

**COOPERATIVE LEARNING STRATEGY: IT'S
EFFECTIVENESS IN ENGLISH LANGUAGE TEACHING**

A Thesis

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By

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DECLARATION

I hereby declare that to the best of my knowledge this Thesis is original; no part of it has been submitted for the candidature of research degree to any University.

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ABSTRACT

The purpose of this study was to find out the effectiveness of using cooperative learning strategy at higher secondary level. I selected Shree Dev Chuli Higher Secondary School and Laxmi H.S. School of Nawalparasi district for this study. I selected thirty informants (teachers) from the selected schools using stratified random sampling procedure. I used a set of questionnaire consisting of closed-ended and open-ended questions in order to collect the required information from the respondents to meet the objectives of the study. Most of the closed-ended questions were answered on a five point Likert scale ranging from 'Strongly Agree', 'Agree', 'Uncertain', 'Disagree' and 'Strongly Disagree'; while open ended questions required teachers' brief reasons to support their answer of closed-ended questions. I then carried out a field study for the collection of data. The data collected from the informants were analyzed and interpreted to find out the teachers' attitudes towards teaching English at the Primary Level. The major findings of my study are: English is the most demanding and most widely used language in the world. So it should be taught lively by using group works applying cooperative learning strategy at the higher secondary level. Similarly teachers want English language as a medium of instruction in teaching English at higher secondary level. They use students' mother tongue only if it is necessary.

This thesis consists of four chapters. The first chapter introduces the study in terms of general background, objectives of the study and significance of the study. The second chapter deals with review of the related literature, the third chapter deals with the methodology adopted to carry out the research work. It consists of sources of data, sampling procedures, tools for data collection; process of data collection and

limitations of the study. Chapter four presents the analysis and interpretation of the data towards various variables. While analyzing the data, the total number of students for each response has been counted and numbers have been changed into percentage. Open-ended questions have been analyzed descriptively and analytically. The last chapter deals with the findings and recommendations of the study including some pedagogical implications.

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CHAPTER ONE

INTRODUCTION

1.1 General Background

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 system for communicating ideas and feelings using sounds, gestures, signs or marks. A language is the written and spoken methods of combining words to create meaning used by a particular group of people. For various historical and economic reasons, English has become the dominant language of the world in the twenty-first century. English is the language of science, air traffic control, and tourism, the Internet and to a very large extent of trade and export. That's why improving the quality in teaching English is very important. There are infinite procedures that teachers use to achieve desired effects from their students, but there are general patterns these motivational tools follow. In order for teachers to communicate with their students, they must identify with their needs on an individual basis.

It is important to think about motivation as the essence of language teaching because of the stark realities of learning English. The condition which happens in class is that students feel afraid of English as one of their subjects. It is because they feel that English is very difficult to learn. So, most students do not have enough motivation to learn and to get involved in the activity of learning. Because of these adverse conditions, the students have to have extraordinary motivation in order to succeed at learning English. In teaching learning process, students'

motivation is very essential. Students' motivation in learning English can be a good modal for enhancing the teachers' objectives in their class. Because of the importance of motivation, the teacher should be more creative in order to enhancing students' motivation in the class. It is necessary to apply an effective learning technique remembering the fact that learning strategy is one of the important tools which plays a significant role in the learning process.

1.2 Learning Strategies

Patton (2002) contends that there are some aspects on teaching which can influence students' learning motivation. They are teacher, student, material, media, method, and evaluation. Based on the Payton's statement above, method also brings significant influence in the success of the process of teaching learning, especially in terms of improving students' motivation in the class. So, the effective strategy should be applied by the teacher in achieving class objectives. There are some strategies in learning. According to Johnson (1992) there are four types of learning. They are: Competitive Learning, Individualistic Learning, Collaborative Learning and Cooperative Learning.

i) Competitive Learning

Competitive learning exists when one student goal is achieved; all other students fail to reach that goal. Competitive learning can be interpersonal (between individuals), where rows are most important or intergroup (between groups), where a group setting is appropriate. Competitive learning can also be a cooperative activity when the students formulate their own term and rules of the contest, giving them ownership of the activity.

ii) Individualistic Learning

This type of learning exists when the learning or achievement of one student is independent and separate from the achievements of the other students in the class. Individual learning implies that knowledge and cognitive skill are assets that teacher can transfer to the learner (Perkins and Saloman, 1989). This learning can be described as teacher-centered; that is, the teacher provides the major source of information, assistance, criticism and feedback. Students work alone and are not expected to be interrupted by other students. In this regard, students may be seated far from each other as space permits.

iii) Collaborative Learning

Collaborative learning takes place when students cooperate to construct a consensus to an open-ended activity. Collaborative learning shares many of the same traits as cooperative learning. It differs from cooperative learning by being more student centered than teacher centered. Collaborative learning provides a vehicle for social constructivism, where students are in control of their own learning and ultimately, the outcome of their learning. Cooperative learning is more concerned with a specific outcome based on teacher facilitation and knowledge transition. Collaborative learning is best suited to an arrangement of groups, where students can freely interact with each other and construct their ideas together.

iv) Cooperative Learning

Cooperative learning takes place when students work collaboratively to achieve a

common goal. Achievements are positively correlated with the other cooperating students. Students work together in small clusters or groups.

a. Definition of Cooperative Learning

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 Richards, Platt & Platt view cooperative learning is a system of teaching and learning techniques in which students are active agents in the process of learning instead of passive receivers of the product of any given knowledge. They also pointed out that cooperative learning activities were often used in communicative language teaching. With so many similarities in essence, cooperative learning was used as a set of teaching methods or techniques to embody the spirit of communicative language teaching by activating students to work together in small groups.

b. The elements of Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each of students with 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.

Cooperative efforts result in participants striving for mutual benefit so that all group members can:

- a. gain from each other's efforts. (Your success benefits me and my success benefits you.)
- b. recognize that all group members share a common fate. (We all sink or swim together here.)
- c. know that one's performance is mutually caused by oneself and one's team members. (We can't do it without you.)
- d. feel proud and jointly celebrate when a group member is recognized for achievement.

It can be summarized in the following cooperative learning techniques:

- i. promote students' learning and academic achievement
- ii. increase students' retention
- iii. enhance students' satisfaction with their learning experience
- iv. help students' develop skills in oral communication
- v. develop students' social skills
- vi. promote students' self-esteem
- vii. help to promote positive race relations

The principle of cooperative learning stuck to the following six elements:

- (i) Positive interdependence
 - a. Each group member's efforts are required and indispensable for group success
 - b. Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities

(ii) Individual Accountability

- a. Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be
- b. Giving an individual test to each student
- c. Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class
- d. Observing each group and recording the frequency with which each member contributes to the group's work
- e. Assigning one student in each group as the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers
- f. having students teach what they learned to someone else

(iii) Group processing

- a. Group members discuss how well they are achieving their goals and maintaining effective working relationships
- b. Describe what member actions are helpful and not helpful
- c. Make decisions about what behaviors to continue or change

(iv) Face-to-face Interaction

- a. Orally explaining how to solve problems
- b. Teaching one's knowledge to other
- c. Checking for understanding
- d. Discussing concepts being learned connecting present with past learning

(v) Interpersonal and small group skills

Teaching social skills such as leadership, decision-making, trust-building, communication, and conflict-management skills.

(vi) **Implementing Cooperative Learning in Teaching English**

Cooperative learning as an effective teaching method in foreign language education is the essential part in teaching English. Further examinations on cooperative learning and language acquisition could be inspected through three vital variables of input, output, and context, which contributed to language acquisition to a great extent (Krashen, 1985). An investigation revealed that cooperative learning had a dramatic positive impact on almost all of the factors critical to language acquisition.

1.3 Statement of the Problem

English language has become the dominant language of the world in the 21st century for various historical and economic reasons. For instance it is the language of science, air traffic control, and tourism, the Internet and to a greater extent of trade and export. Therefore improving the quality in teaching English is very important. There are infinite procedures that teachers use to achieve desired effects from their students, but there are general patterns these motivational tools follow. In order for teachers to communicate with their students, they must identify with their needs on an individual basis. It is in this context one has to apply co-operative learning strategy in ELT to rule over the difficulties that sometime arises at the time of teaching-learning process.

1.4 Hypothesis

Co-operative learning strategy is an effective strategy through which the concerned authorities can get desired results in ELT.

1.5 Objectives of the Study

The objectives of this study are as follows:

- a. To find out the usefulness of effectiveness of using cooperative learning strategy in improving student's motivation.
- b. To suggest some pedagogical implications in the field of ELT.

1.6 Significance of the Research

This study is significant to all those who are directly or indirectly involved in the sector of ELT. To put it more clearly the rationale of the study are as follows.

- a. For the teachers, it can be useful information about the effectiveness of applying the Cooperative Learning Strategy in the class.
- b. The school can see how far Cooperative Learning influences the process of English learning in improving students' motivation.
- c. The significance for English Education Department of Tribhuvan University in enriching and enlarging the knowledge of English Education practitioners in making policies and arranging curriculum or lecturer method in teaching.

1.7 Delimitations of the Study

The study encompasses the following limitations:

- a. It is only limited to 30 teachers who teach in higher secondary level in Dev Chuli Higher Secondary School, Rajahar, Nawalparasi and Laxmi Higher Secondary School, Amarapuri, Nawalparasi.
- b. The study is confined to Nawalparasi district.

- c. It was only concerned in finding the role of teachers to motivate students in performance.
- d. Altogether 30 teachers are selected using random sampling from these schools.
- e. The study is limited to the analysis of the responses obtained from those 30 teachers.

1.8 Review of the Related Literature

Literature review is one of the most important components of a research. Using this element the researcher can provide different experiences of other experts. For the literature review, we can consult various books, articles, magazines, websites etc.

No research is a final research. Its finding goes on and on. In other words, we can say that findings may differ when it is done on the very topic. A number of researches have been done on learning techniques and strategies. These researchers have focused on the effectiveness of learning strategies. However, no research focusing only on the effectiveness of cooperative learning strategy in ELT has been done so far. Some of the similar types of researches are being reviewed below:

Timsina (2000) carried out a research on “A Study on the Effectiveness of Recorded Materials Over Conventional Teaching in Teaching Listening Comprehension.” It was a study to find out the effectiveness of group work while teaching English in school children. He implemented survey method and he used random and stratified random sampling procedure for the study. Four Sets of

questionnaires were used to elicit data. He found that this strategy had positive effect on students' motivation.

Grant-Vallone (2011) carried out a research entitled "Successful Group Work: Using Cooperative Learning and Team-Based Learning in the Classroom." The main objective of the study was to identify the effectiveness of using cooperative learning strategy in ELT. This research study examined students' perceptions of group experiences in the classroom. The author used cooperative learning and team-based learning to focus on three characteristics that are critical for the success of groups: structure of activities, relationships of group members, and accountability of group members. Results indicated that students reported more favorably on these group experiences than on a "typical group experience" they had in the past. At the end of the semester, many students reported that group members communicated effectively, developed friendships, and took responsibility for the team project. Communication and group member relationships were related to project satisfaction.

Fearon (2012) carried out a research entitled "Using Student Group Work in Higher Education to Emulate Professional Communities of Practice." The main purpose of this paper was to discuss the value of social learning from group work that emulates a professional community of practice. Design/methodology/approach: A thought piece that first, examined the role of group-work projects as part of social learning, then outlines key arguments for social learning based upon applying a "communities of practice" approach and finally, discussed the experience of a leading UK University in light of Hadley

and Kilner's communities of practice framework. Some reflections were offered to help practitioners and academics who wish to adopt a similar approach. From the research he found out that developing the communities of practice approach using group work can promote social learning and workplace transferrable skills. :

The paper offered a unique insight and applied a community of practice framework for analyzing and developing group work as part of social learning.

Chad (2012) carried out a research entitled "The Use of Team-Based Learning as an Approach to Increase Engagement and Learning for Marketing Students: A Case Study" The main objective of the study was to find out Team-Based learning (TBL) as an innovative teaching strategy using semi-formalized guidelines aimed to enhance student engagement and improve teamwork and, hence, overcome the typical problems faced by educators. This case study examined the first-time use of TBL in a Postgraduate marketing subject at an Australian University. The results indicated that the TBL innovation had a positive influence on student engagement and offered opportunities to assist learning. The study concluded that TBL is an effective teaching process enabling educators to offer students enhanced and stimulating learning experiences. The case study contributed to the marketing education literature by assessing the first-time TBL experience of students and educator. Key issues addressed were student engagement, opportunities for learning, and the benefits of teamwork in preparing students for the workforce. Significantly, the research also offered practical advice for marketing educators desirous of developing and implementing effective and engaging pedagogy via TBL.

Kyprianidou (2011) carried out a research entitled “Group Formation Based on Learning Styles: Can It Improve Students' Teamwork?” This work explored the impact of teacher-led heterogeneous group formation on students' teamwork, based on students' learning styles. Fifty senior University students participated in a project-based course with two key organizational features: first, a web system (PEGASUS) was developed to help students identify their learning styles and distribute them to heterogeneous groups. Second, group facilitation meetings were introduced as a technique to help students reflect on their weak/strong traits and employ appropriate roles in their group. The study research questions focused mainly on students' attitudes regarding the learning style-based group formation approach. By applying qualitative research method students' views were recorded about the impact of styles awareness and group heterogeneity on group collaboration and possible benefits and drawbacks related to the style-based grouping approach. Evaluation data revealed that students gradually overcame their initial reservations for the innovative group formation method and were highly benefited since styles heterogeneity within the group emphasized complementarities and pluralism in students' ways of thinking. Overall, this work provided evidence that the adoption of learning styles theories in practice can be facilitated by systems for automated group formation and supportive group facilitation meetings that help avoiding the trivial and discouraging approach of using learning styles to simple level students.

CHAPTER TWO

METHODOLOGY

2.1 Research Design

This present research is a quantitative one. This study can be classified into a quasi-experimental study. The design used is an in tack group pretest-posttest design that involves a group of students who belong to the experimental group and the one belong to control group. In this study, the treatment given is Cooperative learning in teaching learning process.

To collect the data for this study, questionnaires are constructed. The mode of the questions was open and closed ended. Five point Likert scales are developed for the closed-ended questions. There were five options to be selected for each closed-ended question. They are: Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The respondents are requested to tick the mark (✓) for their chosen answers. For open-ended questions, respondents are requested to give their own reasons for the given questions.

2.2 Sources of Data

The study is carried out on the basis of both primary and secondary sources of data.

2.2.1 Primary Sources of Data

- a. The study is mainly based on the primary sources of data. The data mainly is collected from 30 teachers who teach in higher secondary level at Dev Chuli Higher Secondary School, Rajahar, Nawalparasi and Laxmi Higher Secondary School, Amarapuri, Nawalparasi.

2.2.2 Secondary Sources of Data

The secondary sources of data are different books, articles, magazines etc. Some of the authors are as follows:

- a. Kyprianidou, Maria and Demetriadis, Stavros
- b. Timilsena Tek Raj
- c. Chad, Paul
- d. Fearon, Colm
- e. Grant-Vallone, E. J.

2.3 Sample Size and Sample Selection Procedure

- a. The sample population of the study is 30 teachers who teach in higher secondary level in Dev Chuli Higher Secondary School, Rajahar, Nawalparasi and Laxmi Higher Secondary School, Amarapuri, Nawalparasi.

The sample populations are taken using stratified random sampling procedure.

The survey method is adopted in this study. This method enables the researcher to find out the related facts regarding the effectiveness of using cooperative learning strategy in improving the students' motivation.

There are two variables. They are independent and dependent variable. The independent variable of this study is cooperative learning. This variable is represented by X. The dependent variable is students' motivation which is represented by Y.

Table 1: Figure showing the design of the research.

Group	Independent	Dependent
Experiment	X	Y
Control	-	Y

2.4 Construction and Validation of the Tools and Instruments

To collect the data for this study, questionnaires are constructed. The mode of the questions is open-ended and closed-ended both. The questionnaire focuses on gaining the data to see the significant result of students' motivation.

Likert scales is developed for the closed-ended questions. There are five options to be selected for each closed-ended question. They are: Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The respondents are requested to tick the mark (✓) for their chosen answers. For open-ended questions, respondents were requested to give their own reasons for the given questions.

2.5 Treatment of Data

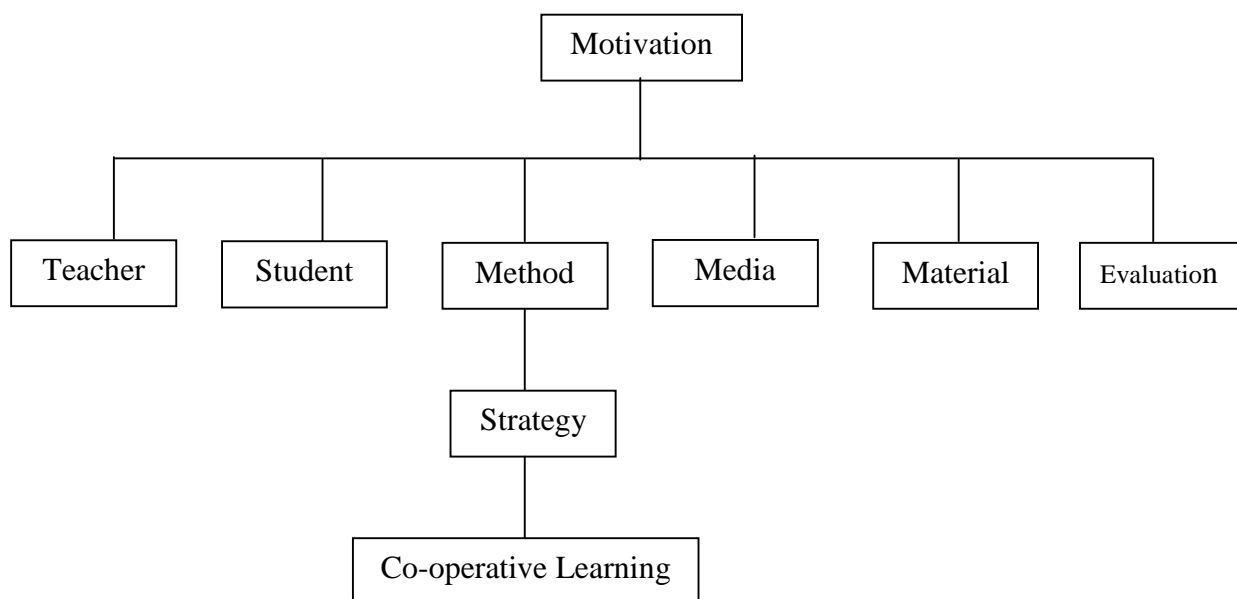
- a. The researchers followed the following procedures for treatment of data.
The researcher visited the selected school of Nawalparasi district and requested the concerned authority to get the permission to collect data.
- b. The researcher explained the task and selected the teachers by using stratified random sampling procedure.
- c. The researcher provided questionnaires to the teachers and head teacher.
- d. After administering the questionnaires, the researcher collected the filled-up questionnaires from them.

2.6 Analysis and Interpretation of the Questionnaires Regarding Various Areas

The Questionnaires addressed to the teachers related with the students of higher secondary level to get information are in the following five areas:

- a. Need of Using Cooperative Learning Strategy to teach English language in Higher Secondary Level
- b. Medium of Instruction While Using Cooperative Learning Strategy
- c. Importance of Teaching Materials and Techniques for Using Cooperative Learning Strategy
- d. Importance of Textbooks for Using This Strategy
- e. Parents' supports for Applying This Strategy

Chart 1: Diagram showing the concept of this study.



CHAPTER THREE

ANALYSIS AND INTERPRETATION

The data collected from the informants are analyzed and interpreted to find out the effectiveness of using cooperative learning strategy in ELT at higher secondary level. As it has been mentioned in chapter two, a set of questionnaire consisting of closed-ended and open-ended questions are developed as a tool for data collection. Closed-ended questions are to be answered on a five point Likert scale, i.e. Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The percentage is the main basis for the data analysis. The total number of respondents for each response has been counted and the number has been changed into percentage. Generally, if there is 50% or above responses, it is considered as positive attitude and below 50% as negative attitude towards the question. The options 'Strongly Agree' and 'Agree' are combined together as agreement responses or positive attitudes. Likewise the options 'Strongly Disagree' and 'Disagree' are combined together as disagreement responses or negative attitudes. Open ended questions have been analyzed descriptively and analytically.

The questionnaire used to elicit responses is divided into five areas. They are: Need of using Cooperative Learning Strategy to teach English language in Higher Secondary Level, Medium of Instruction while using Cooperative Learning Strategy, Importance of Teaching materials and Techniques for using this strategy, Textbooks, Parents' supports. The analysis and interpretation of the study is presented area wise below.

3.1 Questionnaires Regarding Various Areas

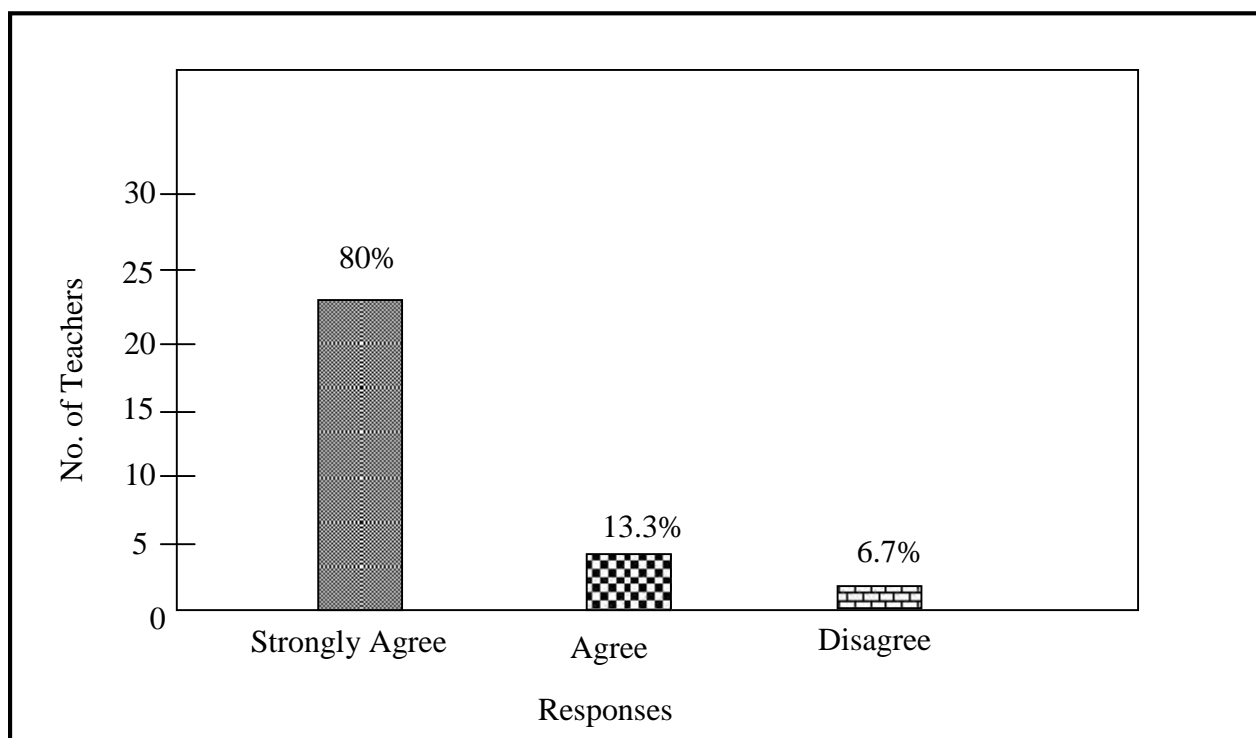
The questionnaires addressed to the teachers related with the students of higher secondary level to get information are in the following five areas:

- a. Need of using Cooperative Learning Strategy to teach English language in Higher Secondary Level
- b. Medium of Instruction while using Cooperative Learning Strategy
- c. Importance of Teaching Materials and Techniques for using Cooperative Learning Strategy
- d. Importance of Textbooks for using this strategy
- e. Parents' supports for applying this strategy

3.1.1 Teachers' attitudes towards need of using Cooperative Learning Strategy to teach English language in Higher Secondary Level

There are all together six questions in this area. Three are main questions and remaining are sub questions. Informants are also requested to write some reasons to support their answers to the closed-ended questions. The first question of this section is about the need of teaching English using cooperative learning strategy in Higher Secondary Level. Most of the respondents had similar attitudes towards this question. Twenty four teachers out of thirty i.e. 80% strongly agreed that teaching English using this strategy is necessary in Higher Secondary Level. Four teachers out of thirty i.e. 13.3% agreed with the statement and marked on 'Agree'. Two teachers i.e. 6.7% disagreed with the fact and marked on the option 'Disagree'.

Chart 2: Figure showing attitudes towards need of using Cooperative Learning Strategy to teach English language in Higher Secondary Level



The diagram shows 93.3 percent respondents are in favor of teaching English using this strategy. They reasoned that English is an international language so it should be taught effectively using cooperative learning strategy. They also viewed that English is a global language widely used in different fields e.g. media, business, internet etc. and helps students for further studies.

They further stated that Cooperative learning produces greater student achievement than traditional learning methodologies. Students who work individually must compete against their peers to gain praise or other forms of rewards and reinforcements. In this type of competition many individuals attempt

to accomplish a goal with only a few winners. The success of these individuals can mean failures for others. There are more winners in a cooperative team because all members reap from the success of an achievement. Low achieving students tend to work harder when grouped with higher achieving students. There is competition among groups in cooperative learning. Some forms of group competition promote cohesiveness among group members and group spirit.

3.1.1(a) Teachers' attitudes towards children's success in learning English through this strategy

Those who marked on 'strongly agree' and 'agree' responded that the students from different communities get equal success in learning English through this strategy because English is second language for every children in our context. They also opined that regular feedback and exposure from the teachers help the students to achieve success in learning English language. Those who marked on 'disagree' and 'strongly disagree' contend that children do not get equal success in learning English because some languages have similar grammatical structures with English and some have just different structures.

The third and last question of this section was about the problems that the teachers have to face in teaching English at higher secondary level. The question is 'Do you agree that English teachers have to face many problems in teaching English at higher secondary level?' 15 teachers out of 30 i.e. 50% marked on 'strongly agree'. Eleven teachers i.e. 36.66% marked on 'agree'. Three teachers marked on 'disagree' and only one teacher marked on 'uncertain'.

3.1.1(b) Teachers' attitudes towards their problems in teaching English at Higher Secondary Level

Those who marked on 'strongly agree' and 'agree' reasoned that because of the matured students who have crossed the age of acquiring language the teachers have to face many problems in teaching English at higher secondary level. They also believed that teaching English to the matured students requires a lot of interesting materials that lacks in public schools. Those who marked on 'disagree' viewed that if the students are well motivated they can be taught very effectively. So the teachers do not have to face any problems in teaching English at higher secondary level. Those who marked on 'uncertain' argued that they had not any idea about it.

3.1.2 Teachers' attitudes towards medium of instruction for using Cooperative Learning Strategy

Four questions are asked to elicit information from the informants in this area.

Two are closed-ended and two are open-ended. The questions are about:

- a. Interference of mother tongue in learning foreign language and
- b. Mother tongue as medium of instruction in teaching English at higher secondary level

In open-ended questions informants had to provide reasons to support their answers of these closed-ended questions.

The first question of this section is 'students learn foreign language without interference of their mother tongue'. The question is responded by all the respondents. Twenty two out of thirty i.e. 73.33% teachers disagreed and marked

on 'strongly disagree'. Five teachers out of thirty i.e. 16.66% also disagreed with the fact and marked on 'disagree'. Three teachers agreed with the fact that students learn foreign language without interference of their mother tongue and marked on the option 'agree'. None of the teachers marked on 'uncertain' and 'strongly disagree'.

3.1.2 (a) Teachers' attitudes towards learning English without mother tongue interference

Those who marked on 'agree' believed that learning English without mother tongue interference is possible. According to them if the students are taught English comparing with their mother tongue it may interfere to learn English but if they are provided natural exposure they can learn English without interference of their mother tongue. Those who marked on 'disagree' and 'strongly disagree' viewed that children cannot learn English without interference of their mother tongue. They reasoned that children have already acquired some rules and social norms of language and it creates both difficulty and simplicity in learning English. They also opined that children are habituated in learning the structure related to the mother tongue so if children find any different structures it would create problem in learning foreign language.

The second question of this section is about the students' mother tongue as a medium of instruction in teaching English at primary level. The statement is 'Do you agree with the fact that students' mother tongue has to be the medium of instruction in teaching English at primary level?' Five teachers out of thirty i.e. 16.66% marked on 'strongly agree.' Six teachers i.e. 20% marked on 'agree.'

Nineteen out of thirty teachers i.e. 63.33% marked on ‘disagree.’ And none of the respondents marked on the option ‘uncertain’ and ‘strongly disagree.’

3.1.2(b) Teachers’ attitudes towards students’ mother tongue as a medium of instruction

Those who supported in students’ mother tongue as a medium of instruction in teaching English at higher secondary level viewed that students of this level cannot be clear to perform the task by using English as a medium of instruction so their mother tongue should be used as a medium of instruction while teaching English. Most of the teachers supported this fact. Those who marked on ‘disagree’ reasoned that English should be the medium of instruction in teaching English at higher secondary level. They reasoned that students from different mother tongue cannot be taught using the mother tongue of all the students in language classroom. They viewed using simple structure is appropriate as medium of instruction in teaching English. They contend students’ mother tongue can be used along with the English if necessary.

3.1.3 Teachers’ attitudes towards the importance of teaching materials and techniques for using Cooperative Learning Strategy

There are all together seven questions in this section. Four are main questions and three are sub questions. The questions are about:

- a. using different teaching materials such as realia, visual aids, audio-visual aids to present the lesson clearly
- b. teaching without teaching materials

- c. using different classroom techniques e.g. Lecturing, pair works, drama, songs and rhymes in teaching English at higher secondary level and
- d. encouraging students to read the textbooks and do the exercises themselves.

While answering sub-questions respondents are requested to give some reasons to support these questions.

The first question of this section is 'teaching materials like realia, visual aids, audio visual aids etc. should be used to present the lesson clearly while teaching English at higher secondary level'. The question is answered by all the teachers. 65% teachers strongly agreed with the fact and marked on 'strongly agree'. 26% teachers marked on agree. 4.5% teachers marked on 'disagree' and 4.5% teachers viewed they do not have any idea about it and marked on 'uncertain'. This is given in the following table:

Table 2: Figure showing teachers' attitudes towards using Teaching Materials

Responses	No. of Teachers	Percentage
Strongly agree	20	65%
Agree	8	26%
Uncertain	1	4.5%
Disagree	1	4.5%
Strongly disagree	-	-

The sub-question of this section is 'which of the teaching materials do you use most of the time'. The teachers' responses are different towards this question. Most of the

teachers replied they use only daily used materials because of the lack of other teaching materials in schools. Some teachers viewed they use realia and very few teachers replied they use audio/visual materials. This is given in the following table.

Table 3: Figure showing Teaching Materials being currently used by English Teachers

Response	No. of Teachers	Percentage
Daily materials	23	76%
Realia	4	14%
Visual aids	2	6%
Audio visual aids	1	4%

The second question of this section is 'lack of teaching materials makes teaching learning difficult'. The teachers are also requested to give some reasons to support their answers. 61% strongly agreed with the fact and marked on 'strongly agree'. 35% marked on 'agree' and only three teachers disagreed with the fact and marked on 'disagree'. None of the teachers marked on the option 'uncertain' and 'strongly disagree'. This is presented in the following table.

Table 4: Figure showing Response of the teachers in Teaching without Teaching**Materials**

Responses	No. of Teachers	Percentage
Strongly agree	18	61%
Agree	10	35%
Uncertain	-	-
Disagree	2	4%
Strongly disagree	-	-

Those who marked on 'strongly agree' and 'agree' reasoned that teaching without teaching materials is like a cart without wheels. They viewed English is foreign language for all students of our country, Nepal. If we use different teaching materials it helps students to learn the fact quickly and to remember the fact for a long time. They also viewed teaching materials help to make class interesting. Those who marked on 'disagree' reasoned that teaching English is not impossible without using teaching materials. They reasoned using materials is time consuming and boring. Moreover, they go for theoretical approach.

The third question of this section is 'different classroom techniques such as lecturing, pair work, drama, songs and rhyme etc. should be used while teaching English at higher secondary level'. This question is replied by all the teachers. 44% teachers strongly agreed with the fact and marked on 'strongly agree'. 50%

also agreed with the fact and marked on 'agree'. 6% teachers marked on 'uncertain' and none of the teachers marked on 'disagree' and 'strongly disagree'.

This is given in the following table.

Table 5: Teachers' attitudes towards using different techniques in Language Classroom.

Responses	No. of Teachers	Percentage
Strongly agree	14	44%
Agree	15	50%
Uncertain	2	6%
Disagree	-	-
Strongly disagree	-	-

A sub-question is also asked to the teachers about the classroom techniques. It is 'what type of classroom techniques do you use most of the time'. Different teachers replied differently. Most of the teachers replied that they usually use songs and rhymes. Some of them viewed that they use pair work and few teachers replied that they use lecturing and drama as classroom techniques while teaching English at primary level. This is given in following table:

Table 6: Teachers' response towards using different techniques while teaching English.

Response	No. of Teachers	Percentage
Lecturing	3	10%
Pair work	9	30%
Drama	2	6%
Songs and rhymes	16	54%

The last question of this section is 'Teachers should encourage their students to read the textbooks and do the exercises themselves'. 50% teachers out of thirty strongly agreed with the fact and marked on 'strongly agree'. 40% teachers marked on 'agree' and 6.5% teachers marked on 'uncertain'. Only 3.5% teachers marked on 'disagree'. This is shown in the given table.

Table 7: Teachers' attitudes towards encouraging students to read the textbooks and do the exercises themselves.

Responses	No. of Teachers	Percentage
Strongly agree	15	50%
Agree	12	40%
Uncertain	2	6.5%
Disagree	1	3.5%
Strongly disagree	-	-

3.2 Teachers' attitudes towards textbooks:

There are all together eight questions in this section. Among them four are main questions and four are sub questions. The questions are about:

- a. need of academic training to the teachers to deal with the textbooks
- b. need of supplementary books to the students of higher secondary level
- c. need of change in present English text book of higher secondary level and
- d. difficulty level of the contents e. g. vocabularies, exercises and poems included in the textbooks at higher secondary level.

The first question of this section is 'since the text books include many communicative activities, it requires practical knowledge. So, teachers should have academic training'. Out of thirty teachers eighteen teachers i.e. 60% strongly agreed with the fact and marked on 'strongly agree'. Six teachers i.e. 20% agreed and marked on 'agree'. Six teachers disagreed with the fact and marked on 'disagree'.

3.2.1 Teachers' attitudes towards importance of textbooks while using Cooperative Learning Strategy

Most of the teachers, who marked on 'strongly agree' and 'agree', reasoned that training is essential to the teachers of higher secondary level. They viewed that training helps to develop self-confidence on the teachers. According to them, textbooks have many communicative activities so to deal with this the teachers

should be well trained. They also viewed that the present system of teacher training is not satisfactory. Those who marked on disagree reasoned that without academic training teachers can deal with the textbooks. They opined that using teacher's guide and textbooks English can be taught to the students of higher secondary level.

The second question of this section is about the supplementary books. The question is 'Do you agree that some supplementary books are necessary to the students of higher secondary level'. The question is answered by all the respondents. Twelve teachers out of thirty i.e. 40% strongly agreed with the fact and marked on 'strongly agree.' Fifteen teachers i.e. 50% marked on 'agree'. Only one teacher viewed of having no idea about it. Two teachers marked on 'disagree'.

3.2.2 Teachers' attitudes towards the supplementary books for Higher Secondary Level

Those teachers who marked on 'strongly agree' and 'agree' reasoned that supplementary books provide extra exposure to the students of higher secondary level. They give more practice to the students. They also viewed that with the help of the supplementary books students can gain better and more useful knowledge. Those who marked on 'disagree' and 'strongly disagree' reasoned that present textbooks are sufficient to the students at higher secondary level. According to them, supplementary books become overload for the students.

3.2.3 Teachers' attitudes towards change in Higher Secondary English textbooks.

The third question of this section is about the change in present English textbooks of higher secondary level. The statement is 'some changes in present English textbooks of higher secondary level are necessary'. 6% teachers out of thirty marked on 'strongly agree', similarly 12% teachers agreed with the fact and marked on 'agree'. 10% teachers marked on 'uncertain'. 40% teachers marked on 'disagree'. 32% teachers marked on 'strongly disagree'.

Those teachers who marked on 'strongly agree' and 'agree' reasoned that there should be some changes in the present English textbooks at higher secondary level. They opined that more practicable activities should be emphasized. They also viewed that interesting stories also should be emphasized in the present English textbooks at higher secondary level. Those who marked on 'uncertain' opined that they do not have any idea about it. Those who disagreed with the fact viewed that present textbooks are appropriate in terms of language, vocabularies, exercises etc. most of them opined some practicable activities should be emphasized in the textbooks. According to them, the textbooks on the whole are appropriate.

3.2.4 Teachers attitudes towards the difficulty level of vocabularies, exercises and poems.

The last question of this section is 'Do you agree that vocabularies, exercises and poems included in the English textbooks are difficult for the higher secondary

level students.’ 6% teachers out of thirty marked on ‘strongly agree’, similarly 10% teachers agreed with the fact and marked on ‘agree’. 24% teachers marked on ‘uncertain’. 40% teachers disagreed with the fact and marked on ‘disagree’ and 20% teachers strongly disagreed and marked on ‘strongly disagree’.

Those teachers who marked on ‘strongly agree’ and ‘agree’ opined that some vocabularies and exercises are difficult for the students at higher secondary level. They viewed that some topics of both grade 11 & 12 are difficult for the students. None of them mentioned any specific topics and items from the textbooks. Those who marked on ‘uncertain’ opined that they do not have any idea about it. Those teachers who marked on ‘disagree’ and ‘strongly disagree’ viewed that the present English textbooks at this level are appropriate according to the level of the students.

3.3 Teachers’ attitude towards parents’ supports for using Cooperative

Learning Strategy

There are all together four questions in this section. Out of them two are closed-ended and two open-ended. In open-ended questions informants are requested to justify their answer. The questions are about:

- a. parents’ support in learning English to the students at higher secondary level.
- b. need of extra classes to the students at this level.

The first question of this section is about the parents’ support to the students. The statement is ‘Do you agree that higher secondary level students are getting enough

supports from their parents in learning English’. This question is answered by all the teachers. 7% teachers strongly agreed with the fact and marked on ‘strongly agree’. 20% agreed with the fact and marked on ‘agree’. 23% teachers marked on ‘disagree’ and 50% teachers out of thirty strongly disagreed with the fact that the students at higher secondary level are getting enough support from their parents in learning English and marked on ‘strongly disagree’. None of the teachers marked on the option ‘uncertain’. This is shown in the following table:

Table 8: Teachers’ attitudes towards the parents’ supports to the students at Higher Secondary Level.

Responses	No. of Teachers	Percentage
Strongly agree	2	7%
Agree	6	20%
Uncertain	-	-
Disagree	7	23% %
Strongly disagree	15	50% %

Those teachers who marked on ‘strongly agree’ and ‘agree’ opined that children are getting enough supports from their parents. Parents are helping their children in different ways: e.g. by providing economic support to buy materials like pen, copy etc. the teachers also viewed that some parents get the report of their children success from the school. Those teachers who marked on ‘disagree’ and

‘strongly disagree’ opined that the parents are indifferent about their children’s study. The parents only think school as a solution of every problem. The teachers also reasoned that due to the cause of poverty and lack of education they are busy on themselves and they do not have time for their children.

The last question of this is about extra classes for the students of higher secondary level. The question is ‘some extra classes are essential to the students of higher secondary level to improve their performance in English language’. This question is answered by all the respondents. Twelve teachers out of thirty strongly agreed with the fact and marked on ‘strongly agree’. Similarly, thirteen teachers marked on ‘agree’. Only one teacher marked on ‘uncertain’. Two teachers marked on ‘disagree’. Similarly, two teachers out of thirty strongly disagree with the fact and marked on ‘strongly disagree’. This is given in the table:

Table 9: Teachers’ attitudes towards the need of extra classes to the students of Higher Secondary Level.

Responses	No. of Teachers	Percentage
Strongly agree	12	40%
Agree	13	43%
Uncertain	1	3%
Disagree	2	7%
Strongly disagree	2	7%

Those teachers who marked on ‘strongly agree’ and agree reasoned that extra classes are essential to the students of higher secondary level. They viewed since

the students of public school are not getting enough exposure in the English language and they are not enough practiced so they are very poor in English. According to them with the help of the extra classes they (children) can develop their performance in the English language i.e. listening, speaking, reading and writing. The teachers who marked on 'disagree' and 'strongly disagree' reasoned that students of higher secondary level may feel bore in the extra classes. It may be overload for them. So the extra classes are not appropriate to the students of higher secondary level. Those teachers who marked on 'uncertain' viewed they do not know anything about it.

So far as open ended questions are concerned, teachers expressed a lot of logics in own style, however the main idea is same that teaching English language is must at higher secondary level. Student centered technique is equally appreciated by many of teachers and home or school environment is very substantial factor to determine the learning rate of children.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter is concerned with the major findings of the research. It also deals with some recommendations and pedagogical implications which are made on the basis of analysis and interpretation of the data.

4.1 Findings

After the analysis and interpretation of the data, the findings of the study are summarized as follows:

The teachers who teach at higher secondary level have positive attitude towards teaching English using cooperative learning strategy at higher secondary level. They are fully positive towards using this strategy in ELT. Unit-wise findings are given as follows:

4.1.1. Need of using Cooperative Learning Strategy to Teach English Language at Higher Secondary Level

- a. 76% of total teachers have strongly agreed that Cooperative Learning Strategy is essential at higher secondary level to teach English language.
- b. Students learn better when they learn in group using Cooperative Learning Strategy at Higher Secondary Level.
- c. Most of the students preferred learning in a group rather than alone. They felt that interest in learning is increased while learning in group.

- d. Maximum students preferred learning in group and also required teachers help.
- e. Cooperative learning methods have significant positive impact on students achievement. Learning together promoted highest impact.

4.1.2. Medium of instruction while using Cooperative Learning Strategy

- a. 65% of total teachers have disagreed that mother tongue should be used as medium of instruction while using cooperative learning strategy at higher secondary level.
- b. Students at this level cannot learn the foreign language without interference of their mother tongue.
- c. Teachers want English language as a medium of instruction in teaching English at this level. They use students' mother tongue, if necessary.

4.1.3. Importance of teaching materials and techniques for using Cooperative Learning Strategy

- a. 65% of total teachers have strongly agreed that there must be student centered technique for promoting learning.
- b. Teachers rarely use teaching materials except daily materials in teaching English at the higher secondary level.
- c. Teaching materials make the lesson effective and interesting. Lack of teaching materials make teaching English difficult.

- d. Teachers want to use different classroom techniques, such as lecturing, pair work, drama, songs and rhyme etc. while teaching English at higher secondary level.
- e. Most of the teachers use lectures and pair work as classroom techniques in teaching English at this level.
- f. Most of the teachers encourage their students to read the textbooks and do the exercise themselves.

4.1.4. Importance of textbooks for using Cooperative Learning Strategy

- a. 76% of total teachers have agreed that students need supplementary text books at higher secondary level.
- b. Since the textbooks include many communicative activities, it requires practical knowledge so teachers want to have academic training.
- c. Most of the teachers viewed that some supplementary books are necessary to the students of this level.
- d. Teachers want more interesting stories and adequate exercises in the textbooks at this level.
- e. Teachers viewed that vocabularies, exercises and poems included in the English textbooks of higher secondary level are suitable at this level.

4.1.5. Parents' supports for supplying Cooperative Learning Strategy at this level

- a. 76% of total teachers have disagreed that students are getting enough support from the parents, thus parents support are also essential for the development of the learning.
- b. Higher Secondary level students are not getting enough supports from their parents in learning English.
- c. Some extra classes are essential to the higher secondary level students to improve their performance in the English language.

4.2. Recommendations and Pedagogical Implications

The following recommendations are made on the basis of the findings of the study.

- a. Cooperative Learning Strategy for teaching English at +2 level is essential, so it should be given continuity.
- b. It would be better to include more interesting stories and adequate exercises in the textbooks of +2 English. So the textbooks writer and curriculum designers should focus on it.
- c. Government should organize different programs e.g. seminars, conferences, informal education etc. to make parents aware about teaching English to their children.
- d. Teachers should encourage their students to learn English through group work and pair work.

- e. Teachers should use student centered teaching methods and encourage students to speak in English using cooperative learning strategy.
- f. School should construct and use different teaching materials for teaching English at +2 level to apply cooperative learning strategy effectively.
- g. The teachers should use relevant teaching materials to make the lesson effective wherever necessary.
- h. Teachers should use different classroom techniques e.g. songs, pair work, group work, strip stories etc. while teaching English at higher secondary level.
- i. Special training package for the teachers about teaching English at +2 level for using cooperative learning strategy should be given. They can be trained on the spot and on workshop.
- j. Some supplementary books should be introduced for the students of +2 levels.

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Appendix I

Questionnaires for the Teachers

Name:

Name of the School:

Level: Higher Secondary

Date:

Please go through the following questions and tick the mark (✓) for the chosen answers.

Also write some reasons to support your answer in the gap.

A. Need of Using Cooperative Learning Strategy

1) a. Do you agree that using cooperative learning is necessary for the students of higher secondary level?

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

b. Why do you think so?

.....
.....

2) a. Students from multilingual community get equal success in learning English using this strategy.

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

b. Justify your answer with reasons.

.....
.....

3) a. Do you agree that English teachers have to face many problems in teaching English at higher secondary level?

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

b. What in your opinion are the problems of teaching English at this level?

.....
.....

B) Medium of Instruction While Using Cooperative Learning Strategy

4) a. Children learn the foreign language without interference of their mother tongue.

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

b. Why do you think so?

.....
.....

5) a. Do you agree with the fact that students' mother tongue has to be the medium of instruction in teaching English at higher secondary level ?

- i) strongly agree ii) agree iii) uncertain
iv) disagree v) strongly disagree

b) Why do you think so?

.....
.....

C) Importance of Teaching Materials and Techniques for Using This Strategy

6) a. Teaching materials like relia, visual aids, audio visual aids etc should be used to

present the lesson clearly while teaching English at higher secondary level.

- i) strongly agree ii) agree iii) uncertain
 iv) disagree v) strongly disagree

b. Which type of teaching materials do you use most of the time?

.....

7) a. Lack of teaching materials adversely affects the teaching learning process.

- i) strongly agree ii) agree iii) uncertain
 iv) disagree v) strongly disagree

b. Why do you think so?

.....

8) a. Different class room techniques such as teaching pair work, drama, songs and rhymes etc should be used while teaching English at this level?

- i) strongly agree ii) agree iii) uncertain
 iv) disagree v) strongly disagree

b. What type of classroom technique do you use most of the time?

.....

9) a. Teachers should encourage their students to read the textbook and do their exercise themselves ?

- i) strongly agree ii) agree iii) uncertain
 iv) disagree v) strongly disagree

D) Importance of Textbook while using Cooperative Learning Strategy

10) a. Textbooks include many communicative activities?

- i) strongly agree ii) agree iii) uncertain
- iv) disagree v) strongly disagree

b. Why do you think so? Give reasons.

.....
.....

11) a. Do you agree that some supplementary books are necessary to the students at this level?

- i) strongly agree ii) agree iii) uncertain
- iv) disagree v) strongly disagree

b. Why do you think so? Give reasons

.....
.....

12) a. Some changes in present English text books of this level are necessary.

- i) strongly agree ii) agree iii) uncertain
- iv) disagree v) strongly disagree

b. If agree what kind of change do you want?

.....
.....
.....

13) a. Do you agree that vocabularies, exercises, and poems included in the text books are difficult for this level?

- i) strongly agree ii) agree iii) uncertain
- iv) disagree v) strongly disagree

b. Give examples of some difficult items.

.....

.....

E) Parent's supports for Applying Cooperative Learning Strategy

14) a. Do you agree that higher secondary level students are getting enough support from their parents in learning English?

- i) strongly agree ii) agree iii) uncertain
- iv) disagree v) strongly disagree

b. Why do you think so? Justify your answer.

.....

.....

15) a. Some extra classes are necessary to the students of Higher Secondary Level to improve their capacity in English language?

- i) strongly agree ii) agree iii) uncertain iv) disagree v) strongly disagree

b. Justify your answer with reasons.

.....

.....

APENDIX-II

S.N.	Teachers	Level	Name of School
1.	Teacher 1	Higher Secondary	Dev Chuli H.S.S.
2.	Teacher 2	Higher Secondary	Dev Chuli H.S.S.
3.	Teacher 3	Higher Secondary	Dev Chuli H.S.S.
4.	Teacher 4	Higher Secondary	Dev Chuli H.S.S.
5.	Teacher 5	Higher Secondary	Dev Chuli H.S.S.
6.	Teacher 6	Higher Secondary	Dev Chuli H.S.S.
7.	Teacher 7	Higher Secondary	Dev Chuli H.S.S.
8.	Teacher 8	Higher Secondary	Dev Chuli H.S.S.
9.	Teacher 9	Higher Secondary	Dev Chuli H.S.S.
10.	Teacher 10	Higher Secondary	Dev Chuli H.S.S.
11.	Teacher 11	Higher Secondary	Dev Chuli H.S.S.
12.	Teacher 12	Higher Secondary	Dev Chuli H.S.S.
13.	Teacher 13	Higher Secondary	Dev Chuli H.S.S.
14.	Teacher 14	Higher Secondary	Dev Chuli H.S.S.
15.	Teacher 15	Higher Secondary	Dev Chuli H.S.S.
16.	Teacher 16	Higher Secondary	Dev Chuli H.S.S.

S.N.	Teacher's Name	Level	Name of School
17.	Teacher 17	Higher Secondary	Laxmi H.S.S.
18.	Teacher 18	Higher Secondary	Laxmi H.S.S.
19.	Teacher 19	Higher Secondary	Laxmi H.S.S.
20.	Teacher 20	Higher Secondary	Laxmi H.S.S.
21.	Teacher 21	Higher Secondary	Laxmi H.S.S.
22.	Teacher 22	Higher Secondary	Laxmi H.S.S.
23.	Teacher 23	Higher Secondary	Laxmi H.S.S.
24.	Teacher 24	Higher Secondary	Laxmi H.S.S.
25.	Teacher 25	Higher Secondary	Laxmi H.S.S.
26.	Teacher 26	Higher Secondary	Laxmi H.S.S.
27.	Teacher 27	Higher Secondary	Laxmi H.S.S.
28.	Teacher 28	Higher Secondary	Laxmi H.S.S.
29.	Teacher 29	Higher Secondary	Laxmi H.S.S.
30.	Teacher 30	Higher Secondary	Laxmi H.S.S.