discussion before introducing the lesson helped them to understand the topic well. All the students (100 per cent) felt that summarizing the lesson in groups helped them to remember the content well. 96.67 per cent students responded that the tasks given to them were always appropriate. 80 per cent of the students responded that they most of the time enjoyed the tasks whereas 20 per cent responded that they always enjoyed the tasks given to them in the classroom.

46.67 per cent and 26.67 per cent students responded that that after attending the classes they have always and most of the time respectively, learned to read in a systematic way. 60 per cent of the students replied that the method adopted always helped them to improve their reading skill whereas 33.33 per cent students replied that most of the time the method has been useful for them.

All the students responded that sometimes the techniques used to explain difficult words were interesting and they could grasp their meaning.

All the students (100 per cent) responded that they enjoyed working in teams and also 96.67 per cent students felt that the tasks given in the group always made them more confident.

46.67 per cent and 50 per cent students felt that always and most of the time they can read the passages on their own and comprehend their meaning, respectively.

When asked whether they would like to work in groups in future, 93.33 per cent and 6.67 per cent students replied that they always and most of the time would like to work in groups in future, respectively.

Overall from the above analysis of the results, it can be concluded that the intervention programme i.e. the Collaborative Strategic Reading had a positive impact on the students. Their achievement scores improved significantly and they also exhibited a positive inclination towards group work in improving their reading comprehension.

## **CHAPTER -6**

### **FINDINGS, SUGGESTIONS, IMPLICATIONS AND CONSLUSION**

#### **6.1 Findings**

The analysis of the data obtained for assessing the effectiveness of the intervention programme i.e. reading comprehension through collaborative learning in standard VIII shows a positive impact on the experimental group. The performance of the students of the experimental group who were exposed to the Collaborative Strategic Reading was found to be improved to a great deal. Not only their achievement increased but also their confidence level increased and they felt satisfaction and capable of even applying the strategy for reading any kind of textual material. The improvement in performance of students both qualitatively as well as quantitatively can be attributed to the use Collaborative Learning. The conducive learning environment created through collaboration between students led to the improved performance of the students.

Thus, we can conclude that the Collaborative Learning using Collaborative Strategic Reading strategy and implemented for Reading Comprehension of Grade VIII Students was effective for the students.

#### **6.2 Suggestions for Further Study**

Use of Collaborative Strategic Reading for Reading comprehension was effective for the Standard VIII students. CSR is an excellent technique to teach students reading comprehension, building vocabulary and also working together cooperatively.

Such kind of study can be extended to the following areas as well and further studies can be carried out in following areas:

- CSR is great for kids with learning disabilities, because they contribute to their groups and feel successful and they get the help they need with their reading.
- CSR technique can be used at secondary level.
- It can be used at Higher education level.
- CSR technique can be effective in Management Courses

- CSR can be used for any language teaching and learning like Gujarati, Sanskrit, Hindi etc
- It can be used even for social studies.
- CSR technique can be used to develop social skill, team spirit among the students.

### **6.3 Implications of the Study**

In the current trend towards explicit phonics instruction, there is a growing body of students who can read at the word level but have to struggle with meaning, or who can comprehend text adequately but struggle with the skills needed to acquire knowledge from more complex text. This study has shown positive results in reference to the strategy used for the students. It helps to develop students' social skill, they work as a team where they have one goal, and it increases their reading ability in an interesting and motivating way, enhances their confidence and motivates them to become good readers. Thus, collaborative learning specifically collaborative strategic reading should be used within the classroom by language teachers across different grade levels and age levels.

### **6.4 Conclusion**

Overall it was found that the Collaborative Strategic Reading proved to be beneficial for enhancing the reading comprehension of the students of grade VIII. While carrying out the research, the researcher developed research insights and also developed the skill of implementing cooperative learning in real classroom setting. The research proved out to be an enriching experience for the researcher.