CHAPTER ONE
INTRODUCTION

The research study entitled 'Effectiveness of Cooperative Strategies for Improving Learners' Reading Comprehension' is an experimental research. The introduction section of this study includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1 Background of the Study

Cooperative learning (CL) is a sort of teaching learning technique where small group of learners stay together and put their views toward any problem and come with the best conclusion. Cooperative Learning is an effective strategy for classroom with English Language Learning. CL strategies have been shown to improve academic performance, lead to great motivation toward learning, to increase time on task, to improve self-esteem and to lead to more positive social behavior. For English language learner (ELL), CL promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment (Kagan, 1995 cited in Dellicarpini 2010, p. 42). Cooperative language learning (CLL) is used to support both structural and functional as well as the interactional models of language. CLL activities may be used to focus on language form as well as to practice particular language functions. A centrally premise of CLL is that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations. CLL also seeks to develop learners' critical thinking skills, which are seen as central to learning of any sort.

Learning is a process in which students build understanding on the basis of experiences and active involvement. Interaction encourages students to integrate information and explain it to others in their own words. The development of fitting language for collaborative work is a natural byproduct

of cooperative learning. Complacency and harmony are always necessary for cooperation to occur. With regard to second language learning, cooperative approach provides opportunities for authentic activities to occur within a classroom setting. Authentic activity in a classroom setting must have the characteristics of real activity for real purposes as stemming from the concerns of the people involved. According to Moll and Greenberg, (1990, p. 20):

> Learning cooperatively is an approach to organize classroom activities into academicand social learning experiences. It differs from group work, and it has been described as ‘Structuring positive interdependence’. Students must work in group to complete tasks collaboratively towards academic goals. The term ‘cooperation’ refers to working together to accomplish shared goals and co-operative learning in English language teacher (ELT) is successful teaching strategy for helping students to learn together. The current study and research in English language teaching motivates the researcher and educators to develop effective and reliable teaching learning process involving students participation in the classroom discussion with due emphasis on group learning.

Co-operative learning was developed as the student centered teaching method emphasizing the social nature of learning. According to the Richards and Rodgers (2001, p.192), “The early twentieth century educator John Dewey is usually created with promoting the ideas of building cooperation in learning into regular classrooms on a regular and systematic basis”. There is a long history of co-operative learning on research and in any other academic field to find out its perception in teaching learning process. It has been established as an effective learner centre teaching method due to its productive nature and outstanding features. Therefore, it is applied in almost all academic fields

including schools to university context and is claimed to be an effective teaching method in foreign and social language education by the scholars.

In traditional classroom teaching, teachers were superior and they tended to impose the subject matter in one way direction to the learners. Learners were accustomed to develop the sense of competition rather than co-operation. So, Richards & Rodgers (2001) say, “Minority groups fall behind higher achieving students to overcome these problems, co-operative learning came into existing in the field of ELT”.

In the context of classroom practices, co-operative learning as a teaching technique involves small teams of students to maximize their learning performance. Each team and students are responsible for their task accomplishment to achieve the shared goals of learning. Each team is formulated in a number of four to six students in terms of gender, ethnicity, and learning ability. Therefore, they develop the sense of mutual help along with the development of habit of learning together where students achieve social behavior and academic learning. It is generally asserted that co-operative learning is the best option for all students of diverse abilities and background, and demonstrate more positive outcome in academic achievement. In this regard, the teachers’ views and use of co-operative learning becomes an issue for research in language teaching.

1.2 Statement of the Problems

Undoubtedly, cooperative learning offers an opportunity to work together which allows students to be independent in language learning. However, such practices of language teaching and learning are not much practiced in ELT in our context. So, the problem arise in this study is with motivation, and skill of the ELT teacher. Though, the students have great responsibility to involve students in language learning, they rarely encourage students to work in team, instead they enjoy much time themselves in language teaching. As a result of which, learning cooperatively is only incorporated in theory but not in practice.

Thus, the problem being addressed in this study is teacher fronted teaching and lack of cooperative attempts, in the learning process students do not want to cooperate and share their ideas in the classroom. They also do not discuss the problems and do not work in a group.

I am motivated to study on this topic because majority of the students of the remote areas have low comprehension ability in English language in comparison to others subjects and students of city areas in English subjects. Hence, I want to seek the reasons behind it. I want to provide the ways, strategies, techniques, methods and environment to the students of remote areas, and increase English language comprehension ability of the learners as the learners of city areas.

1.3 Objectives of the Study

The present study had the following objectives.

i) To find out the effectiveness of cooperative strategies for improving learners' reading comprehension of secondary level students.

ii) To suggest some pedagogical implication on the basis of the finding.

1.4 Research Questions

This study was oriented to find out the answers to the following research questions.

i) Is cooperative learning effective for the improvement of learners' reading comprehension of secondary level?

ii) How do cooperative strategies help to develop reading comprehension of the students?

1.5 Significance of the Study

The study has an attempt to find out the effectiveness of cooperative strategies for improving learners' reading comprehension. Thus, research finding will be very helpful for the teachers toteach reading comprehension text properly and effectively to the secondary level students by preparing materials and strategies in accordance with the need and interest of the students and their present level. Furthermore, the finding of the study will be fruitful and work as the guideline for the syllabus designers, material writers, police makers, and other concerned stakeholders to devise appropriate teaching learning materials and design syllabus to cater need and level of the students.

1.6 Delimitations of the Study

This study had the following limitations.

i) This study was limited to the experimental research design. More specifically, it was based on pre-test, post-test equivalence experimental research design.

ii) The study was limited to only one government aided school of Dolakha district.

iii) The study was limited to the students of grade nine only.

iv) The study focused on effectiveness of co-operative activities.

v) The study was limited on only 32 students of public school.

1.7 Operational Definition of the Key Terms

The definitions of some related terms have been mentioned below:

Reading comprehension: Reading comprehension refers to understanding of written materials extracting the required information from it as efficiently as possible

Public school: Public school refers to a school that receives regular government grants and provides free education.

Seen text: Seen text refers to the text from the English course book of grade nine.

Unseen text: Unseen text refers to the text which is completely new to the students of grade nine.

Co-operative strategies: Co-operative strategies refer to an instructional strategy in which small groups of students work together in order to achieve a common objective.

CHAPTER TWO
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Theoretical Literature

This is an important part of the study which includes review of related theoretical literature, review of the related empirical literature, implication of the review of the study and conceptual framework.

2.1.1 Cooperative Learning

Cooperation refers to the idea of learning from each other by sharing ideas with each other. Thus, it focuses on sharing, working with each other, and generation of something new knowledge in teaching and learning activities. Richards and Farrell (2005, p. 12) also argue that "collaboration with others both enhances individual learning and serves the collective goals of an institution". Most successful organization depends on people working effectively together in teams, but special effect has to be made to develop team works in schools because teaching and learning are generally seen as a personal activity. Cooperative learning helps to establish their school as knowledge creating school and classroom as learning community.

Cooperative learning is an instructional method in which learners in small group work together to complete the assigned task. Jacob (1999) mentions that cooperative learning is an approach of having systematic, structured, diverse types of instructional methods in which small groups of students work together for each other in completing academic tasks. In this approach, learners are provided opportunities to enhance social strategies and foster a high degree of autonomy (Jacobs and McCafferty, 2006).Due to its focus on the completion of task in a structured form of the group work, learners can increase retention and improve their problem solving ability (Millis, 2012). In this kind of appropriate

and child friendly environment, learners do and learn any sort of task happily and get motivated themselves.

This is the 21st century where teaching learning environment demand various interventions in the classroom. For example design for flexibility is one which will provide the opportunities for the learners for better learning. CL is a methodology that employs a variety of learning activities to improve students' understanding of a subject by using structured approach which involves a serious of steps, requiring students to create, analyze and apply concepts. Richards and Rodgers (1986, p.192) hold that “cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom”. Similarly, Johnson et al. (1994, P.4) state:

> Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other's learning. It may be constructed with competitive learning in which students work against each other to achieve an academic goal such as a grade of "A" (as cited in Richard & Rodgers 1986, P.195).

Hence, cooperative learning is a specific kind of collaborative learning in which students work together in small group. They are individually accountable for their work, and the work of the group as a whole is also assessed. In cooperative learning, group activities are the major mode of learning. These are carefully planned to maximize students' interaction and to facilitate their contribution to each other's learning. 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 share strengths and can contribute. Third, the task students' work on must be clearly defined.

2.1.2 Theoretical Foundation of Cooperative Learning.

John Deway's brainchild of the group activities is considered the foundation of the concept of CL in which learners work together in small groups, cooperative with each other "instead of competing for acknowledgement" (Alharbi, 2008, p.1). CL is supposedly grounded on the behavioral learning theory, cognitive theory, and social interdependence theory (Keshavarz, Shahrokhi, &Nejad, 2014). Behavioral learning theory assumes that cooperation takes place if learners are reinforced to work in groups to complete the assigned the task. Cognitive theory for CL has been rooted with Piaget's theory and Vygotsky's scaffolding theory. Piaget's theory has focused on social interaction in the improvement of student achievement, and Vygotsky's scaffolding theory asserts that learners in group learn best if there is peer support while learning. Vygotsky (1978) emphasized the role of individual's interaction with socio-cultural environment in the process of constructing knowledge. He developed a theory which is called the 'Zone of Proximal Development' (ZPD) is popularly known as 'Constructivism'. The primary role of the learners is, as a member of a group, must work collaboratively on tasks with other group members. They are the director of their own learning. They are taught to plan, monitor, and evaluate their own learning. (Lin, 2009) social interdependence theory contends that learners learn best in cooperation rather than competition (Keshavarz, Shahrokhi, &Nejad, 2014). The spiral of silence theory is a political scientist Elisabeth Noelle-Neumann, which stipulates that individuals have a fear of isolation, which results from the idea that a social group or the society in general might isolate, neglect, or exclude members due to the members' opinion. This fear of isolation consequently leads to remaining silent instead of voicing opinions.

2.1.3 Basic Elements\Components of Cooperative Learning

Cooperative learning is a teaching strategy that suits any classroom and at any age level. It is a recent learner centered approach in teaching language.

Working in groups and sharing knowledge help the learners and build interactive skills. According to David and Roger (2001), cooperative learning becomes more productive than competitive and individualistic learner centered learning due to the following main features:

1) Positive interdependence
2) Face to face interaction
3) Individual and group accountability
4) Interpersonal and small group skills
5) Group processing

Olsen and Kagan (1992) propose the following key elements of successful group based learning in cooperative learning: positive interdependence, group formation, individual accountability, social skills and structuring and structures (as cited in Richards & Rodgers 1986, p. 196).

a) Positive Interdependence

It is a key component of cooperative learning. Positive interdependence means that the students are not thinking competitively and individually, but rather cooperatively and in terms of the group. It is created by building a spirit of mutual support within the group. Each group members has a unique contribution to make the joint efforts because of the resources and the roles as well as task responsibilities. It is the knowledge that one is connected to the others in the group and that the success of the whole depends on individual contributions. In this way, all students' contribution is valued and necessary to the successful completion of the task, and the members work to help each other succeed and achieve the mutual learning goals. The group members understand that they all "sink and or swim together". It encompasses nine sub-categories: goal, incentive, resource, role, sequence, simulation, outside force, environmental, identity.

Within cooperative learning situation, students have two responsibilities: 1) learn the assigned materials and 2) ensure that all members of the group will learn the assigned materials. The technical term for that dual responsibility is 'Positive Interdependence' (Sharan 1980). When positive interdependence is clearly understandable, it establishes:

1) Each group member's effort as an indispensable for group success (no 'free riders').
2) A unique contribution of each group member to make the joint effort on task responsibilities (Johnson & Johnson, 1994).

b) Face to face interaction

This element assumes the essence of 'let's talk about it together'. Face to face interaction refers to the physical set up the group where students need to be clustered together in a tight, facing each other, in order to share the ideas to accomplish the task. Therefore, for successful interaction, classroom environment should be stimulating and cooperative that each and every student has to promote each other's learning by helping, sharing, and encouraging team members for effective learning.

This feature suggests that the group must participate by communicating and discussing the goal. It helps to promote each other's success. The participants orally explain how to solve problems, teach their own knowledge to others, and check for their own understanding to reach to the conclusion. They discuss the concept being learnt. In face to face interaction, student work together to solve problems, assist each other, praise each other's efforts, support and exchange each other. It includes variety of oral language strategies (describe, discuss, make request, persuade, advice, ask questions, seek clarification) as well as a variety of interactive strategies (negotiate, take turn, speaking, follow directions, use and interpret verbal and non-verbal clues).

c) Individual and Group Accountability

Individual accountability refers that all students are actively involved and responsible for their own learning. It assumes the essence of 'we each do our fair share of work'. In CL, each of the members should have an equal role for the completion of an assigned task. In the same way, the group members are held accountable for contributing to group work, thus ensuring their active involvement in the learning process (Soraya, 2010). Group members also promote each other's success by supporting and encouraging the achievement of a common goal. Hence, the success depends on the individual learning of all team members to participate and to meaningfully demonstrate their knowledge and skills.

d) Interpersonal and Small Group Skills

In cooperative learning, learners learn not only the language, but they also learn how to work together to facilitate teamwork with the creation of positive attitudes among the members (Chen & Wang, 2013). Similarly, Johnson and Johnson (1990, p. 26) state, "If group members lack the interpersonal and small group skills to cooperative effectively, cooperative learning would not be productive". Social skills include leadership, decision making, trust building, communication and conflict management skills. It also includes listening, body language, and sharing, accepting, ideas and differences etc. These are the skills needed prior to or being developed during the group work. As these interpersonal skills most students possess are not highly developed, students must be taught such basis skills as leadership, decision making, trust building, clear communication and conflict management.

e) Group processing

Group processing occurs through reflection on a group session, review of the effectiveness of each group member's role, and redefinition of roles if

necessary in order to enhance the group's collaborative efforts and success completion of its task (Lin, 2009).

Group processing refers to a meta-cognitive awareness of the group's goals and progress. It allows participants to focus on the functioning of their group and how well members are working within the cooperative group structure. In group processing, group members discuss how well they are achieving their goals and maintaining effective working relationships. For this, students must be given appropriate time in their groups so that they can focus on the way the group is working and engaged in problem solving to enhance the group's productivity. It helps students to acquire the necessary social skills, give and receive feedback and allow students multiple opportunities to enhance their cooperative skills.

2.1.4 Principle features of CL

The major features of CL are as below:

a) It develops the spirit of positive interdependency among students and discourages the notion of individuality and competition (Agarwal& Nagar, 2011).
b) It also helps learners improve their "self-esteem, their attitudes towards school and their ability to work with others while learning with CL" (Farmer, 1999, P. 1).
c) Collaborative work provides them with opportunities to enhance their social skills through acknowledging another's contribution, asking others to contribute and keeping the conversation calm (Sharma, 2010).
d) CL helps learners enhance their communicative competence through authentic interaction. In others words, it is "effective in terms of providing opportunities for increased meaningful language production, and allows learners to use the language in a natural, supportive, and safe environment (Ning, 2010, P. 13).

Besides them, following principles have been listed.

Heterogeneous Grouping
Collaborative Skills
Group Autonomy
Maximum Peer Interactions
Equal Opportunity to Participate
Individual Accountability
Positive Interdependence
Cooperation as a Value

2.1.5 Types of Cooperative Learning

Cooperative learning can be classified into three types:

a) Informal CL
b) Base group CL
c) Formal CL

a) Informal CL: comprises learners working together "to achieve a joint learning goal in temporary which is especially useful during direct teaching" (Aicha, 2012, p, 12)

b) Base group CL: refers to a long term group with stable membership that aims at providing constant support and motivation that group members need to achieve educational success instead of working together on a specific learning tasks assignments" (Ning, 2010, p, 25).

c) Formal Cooperative Learning: In formal groups, which can last from several minutes to several class sessions, learners "work together to in order to achieve shared learning goals and complete a specific tasks or assignment" (Aicha, 2012, p. 11).

2.1.6 Cooperative Learning Activities

There are different sorts of CL activities which helps to achieve collective goal. Some of them are presented here.

a) Think\Pair\Share (TPS)

Originally developed by Frank T. Lyman (1981), think-pair-share allows for students to contemplate a posed question or problem silently. The students may write down thoughts or simply just brainstorm in his or her head. When promoted, the student pair up with a peer and discusses his or her idea(s) and then listens to the ideas of his or her partner. Following pair dialogue, the teacher solicits responses from the whole group. When teachers use this technique they don't have to worry about the students not volunteering because each student will already have an idea in their heads, therefore, the teacher can call on anyone and increase discussion productively. In this activity, students think about a topic provided by the teachers, pair up with the students to discuss it, and then share their thoughts with the whole class (Grundman, 2002). This technique is found to significantly improve students' achievement.

b) Jigsaw

It is another CL method that can be effectively applied in teaching language. It was first designed by Aronson and his colleagues in the 1970s and later redefined by Slavin. In this activity, learners are divided into heterogeneous home groups and given a particular aspect of a topic to study and explore; the groups are then reconfigured into new group so that members from each group share their learning with other groups (Ning 2010).

c) Group investigation

This is the next method in which learners in their teams determine a general topic and sub topics for investigation, plan for investigation, carry out the investigation through interaction and interpretation with their teacher,

teammates and other teams, and present their findings after which an evaluation section is launched (Aicha,2012).

d) Round robin and roundtable

They are two additional activities. In round robin, each learner in turn share something with his\her teammates, while in round table, each learners in turn write one answer on a paper, and then pencil and paper are passed around the group (Kagan, 1993, cited in Grundman, 2002).

e) Reciprocal teaching

Brown and Palinscar (1984) developed reciprocal teaching. It is a cooperative technique that allows for student pairs to participate in a dialogue about text. Partners take turns reading and asking questions of each other, receiving immediate feedback. Such a model allows for students to use important Meta cognitive techniques such as clarifying, questioning, predicting, and summarizing. It embraces the idea that students can effectively learn from each other.

f) Student- Teams- Achievement Divisions (STED)

Students are placed in small groups (or teams). The class in it’s entirely is presented with a lesson and the students are subsequently tested. Individuals are graded on the team's performance. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group.

g) Team Game Tournament (TGT)

Students are placed into small groups to study and prepare for a trivia game. This gives students incentive to learn and have some fun learning the materials. This is a group exercise so not one student is to blame if a team loses.

2.1.7 The Role of Teachers and Learners

CL focuses on learning as a social activity and supports the notion that learning should be fun. Johnson, Johnson and Holubec (1994, P.2) have observed that "cooperative learning helps to build up positive relationship among learners and replaces the competitive organizational structure of most classrooms and schools with team based, high performance organizational structure". Therefore, the establishment of a friendly, non- threatening, non-competitive learning environment in the classroom helps to reduce anxiety, increase motivation and foster self-esteem among all students and thus would create sufficient flexibility for the teachers to cater for all varieties of learners' needs.

a) Teacher's Roles

The great success of an educational institute depends upon it's teacher's key role. A good teacher should mound his\her students' aesthetic and intellectual personality. The quality of the students' classroom achievement depends largely on the teachers' method of instruction and the appropriate use of resources. Thus, Wenglinsky, (2000) states, input of teacher impart professional development, professional development classroom practices and classroom practices influence students' achievement (cited in Hada, 2009, P, 173). The teacher has to create a highly structured and well organized learning environment in the classroom. Setting goals, planning and structuring task, establishing the physical arrangement of the classroom, assessing students to groups and roles, and selecting materials and time (Johnson et al.1994). Likewise, Edge (1993, P, 70) points out that "the teacher is not asked to give up control in order to use pair work and group work. It means teachers should be a facilitator, a guide on the side and so on as the situation demands". Teacher talk is reduced and the students talk should be increased. Teacher should focus on innovative, researchable and project work and totally ignore to traditional way of teaching like lecture method. The nature of this environment should be according to age and specific mode of children's learning. They should also

stimulate them properly and cultivate need for learning among them for fostering motivation within them.

b) Learner's Role

There is a saying that 'today's students are tomorrow's pillars of the nation.' If our educational standard does not go in perfect harmony with the developmental process of the world, the product of education will not be able to face the complex situation in future. Vygotsky (1978) emphasized the role of individual's interaction with socio cultural environment in the process of constructing knowledge. He developed a theory which is called the 'Zone of Proximal Development' (ZPD) is popularly known as 'constructivism'. The primary role of the learners is, as a member of a group, must work collaboratively on tasks with other group members. They are the directors of their own learning. They are taught to plan, monitor, and evaluate their own learning. Thus, learning is something that requires students' direct and active involvement and participation (Richards & Rodgers 1986, P, 199).

In conclusion, cooperative learning gives students opportunities to work together and learn from each other rather to compete with each other. Here, students should work together in small groups. All students get equally benefitted in terms of learning in a group. Likewise, they are equally accountable for their work in a group. Each student of the group should function as tutor, checker, information sharer, and so on. Pair work, group work etc. are the most typical format of time learners spend engaged in learning tasks.

2.1.8 Reading and Reading Comprehension

Reading is to grasp information from the graphic representation of language. Reading involves the recognition of graphic symbols, establishing association between symbols and sounds and grasping the information the symbols have imparted. At, first, small children are required to recognize the graphic symbols,

establish association between symbols and sounds and, vocalize them. Then teaching reading is to make the students able to grasp information from the text because they do not need vocalization of the utterances since it has already been accomplished by them.

The terms ‘reading’ and ‘reading comprehension ‘are sometimes treated to refer to the same thing of process but they are different. Simply ‘reading’ means vocalization of the printed symbols i.e. reading aloud. Reading may or may not include understanding of the information imparted by the text. Reading comprehension is the process of extracting information from the text.

‘Reading’ means reading aloud. It is the process of vocalization of the printed symbols with or without understanding of the theme or message contained in the text. Reading in this sense is appropriate for teaching small children especially pre-primary students because they do not know how to pronounce the letters or combination of letters (word), phrases and sentences. Small children seem to reading the texts aloud without understanding. Reading practice trains the children to improve pronunciation. They are taught how to speak out the written or printed materials. To sum up, reading aloud with or without understanding the text is reading.

Each text has predictable meanings, which can be extracted if only the reader is sufficiently skillful. Widdowson (1997) suggests that a text does not have meaning but potential for meaning which will vary from reader to reader, depending upon the multitude of factors, but crucially related to purpose and knowledge (cited in Alderson and Urquuhart, 1984, p, 25). In this view, meaning is actually created by the reader in the interaction with the text. Reading is an active skill. It involves guessing, predicting, checking and asking oneself questions. There are mainly two views of reading viz. the traditional view (Doel et al., 1991) also called bottom up view of reading (Hunan, 1991) and the top down model. Traditionally, readers acquire a set of hierarchically ordered sub-skills that subsequently build toward comprehensible ability.

When readers master these sub-skills, they are viewed as experts who comprehend what they read. This view gives importance on the cognitive process of the reader and information comes later. So, the reader rather than the text is at the heart of reading process. It emphasizes the interactive nature of reading and the constructive nature of comprehension. The third view, i.e., meta-cognitive view involves thinking about what one is doing while reading. According to Block (1992), there is now no more debate on "whether reading is bottom-up, language-based process or a top-down, knowledge-based process. It is the control readers execute on their abilities to understand a text. Block (1992) has referred to this control as meta-cognition. Reading is useful for language acquisition as students more or less understand what they read and the more they read the better they get at it. It also has a positive effect on student vocabulary knowledge, on their spelling and on their writing.

2.1.9 Components of Reading

Reading is an astoundingly complex cognitive process. While we often think of reading as one singular act, our brains are actually engaging in a number of tasks simultaneously each time we sit down with a book. There are five aspects to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five aspects work together to create the reading experience. As children learn to read they must develop skills in all five of these areas in order to become successful readers.

i) Phonics

Phonics is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections to create words. WithoutPhonics, words are simply a bunch of squiggles and lines on a page. If you think about it, letters are arbitrary. There is nothing innately bed-like about the written word "bed". It is simply the collection of letters and corresponding sounds that we agree constitute the word "bed". Learning to make that connection between the individual sounds that each letter represents and then

putting those together is essential to understanding what that funny squiggle means.

There are a number of ways that phonics can be taught because there is a variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new words in a different way. Synthetic phonics builds words from the ground up. In this approach readers are taught to first connect letters to their corresponding phonemes (sound units) and then to blend those together to create a word. Analytic phonics, on the other hand, approaches words from the top down. A word is identified as a whole unit and then its letter-sound connections are parsed out. Analogy phonics uses familiar parts of words to discover new words. Finally, phonics through spelling focuses on connecting sounds with letters in writing. All of these approaches can be taught and used independently or in combination to help young readers learn to identify new words.

ii) Phonemic Awareness

Phonemic awareness is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound in language). These may seem like the same thing, but there is a subtle difference in the two. Phonics is used only in written language because it involves letters. Phonemes are sounds only. While they can be represented using letters, they can also be simply the auditory sounds of words. Phonemes are most often learned before a child begins to read because they are centered on the sounds of language rather than written words.

Just like phonics, phonemic awareness can be taught and used in a number of ways. Phoneme isolation involves the reader parsing out the individual sounds in a word in order to determine its meaning. Similarly, phoneme segmentation asks the reader to break words into their corresponding phonemes (which may

involve one or more individual sounds) to figure out the new word. Both of these approaches are very similar to synthetic phonics. Phoneme identification relies on the reader's general knowledge of phonemes (usually developed through speaking) to identify sound patterns in words. For example a reader would identify the phoneme /d/ he knows from the words "dog" and "dad" to help him learn how to read a new word "doctor". Finally, phoneme blending requires the reader to connect a series of phonemes together to create a word. This strategy is always used in conjunction with one of the others.

iii) Vocabulary

In order to read words we must first know them. Imagine how frustrating and fruitless it would be to read this article if all of the words were unfamiliar to you. As children become stronger, more advanced readers they not only learn to connect their oral vocabularies (the words we know when they are spoken) to their reading vocabularies (the words we know when they are used in print) they also strengthen each of these areas by adding new words to their repertoires. Vocabulary development is an ongoing process that continues throughout one's "reading life".

There are two primary ways of teaching and learning new vocabulary words. The first is explicit instruction. This involves someone telling you how a word is pronounced and what its meaning is. That "someone" might be a teacher, a dictionary, a vocabulary guide or any other resource offering definitions and pronunciations. Context clues provide another method for discovering new words. Context clues are the "hints" contained in a text that help a reader figure out the meaning of an unfamiliar word. They include other words in a sentence or paragraph, text features (i.e. bold print, italics), illustrations, graphs and charts. Context clues are basically any item in the text that points to the definition of a new word.

iii) Fluency

Fluency is a reader's ability to read with speed, accuracy and expression. Thus it requires him to combine and use multiple reading skills at the same time. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently. Think about the way a book - sounds" in your mind when you are reading silently. You "hear" the characters "speak" with expression. Even passages that are not written in dialogue "sound" as if the words fit the meaning. A particularly suspenseful action sequence moves quickly through your mind creating a palpable sense of tension. Your ability to move through a piece of text at a fluid pace while evoking the meaning and feeling of it demonstrates your fluency.

Fluency is intimately tied to comprehension. A reader must be able to move quickly enough through a text to develop meaning. If he is bogged down reading each individual word, he is not able to create an overall picture in his mind of what the text is saying. Even if the reader is able to move rapidly through a text, if she cannot master the expression associated with the words, the meaning of it will be lost.

iv) Reading Comprehension

Comprehension is what most people think reading is. This is because comprehension is the main reason why we read. It is the aspect of reading that all of the others serve to create. Reading comprehension is understanding what a text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning.

Reading comprehension is the most complex aspect of reading. It not only involves all of the other four aspects of reading, it also requires the reader to draw upon general thinking skills. When a reader is actively engaged with a text, she is asking and answering questions about the story and summarizing what she has read. Like vocabulary, reading comprehension skills develop and

improve over time through instruction and practice.

Grellet (1981, p, 14) provides some reading comprehension strategies that efficient readers use to comprehend a text and to develop fluency and efficiency in reading skills.

Reading comprehension strategies that efficient readers follow are:

- Before reading a text, set clear goals for reading.
- Preview texts.
- Infer the meaning of unknown words from the context.
- Understand information not clearly stated in the text.
- Predict and check predictions while reading.
- Generate questions before reading.
- Look back in text to monitor understanding.
- While reading, often stop to paraphrase or summarize important information.
- Find the structure of the text, i.e. how the text is organized.
- Understand how sentences are linked together in a text.
- Feel 'motivated' to read.

2.1.10 Testing Reading Comprehension

Reading can be defined in many ways. It means perceiving a written text in order to understand its contents. It is an active and receptive skill. We receive information when we read. Actually, it is the amalgamation of visual and non-visual experience or behavior, reading is decoding print or deciphering print, or reading is understanding, interpreting or making sense of a given text etc.Reading without understanding is barking at prints but not reading. However, reading helps the students acquire language in a natural way. They learn to write accurate English by reading it. The aim of reading lesson is to help students develop good reading strategies.

Reading comprehension is a technique of testing reading, which means the

process of extracting information from the text. It is the process of understanding the meaning by reading. Generally reading is done silently for comprehension and it includes the testing of information and the gist. For testing reading comprehension, students can be given understanding the conceptual meaning and the communicative value of sentences. They can be given the ability of deducing the meaning of unfamiliar lexical items from the text for testing reading comprehension. Other activities might be skimming the text to see what it is about and scanning the text to locate specifically required information, extracting points selectively for summary or other purposes etc. Some other techniques, such as *vocabulary*, matching items, true -false items, multiple- choice items, completion items and answer question items which are used to acquire *factual information* that is true or concerned with actual details or information rather than ideas or feelings about it as well as *analytical information* that can be quantitative or qualitative and is used for decision making.

Thus, what we can say is that testing depends up on purpose and context. As of complex activity, testing reading relies on understanding conceptual meaning, understanding the communicative value of the utterances, understanding relations within sentences , understanding the relations of different parts of speech and understanding the whole text in relations to its coherence and cohesion including grammatical structure.

2.2 Review of Empirical Literature

As mentioned earlier, CL focuses on learning as a social activity and support the notion that learning should be fun. It is an effective strategy for classroom with English language learning. There are several researches on CL have been carried out by many researchers under different universities around the world. In our country Nepal, there are many researches have been studied and researcher under the department of English Education, T.U., Kirtipur. Among them, some of the research works related to this study are observed as follows.

Bhattarai (2010) carried out a study entitled "Cooperative Learning in Developing Vocabulary". The main objective of the study was to find out the effectiveness of cooperative learning in developing vocabulary in secondary level in terms of analysis of individual scores of progress test, pre- test, and post -test. It was found that the cooperative learning was meaningful in developing vocabulary in secondary level.

Adhikary (2010) has researched on "Collaborative Learning for Teacher Professional Development". The objective of the study was to identify the attitude of English language teacher towards collaborative learning. The finding of the study shows that collaborative learning techniques were more effective and more meaningful for teachers' professional development.

Gautam (2011) concluded another study on "Effectiveness of Cooperative learning in teaching writing". The prime purpose of the study was to find out the effectiveness of co-operative in teaching writing skills at bachelor level. He used 30 students of bachelor level students of Mangal Multiple College Kirtipur, Kathmandu as the sample for the research. He used pretests, three progressive tests and posttest for the data collection. The finding of the study is cooperative learning is effective for the teaching writing skill. He suggests that teachers need to train for effective implementation of cooperative learning for academic progress.

Wang (2013) concluded a research on "Effects of Heterogeneous and Homogeneous Grouping in Students Learning". The intention of the study was an effect of different grouping strategies (homogenous and heterogeneous) on learning of college-level students in co-operative learning contexts. The empirical research conducted the different colleges in North Carolina. There had been analysis quantitative data in term of different grouping process. The finding of this study suggests the need for more research examining the effects of heterogeneous and homogeneous grouping on learning of college students. More studied that are experimental should be conducted comparing effects of

different groupings because the available number of studies comparing effects of different groupings on college students learning is limited.

Paudel (2010) carried out an experimental research on "Effectiveness of Cooperative Language Learning in Teaching Language Functions". The main objective of this study was to find out the effectiveness of cooperative language learning in teaching language functions. Researcher used both primary and secondary sources for data collection. The main tool for data collection was test items, i.e. pre-test and post-test. The researcher followed a non-random sampling procedure for sampling population. He selected fifteen students for experimental group and fifteen students for control group. The researcher found out that cooperative language learning is more effective as a teaching learning method in comparison to usual method of teaching the English language. It was also found that experimental groupProgressed by 6.53 percentages in terms of functional categories and 17.13 percentages in terms of item category than the control group in total performance.

2.3 Implication of Review for the Study

The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area in which he/she is interested in. Kumar (2009, p, 30) states, “reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding”.

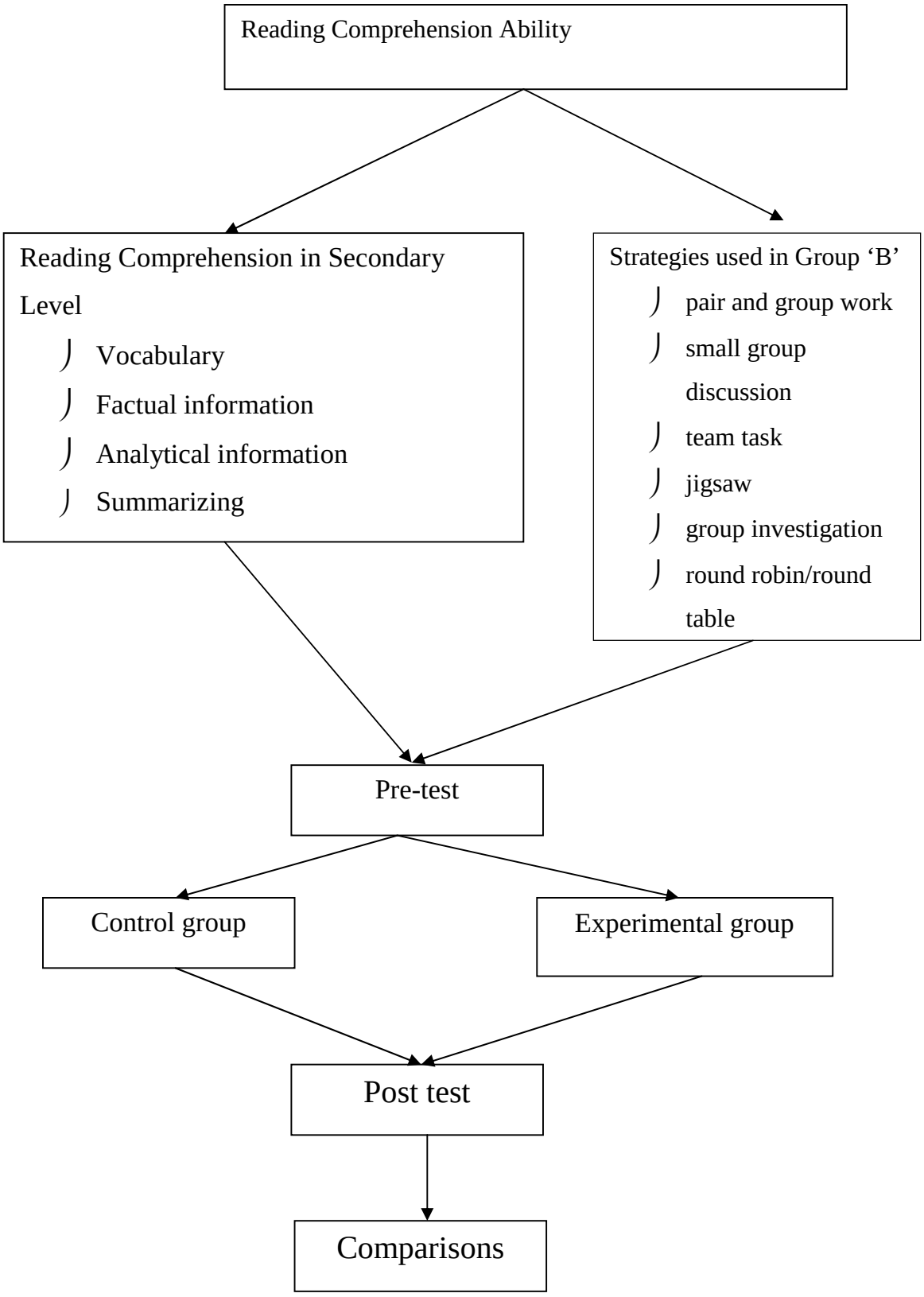
To be specific, I reviewed different research works, articles and books which are related to present work in the previous section. All the review studies are related to the periphery of co-operative learning for reading skills and comprehension. After reviewing those works, I got information about different strategies, principle and technique to enhance reading comprehension. I also became able to pinpoint the theoretical perspectives and methodological dimensions to strengthen my study ahead. Moreover I updated myself with

research process and methodological tools which seem to be effective in my study.

Gautam (2010) study suggested that teachers need to train for effective implementation of co-operative learning for academic progress. Similarly, Adhikary (2010) study facilitated me to implement co-operative learning techniques inside the classroom effectively. So, from the overall review, I built my confidence to carry out the study on this very topic.

2.4 Conceptual Framework

The conceptual framework of my research was as follows.



CHAPTER THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological aspects of the study that were employed to carry out this research work. I used the following methodology to carry out the study.

3.1 Design and Method of the Study

To find out the effectiveness of cooperative learning, I followed experimental research method. I carried out this research by using pretest-post test equivalence design of experimental research design. In general sense, experiment refers to something that tests the relationship of the variables objectively in the controlled environment being limited and fulfilling the scientific procedures.

In the word of Cohen, Manion and Morrision (2010 p.14), “The essential feature of experimental research designis that investigators deliberates and manipulates the condition which determines the events in whichthey are interested, introduce the intervention and measure the difference that is marked”. Method of hypothesis testing is used in this design. Experimental research is often used where:

i) There is time priority in a causal relationship (cause precedes effect).
ii) There is consistency in causal relationship.
iii) The magnitude of the correlation is great.

According to Sommer and Sommer,An experiment involves the creation of an artificial situation in which events that generally go together are pulled apart. The participants in experiment are called subjects, the elements or factors included in the study are termed variables… Independent variables are those that are systematically altered by the experimental treatment are dependent

variables.(Sommer and Sommer, 1991 as cited in Ojha and Bhattarai, 2013, p. 184).

In this experimental research, I prepared artificial situation where regular events or activities were intervened. Here, using a new technique to teach vocabulary instead of the regular technique used can be taken as an example of creating artificial situation.

3.2 Population, Sample and Sampling Strategies

The population of the study was the students of only one public school of Dolakha district who were studying at grade nine at BhumeGumba Secondary School. Regarding sample, a pre-test was administered among thirty-two students and mark was allocated to all the students on the basis of their obtained mark. After that, they were divided into two groups, i.e. group A (controlled group) and group B (experimental group) considering the fact that both the groups have equal level of their present status of learning and ability. Participants were chosen through the random sampling procedures. The experimental group of learners was taught using the co-operative learning (CL) approach while the control group of learners was taught in traditional way for 4 weeks. The collaborative learning activities for the experimental group included think/pair and share (TPS), jigsaw, round robin\roundtable and group investigation.

3.3 Sources of Data

I used both the primary and secondary sources of data. Thus, this study was based on both primary and secondary sources of information.

The primary source of data was collected by taking pretest-post test of grade nine students at BhumeGumba Secondary School. The data was collected from thirty two students by teaching altogether 28 classes. Likewise, I consulted various books about co-operative learning e.g. Aicha (2012), Jacob (1996), Ojha&Bhandari (2013) and Farmer (1999) as a secondary source of data.

3.4 Data Collection Tools and Techniques

The main tools for the collection of data from the primary source were pre-test and post-test. Test items consisted of different items viz. synonyms items, true\false items, short answer questions items, and matching items based on their textbooks.

3.5 Data Collection Procedures

I collected primary data by conducting a pre-testand a post-test. I followed the following procedures or steps for the primary data collection:

i. At first, I prepared the pre-T and post-T items necessary for my researchand visited to the concerned school and built rapport with the authority (head teacher). I also explained the purpose and process of the research.
ii. After getting permission from the authority, I sought the help of grade nine English teachers for administering the pre-test.
iii. Then, I administered the pre-test on 2076/01/19 to determine the comprehension ability of the students.
iv. Then, I divided group into control and experimental group to teach the reading comprehension chapter using the cooperative strategy to experimental group and traditional way to controlled group. I taught twenty four class days. Each period was of forty minutes.
    - First week I taught to experimental group using pair and group work and lecture method to controlled group on the unseen topic of ‘insomnia’.
    - Second week I taught about Nelson Mandela to controlled group through round robin and round table strategy of co-operative learning and tradition way to controlled group.
    - I taught about film review named as ‘Jhola’ in third week. I used jigsaw, think/ pair and share strategies to experimental group and lecture method to controlled group.

- And at last week, I especially focused on revision of all these above mentioned teaching items giving equal sum of time and effort.

v. At the end, I took a post-test on 2076/02/19. The same test items used in pre-test were utilized for the post test. And I thanked to the teachers and all the students who directly or indirectly supportedme.

vi. Then, the results of both the tests were compared to determine the effectiveness of using different co-operative strategies namely think/pair and share, jigsaw, group and pair work, round robin and round table etc. to increase reading comprehension of secondary level's students.

3.6 Data Analysis and Interpretation Procedure

While analyzing the data in this research, different statistical tools such as mean, percentage and bar graph were used. In this way, I tried to make the analysis of the collected data as objectively as possible using some of the well known statistical tools as mentioned in the preceding lines.

Beside this, I interpreted the data collected by comparing them with one another. This is to say, the analyzed data were interpreted later on by comparing the holistic and item wise result of pre-test and post-test within and across the groups.

3.7 Ethical Considerations

While carrying out research, I paid attention on different ethical considerations. During my study I took permission of the concerned authority and I kept the responses of the respondents in a confidential way. I ensured that all the ideas use in this research is my own ideas except the cited ones. I tried to keep it safe from the plagiarism.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter mainly deals with the analysis and interpretation of the data collected from the respondents. This research is based on the experimental research design. The experiment was carried out to identify the effectiveness of co-operative strategies for reading comprehension. In this study, two groups (experimental and controlled) of students were experimented by using usual and co-operative strategies. The discussion of which is presented in following ways.

4.1 Analysis of the Data and Interpretation of Results

The analysis of the raw data focuses to gain the effect into effectiveness of using co-operative strategies for improving learners reading comprehension. The study was experimented on thirty two students.

The detailed information about the test and process of assigning the marks that each and every test item carries is presented in the following table.

Table 1

Testing Items

S.N.	Test Items	Assigned Mark
1	Matching item	5
2	Answering analytical question	10
3	Ticking true false	5
4	Finding synonyms	5
5	Total	25

The table 2 shows the distribution of marks in each type of test item. I used four test items, i.e. matching items, answering the analytical questions, ticking true and false and finding synonyms. The fullmarks of the test items were 25. Each question carried 5 marks (matching items, ticking true/false, finding synonyms) and 10 marks for answering analytical questions. The marks

obtained by the examinees were calculated in order to compare and interpret the result of students' improvement between group 'A' and 'B' with regard to mean score. To collect the data from the respondents, at first, a pre-test was conducted and the data were recorded. At the end, the post test was administered and the data were recorded where test items were the same as I had used in pre-test. Then, the raw data were processed and put into a tabular form and were converted into percentage according to topics and sub-topics on which the test items were based on. For this research study, I used descriptive and as well as statistical approach to analyze it in appropriate and systematic form. To fulfill the objective, pre-test and post-test items were administered. The pre-test and post-test were administered before and after the teaching activities, respectively.

The results of both of the groups were computed and tabulated. The analysis and interpretation is discussed here on the basis of the group rather than the responses of the individual students. The detail of which is subsumed under following headings.

4.1.1 Holistic analysis of and interpretation of pre-test and post-test results of both of the groups

Pre-test and post-test were conducted before and after the experimental teaching activities, respectively. Both of the tests had same test items (equivalent pre-T, post-T items). At first, pre-T was administered and the obtained mark was recorded. Then, the average score was calculated. The students were categorized into two groups i.e. Group A and group B on the basis of the obtained marks considering the fact that both the groups of students have equal sum of obtained marks. Then, both the groups were taught for 28 days. Group A (controlled group) was taught in the conventional way without using any co-operative strategies but Group B (experimental group) was taught using the different types of co-operative strategies namely group/pair work, jigsaw, round robin/round table, think/pair and share. Then, a post-test was

conducted to measure the effectiveness of co-operative strategies to improve reading comprehension. The test papers were checked on the basis of same pre-determined criteria as in the pre-test of both groups. Again the obtained marks of all students were recorded and the average of the total obtained mark was calculated.

Finally, the pre-test result of the groups was compared with the post-test result within and across the groups. The average of pre and post-test result of both the groups is presented in the following table.

Table 2

Holistic analysis and interpretation of pre-T and post-T result of both of the groups

S.N.	**Group**	**Sum of Full Mark**	**Total of obtained marks in Pre-T**	**Total Obtained Marks in Post-T**	**Average Score in Pre-T**	**Average Score in Post-T**	**D.**	**D%**
1	A (Controlled Group)	400	105	156	6.56	9.75	3.19	48.63
2	B (Experimental Group)	400	105	317	6.56	19.81	13.25	201.98

Table 2 shows that the total of full marks for both the groups was 400. The total of obtained marks of group ‘A’ was 105 in pre-T and 156 in the post-T. The average of the total obtained mark of this group was 6.56 in pre-T and 9.75 in the post-T. Thus, group ‘A’ increased its’ average mark by 3.19. This means that group ’A’ increased the average mark by 48.62%.

In the same way, Group ‘B’ had the total of obtained marks 105 in the pre-T and 317 in the post-T. The average of the total obtained mark of this group was 6.56 in the pre-T and 19.81 in the post-T. Thus, this group increased its average

obtained mark by 13.25 marks. This means that group ‘B’ increased the average mark by 201.98%.

While comparing the results of both of the groups ‘A’ and ‘B’ had equal sum of obtained marks in the pre-T. But, the results were quite different in the post-T. The finding of the analysis shows that group ‘B’ did better than the group ‘A’ in the post-T though they had same results in the pre-T. It means group ‘B’ scored 201.8% marks more than the group ‘A’ in average.

The average of pre –test and post-test results of both the groups is also presented in the following bar chart:

Figure 2

The descriptive chart of pre-T and post-T of both of the groups

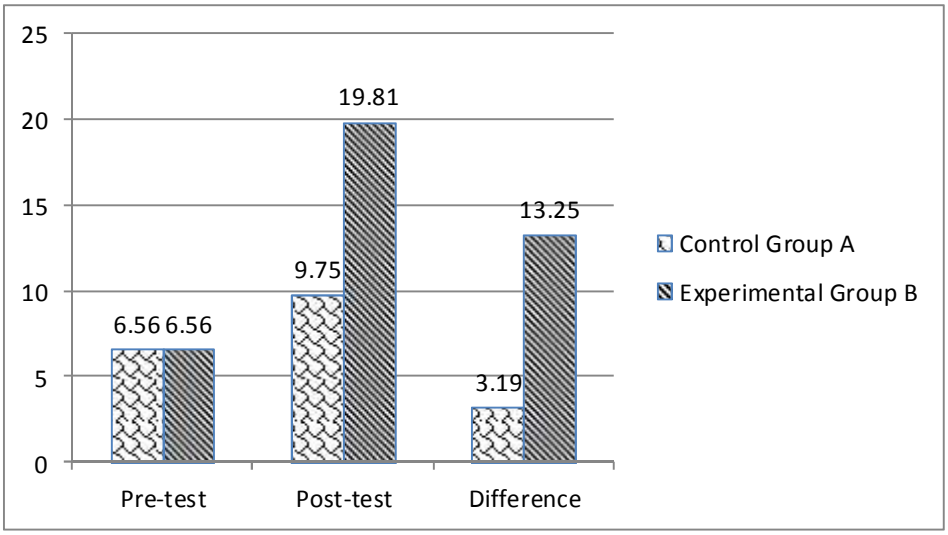


Figure 2 depicts the holistic description of the score achieved by the students of the experimental and controlled groups. It shows the pre-test and post-test result of both of the group and the difference in average score of both of the tests.

The difference in above descriptive chart shows that group ‘B’ made better progress on above mentioned test items related writing exercises in comparison to group ‘A’. In pre-test, the average obtained score of the both of group was

6.56 marks out of 25 full marks. In the post-test, the average obtained score of group ‘A’ is 9.27 marks and group ‘B’ is 19.81 marks out of 25 full marks. The figure clearly shows that the differences between the averages obtained marks of post-test and pre-test in group ‘A’ is 3.19 marks whereas differences between the average obtained marks of post-test and pre-test in group ‘B’ is 13.25 marks. Thus, group ‘B’ scored 10.06 marks in average more than group ‘B’.

Therefore, it becomes clear that the use of different co-operative strategies for improving learners’ reading comprehension is very essential and fruitful.

4.1.2 Item-wise comparison, analysis and interpretation of the results

As it is already mentioned that there were altogether four test items based on reading comprehension i.e. match the following, questions answer, true and false and finding synonyms. The pre-T and post-T result of each test-item of both of the groups was recorded and calculated in mean score. Then the data collected in different test items of reading comprehension of both group were analyzed and interpreted under the following discussion:

4.1.2.1 Comparison of average score in match

Table 3

Summary of mark obtained in matching item

Group	**Sum of Full Mark**	**Total of obtained marks in Pre-T**	**Total Obtained Marks in Post-T**	**Average Score in Pre-T**	**Average Score in Post-T**	**D.**	**D%**
A (Controlled Group)	80	23	40	1.43	2.25	1.07	74.82
B (Experimental Group)	80	30	80	1.88	5	3.12	165.96

The table 3 shows that the sum of the full marks was 80 for this test item. Group ‘A’ obtained 23 marks in the pre-T but 40 marks in the post-T out of 80. The average score of this group in the pre-T was 1.43 marks and 2.25 marks in the post-T.

The students of Group ‘B’ had the total sum of obtained marks 30 in the pre-T and 80 in the Post-T. The average score of this group in the pre-T was 1.88 and 5 in the post-test.

The most important thing is that the group ‘A’ increased its average score by 1.05 marks but group ‘B’ increased its average score by 3.12 marks which means that the group ‘A’ increased its average mark by 74.82% and group ‘B’ increased its average mark by 165.96%. Thus, group ‘B’ increased its average obtained mark by 91.14 % more than group ‘B’.

Table 4

Increment in percentage of both groups in matching item

S.N.	Categories/Test items	Group ‘A’ (In %)	Group ‘B’ (In %)	Difference
1	Match (percentage)	74.82	165.96	91.14
2	Match (figure)	1.07	3.12	2.05

The table 4 shows comparative result of group ‘A’ and ‘B’ in Match the following items where group ‘B’ showed higher average increment than group ‘A’. This is clear that group ‘B’ made better progress having the difference of 91.14% with group ‘A’. Though, both of the groups made progress in the post-test in comparison to pre-test, group ‘B’ made better performance than group ‘A’.

The above mentioned average increment in percentage shows that teaching through the different co-operative strategies had a better impact on result. It means use of co-operative strategies namely round robin/round table, small/pair

group, jigsaw, and group investigation helped the students in developing reading comprehension ability.

4.1.2.2 Comparison of average score in analytical questions

Analytical question is a test item of reading comprehension which carried 10 marks out of the 25 full marks. The differences in the performance of both of the groups in analytical question in pre-T and post-T are presented in the following table:

Table 5

Summary of mark in analytical questions

Group	Sum of Full Mark	Total of obtained marks in Pre-T	Total Obtained Marks in Post-T	Average Score in Pre-T	Average Score in Post-T	D.	D%
A (Controlled Group)	160	18	34	1.125	2.125	1	88.89
B (Experimental Group)	160	17	83	1.06	5.19	4.13	389.63

The table 5 shows that the sum of full marks for this test item for both the groups was 160 marks. The sum of obtained marks of group 'A' was 18 in the pre-T and 34 in the post-T out of the sum of full marks, i.e. 180. The average score of this group in the pre-T was 1.125 marks and 2.125 marks in the post-T.

In the same way, the sum of obtained marks of group 'B' was 17 in the pre-T and 83 in the post-T. The average score of this group in the pre-T was 1.06 and 5.19 in the post-T.

If we compare the average score of pre-T and post-T in both of the groups, group ‘A’ increased its average score by 1 marks (i.e. 88.89%). But group ‘B’ increased its average score by 5.19 marks (i.e. 389.63%).

Furthermore, the comparison of increased percentage of both groups i.e. group ‘A’ and group ‘B’ and their total difference in increment is presented in the following table:

Table 6

Increment in percentage of both of the groups in analytical questions

S.N.	Categories/Test items	Group ‘A’ (In %)	Group ‘B’ (In %)	Difference (In %)
1	Analytical questions (percentage)	88.89	389.63	300.74
2	Analytical questions (figure)	1	4.13	3.3

Regarding the analytical questions, the above table shows that group ‘A’ had an average increment of 88.89 %. On the other hand, group ‘B’ had an increment of 389.63%. This shows that group ‘B’ scored 300.74 % average marks more than group ‘A’.

This shows that, group ‘B’ outperformed to group ‘A’. In this group, most of the students in pre-T did not write answer from the different corners of passage rather did copy all sentences where they could see possible answer of particular question. They wrote like this: getting a good night sleep can help you cope with stress more co-operatively.

4.1.2.3 Comparison of average score in true-false

True-False is a test item of reading comprehension which had carried 5 marks. The difference in performance of both the groups in True-False in pre-T and post-T are analyzed in the following table.

Table 7

Tick 'T' for true and 'F' for false

Group	Sum of Full Mark	Total of obtained marks in Pre-T	Total Obtained Marks in Post-T	Average Score in Pre-T	Average Score in Post-T	D.	D%
A (Controlled Group)	80	59	63	3.68	3.93	0.25	7%
B (Experimental Group)	80	56	80	3.5	5	1.5	42.86%

The table 7shows that the sum of full marks was 80 for both of the groups. Group 'A' obtained 59 marks in the pre-T and 63 marks in the post-T out of 80. The average score of this group in the pre-T was 3.68 and 3.93 in the post-T.

Similarly, group 'B' scored 56 in the pre-T and 80 in the post-T. The average score of this group in the pre-T was 3.5 and 5 in the post-T. The most important thing is that the group 'A' increased its average score by 0.25 marks (i.e. 7%) but group 'B' increased its average score by 1.5 marks (i.e. 42.46%).

Later, I concluded the total increased percentage of both of groups regarding to the true-false which is presented in the table below:

Table 8

Increment in percentage of both of the groups in true-false

S.N.	Categories/Test items	Group 'A' (In %)	Group 'B' (In %)	Difference (In %)
1	True-False (percentage)	7%	42.86%	35.86%
2	True-False (figure)	0.25	1.5	1.25

The table 8 portraits that group ‘A’ got an average increment of 7% but the group ‘B’ got the average increment of 42.86%. This shows that, both of the groups appeared with progress in their post-T. But group ‘B’ made an unexpected progress. This group scored 35.86% of average increment more than group ‘A’. This is crystal clear that the group ‘B’ made better progress in comparison to group ‘A’.

4.1.2.4 Comparison of average score in synonyms

A synonym is another test item of reading comprehension which was included in this research. Some problematic terms were given and asked to find closest meaning from the text. This test item carried 5 marks. There were altogether 5 terms were given carrying 1 mark for each term. The difference in performance of both the groups in synonyms in pre-T and post-T are analyzed in the following table.

Table 9

Summary of mark obtained in synonyms

Group	Sum of Full Mark	Total of obtained marks in Pre-T	Total Obtained Marks in Post-T	Average Score in Pre-T	Average Score in Post-T	D.	D%
A (Controlled Group)	80	5	18	0.31	1.125	0.815	81.19
B (Experimental Group)	80	2	72	0.125	4.5	4.375	3500%

The table 9 shows that sum of full marks was 80 for both of the groups. Group ‘A’ obtained 5 marks in the pre-T and 18 marks in the post-T out of 80. The average score of this group in the pre-T was 0.31 and 1.125 in the post-T.

Similarly, group ‘B’ scored 2 in the pre-T and 72 in the post-T. The average score of this group in the pre-T was 0.125 and 4.5 in the post-T. The most

important thing is that the group ‘A’ increased its average score by 0.815 marks (i.e. 81.19%) but group ‘B’ increased its average score by 4.375 marks (i.e. 3500%).

Later, I concluded the total increased percentage of both of the groups regarding synonyms which is presented in the table below:

Table 10

Increment in percentage of both of the groups in synonyms

S.N.	Categories/Test items	Group ‘A’ (In %)	Group ‘B’ (In %)	Difference (In %)
1	Synonyms (percentage)	81.19%	3500%	3418.81%
2	Synonyms (figure)	0.815	4.375	3.56

The table 10 shows that average increment of group ‘A’ by 81.19% but group ‘B’ got average increment of 3500%. This shows that, both of the groups appeared with progress in their post-test. But group made unexpected progress. This group scored 3418.81% of average increment more than group ‘A’. This is crystal clear that the group ‘B’ made better progress in comparison to group ‘A’.

It means that the group ‘B’ outperformed group ‘A’ in this type of test item. Most of students did not attempt the questions in the pre-T. In the post test, almost all students of group ‘B’ attempted and outperformed but group ‘A’ did not attempt satisfactorily. That mean the students of group ‘A’ performed very poor in the post-T. They did not make any noticeable progress.

CHAPTER FIVE
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter mainly deals with the findings, the conclusion of the research and the recommendations made to be applicable to the different areas of the applications.

5.1 Findings

The research was carried out systematically, objectively in a controlled environment. The main objective of this research was to find out the effectiveness of co-operative strategies to improve learners' reading comprehension. This study gave me an insightful experience. The students were habituated to listen to their teachers silently and used to the exercise with help of their teacher. Before I started the experimental teaching through the method I had doubt of its usefulness particularly in teaching reading on the one hand and to maintain the discipline on the students while conducting the group and pair work worries me on the other. However, from the day I first entered the classroom with my lesson plan that required students to work co-operatively in groups and pairs, it started working well. The class was heterogeneous with varying degree of proficiency level, the effectiveness was satisfactory. I have discussed the summary of the finding after the deep and accurate interpretation and analysis of the data in the following points.

a) The use of co-operative strategies in improving learners' reading comprehension was found to be more effective. It is because the experimental research group made far better progress than the controlled group. The increment in average score of group 'A' was 48.62% where as the average increment of group 'B' was 201.98%. Experimental group made increment of average score by 153.36% more than controlled group. So, the use of co-operative strategies was found far more excellent for improving secondary level's students reading comprehension.

b) The increment in average score of controlled group (group 'A') in match test item was 74.82% and the increment of experimental group (group 'B') was 165.96%. In this test items the experimental group increased its average score by 91.14% than the controlled group. Thus, experimental group did far better than the controlled group in this test item.

c) In the same way, controlled group had increment of 88.89% average score in analytical questions but experimental group had the increment of 389.63% in this test item. The experimental group made the increment of 300.74% more than controlled group. Thus, in this test item too, experimental group did better than the controlled group.

d) Similarly, the difference of the increment of average score between the experimental group and controlled group was 7% i.e. the first group made the increment of 7% and the later one made the increment of 42.86 in true-false. Thus, in this test item also, the experimental group made better performance in comparison to the controlled group.

e) Likewise, last one was synonyms where both the group had poor result in pre-T but experimental group showed unexpected spellbound result in comparison to controlled group where they did not show any satisfactory result. To put it in data, controlled group increased their average marks by 81.19 but experimental group increased their average marks by 3500%. Here, we can see increased percentage of experimental group by 3418.81% than the controlled group.

f) Finally, it was found that both of the groups made progress in the post test. The performance of the students in experimental group who were taught by using different co-operative strategies to improve reading comprehension was found a quite better than the students of controlled group. Experimental group was better by 153.36%.

In conclusion, the average score of group 'A' was 6.56 marks and the average score of group 'B' was also 6.56 marks in pre-test. But in the post-test, the

average of group ‘A’ was found 9.75% marks and the group ‘B’ was average of 19.81%. This result justifies that the co-operative strategies are very effective for improving secondary level students’ reading comprehension.

5.2 Conclusions

Reading comprehension is the process of extracting information from the text. It involves the understanding of the message in the text. Reading without comprehension is like barking at the prints but not reading. Reading comprehension of the text is well to know solving the text problems. It is a kind of skill and knowledge to comprehend the text and find out the gist of the text. The text is unseen which is obviously hard to comprehend. It is no doubt reading comprehension is the most complex aspect of reading. Co-operative strategies have a paramount importance in a classroom teaching and learning. Co-operative learning is a process of learning from each other in a pair or small group. Strategies refer to the technique or way of teaching like group work, pair work, group investigation, round robin etc.

Many ESL/EFL researchers show that frequent exercise on practicing the tests of unseen text easily cope up with reading comprehension ability and are very effective for the better achievement of the students. Inspiring from those studies, I chose ‘Effectiveness of Co-operative Strategies for Improving Learners’ Reading Comprehension’ as the title of the study.

The research is very important to prove the fact that co-operative strategies are more fruitful for reading comprehension. This study is subsumed under five different chapters. The first chapter is about the introduction of the research in which I have discussed about the background of the study, statement of the problems, objective of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms are included. The second chapter is related to the review of related literature and conceptual framework. The third chapter deals with the method and procedures of the study. In this chapter I used the exact methodology, design of the study,

population, sample, and sampling strategies, study area/field of the study, data collection tools, process of data collection, and data analysis and interpretation procedures for the research. Similarly, in chapter four, I have analyzed and interpreted the data that were collected using different statistical tools such as mean, percentage and bar graph. Finally, in chapter five, I have included the conclusion of the study and offered some useful recommendations to the different areas of application.

While making on this study, I taught the respondents for 28 days dividing them into two groups, i.e. experimental group and controlled group according to the pre-test results. The experimental group was taught by using different kinds of co-operative strategies namely group/pair work, jigsaw, think/pair and share (TPS), round robin and round table etc. and controlled group was taught in the conventional ways of teaching, i.e. lecture method using the text book only.Then, a post test equivalent to pre-test was conducted. After that pre-test and post-test of the both groups was compared. Accordingly, the effectiveness of using co-operative strategies was determined by using different statistical tools like mean, percentage, and bar-chart.

From the overall study, what I found was that the pre-test results of both of the groups were same but in the post-test, experimental group had better results than controlled group had. The experimental group scored 153.36% marks more than the controlled group. Furthermore, the average score of both of the groups was equal in the pre-test, but in the post test, the experimental group scored 10.6 marks in average more than the controlled group out of 25. Thus, the use of co-operative strategies while teaching the language function was found very effective.

Finally, this research concludes that the experimental group which was taught using different strategies of co-operative learning yielded better results in the post-test in comparison to the controlled group. Therefore, using the co-operative strategies like jigsaw, round robin/round table, group/pair work, think,

pair and share in reading comprehension text are found very effective than that of the conventional way of teaching, i.e. lecture method using the text books only. I came to conclude that using different strategies in reading comprehension class is very effective, fruitful, progress oriented, result centered which help us to meet the objectives of teaching and learning, gain the achievement, have the quality education which gives us better result.

5.2 Recommendations

This is supposed to be very much useful and beneficial for students and teachers to address the reading comprehension ability of grade IX students studying in public schools in the Department so far. On the basis of the findings of the study, I would like to provide the following points of recommendation for the policy related, practice related and the further researcher related level of application.

5.2.1 Policy Level

I would like to point out some of the recommendation for policy making level as below:

a) While designing syllabus for Nepal learners, language planners, course designers and text book writers should consider about concept of co-operative learning.
b) The government should focus on different students centered teaching techniques. It is because this study shows that co-operative strategies seemed very effective than conventional way of teaching.
c) Government should give adequate trainings to the English teacher for better management and implementation of co-operative strategies.
d) This research proves that co-operative strategies are being inseparable part in teaching and learning process. That's why the government should conduct the awareness spreading programs so as to make the

school authority, teachers, guardians etc aware about the advantages of using co-operative strategies to teach a language for quality education.

5.2.2 Practice Level

From the study, I would like to provide following practice related recommendations:

- There is less practice of using co-operative strategy in language teaching. So, there should be workshops, seminars, interactions, group discussions and so on.
- The study can be applied for the teachers, students and others who pay special attention about reading skill.
- Students should be encouraged to use and read English materials i.e. magazines, story books, newspapers to increase reading speed and the comprehension ability.
- The learners should learn the content co-operatively.
- Students should apply all the knowledge, skills and techniques to comprehend the text.
- The learners should be given comprehension input, exposure and high motivation in their test results.

5.3.3 Further Research Related

The present research will be very much helpful for the new researchers who will be interested to carry out further research in similar topics. Some of the related field and area suggest the researcher as follows:

- This research is delimited to the study of Reading comprehension ability of Secondary level students. Similarly, other areas can be investigated.
- The further researchers have to address the issues that are not raised and solved in the present context.

- This research provides a valuable secondary source for the researchers and suggests to new research areas which are left to be investigated.
- Since this study is a small scale study taking evidence from thirty-two students of public school. So, the new researchers are suggested to carry out large scale actions and experimental studies in the future regarding the same concern.
- Research is an ongoing process, so the new researchers should explore other dimensions of technique in ELT for making them to able to develop the comprehensions ability.
- It suggests new research areas which are left to be investigated.

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APPENDIX-I

TEST ITEMS

Name:…… F.M.:-25

Class:…… Roll no.:…… Time:-40 minutes

Address……..

Date:…….

School's name:……

Unseen Text

Read the following passage and do the activities that follow:

Getting a good night's sleep can help you cope with stress more effectively. But not getting enough sleep can cause more stress, insomniacs have higher concentrations of stress hormones than others. Women are prone to sleep disturbances. Their sleep problems frequently interfere with their daily activities.

Experts believe that sleep, especially deep sleep; enable our nervous system to function well. Without it, we lose our ability to concentrate, remember or analyze. Some experts speculate that during deep sleep, cells manufacture more proteins, which are essential for cell growth and repair of damage from things like stress and ultraviolet rays.

Scientist believe that activity in the area of the brain that controls emotions and social interactions lessons during sleep and that deep sleep may help people be emotionally and socially adept when awake.

Sleep may also help our brain to store a newly learned activity in its memory bank. In a study in Canada, student deprived of sleep after leaning a complex logic game showed a 30 percent learning deficit when tested a week later compared with students not deprived of sleep.

The effects of sleep deprivation on other bodily functions are just an alarming. In studies from five medical centers across the country, researchers established that individual with insomnia were likely to have poor health, including chest pain, arthritis and depression, and to have difficulty accomplishing daily tasks. Another breakthrough study revealed that even temporary loss of sleep can affect the body's ability to break down carbohydrates, interfere with the function of various hormones and worsen the severity of ailments such as diabetes and high blood pressure.

So whatever works to help you sleep well, whether it is regular exercise earlier in the day, weekly messages, yoga, meditation or a lavender-scented bath, make time for it today.

A. Match the following from A to B. **5*1=5**

	A	B
I)	insomnia	i) touch the body gently
II)	diabetes	ii) lacking something considered to be basic
III)	massage	iii) centralize the mind toward a point
IV)	deprivation	iv) metabolic disease which is caused through sugar
V)	concentration	v) state of being sleepless

B. **Answer the following questions**. **5×2=10**

i) What are the benefits of good sleep?

……

……

ii) What do the experts believe regarding the brain?

……

……

iii) What do the scientists believe regarding the brain?

……

……

iv) What problems are caused by the loss of sleep?

……

……

v) What does the writer want to say through this passage?

……

……

C. Write 'T' for true and 'F' for false statements. 5×1=5

I) Good sleep lessons mental and physical stress.

II) Sleep helps to remember newly learned activity.

III) Temporary loss of sleep can affect our body.

IV) Activity in the area of the brain lessons during sleep.

V) Weekly massage and yoga are not needed to us.

D. Write similar words of the following from the text. 5×1=5

a) reduces b) illness c) pressure d)shortage e) capacity

APPENDIX-II

MARKING SCHEME

Marks distribution for reading unseen text	**(25 marks)**
A. Matching items	5
B. Factual and analytical questions	10
C. Ticking the true/false	5
D. Finding the synonyms	5

Appendix-III

Lesson Plans Model

Experimental Group

School's Name: Shree BhumeGumba Secondary School Date: 2076/

Teacher's Name: JhalakRanabhat Period: 2nd

Subject: English Time: 45 min

Topic: Reading Comprehension Class: 9

Teaching Item: Getting a good night sleep

1. **Specific Objectives:** At the end of the class the students will be able to:

   i) tell the benefits of good sleep

   ii) say the problems that are caused by the loss of sleep

2. **Teaching Materials: Daily used materials,** Sentence cards, Word meaning card and so on.

3. **Teaching Learning Activities:**

   i) **Warming up:** First of all, I ask whether they are good sleepers or not and I do categorize the good sleeper and non good night sleepers. Then I ask benefits that are seen in deep sleeper and weaknesses that are in non deep sleepers comparatively.

   ii) **Presentation:** The teacher introduces the lesson and students skim the new words. Then teacher divides the class in to four groups. Teacher asks all students of groups to read the text silently for four minutes and the answer to question no. 2 (no A and C). Then, all groups prepare the answer on their copy and teacher check their answer. Most of the students may not elicit the answer from the

different corner of the text. So, teacher shows the clues of answer from the different corner of the text.

iii) **Practice:** In this step, students are asked to practice all the questions answer by underrating gist of the text.

iv) They are guided not to copy whole sentences where they see any word related to questions.

4. Evaluation:

i) What are the benefits of good sleep?

ii) What kinds of problems are seen in insomnias?

Appendix-III

Lesson Plans Model

Control Group

School's Name: Shree Bhume Gumba Secondary School Date: 2076/

Teacher's Name: Jhalak Ranabhat Period: 2nd

Subject: English Time: 45 min

Topic: Reading Comprehension Class: 9

Teaching Item: Getting a good night sleep

1. **Specific Objectives:** At the end of the class the students will be able to:
   - i) tell the benefits of deep good night sleep.
   - ii) say problems that are caused by loss of sleep.
2. Materials: Daily used materials
3. Teaching Learning Activities
   - i) Teacher motivates the students by asking some questions of previous lesson.
   - ii) Teacher himself writes some hard word on white board and writes their meaning in Nepali equivalent word.
   - iii) Then, teacher explains about the lesson and makes students listen passively.
   - iv) Teacher tells answer of true-false, match, and synonyms orally make student tick on their text.
   - v) Then, teacher himself writes answer of analytical questions on whiteboard.
   - vi) Teacher asks students to memorize those exercises.
4. **Evaluation**
   - i) What are the benefits of good sleep?
   - ii) What are the synonyms of illness and lesson?

Appendix-III

List of Participants

S.N.	Name of Students	Class	Remarks
1	Jyoti Maya Tamang	9	
2	SaritaTamang	9	
3	GyanendraKhati	9	
4	Gita Gurung	9	
5	Rita Nepali	9	
6	RiyaTamang	9	
7	Pemaongmu Sherpa	9	
8	Sirjana Lama	9	
9	SaraswatiSuncheuri	9	
10	Mingmadoma Sherpa	9	
11	Krishna KumariTamang	9	
12	Devi Suncheuri	9	
13	SusmitaTamang	9	
14	BuddimayaTamang	9	
15	PemilaGurung	9	
16	SarojSuncheuri	9	
17	AnishBhujel	9	
18	HiralalSuncheuri	9	
19	Buddima Sherpa	9	
20	PratapKhati	9	
21	Uttam B.C.	9	
22	SantoshLawor	9	
23	BhupendraTamang	9	
24	Pema Sherpa	9	
25	Anil Tamang	9	
26	MadhuBhujel	9	
27	Furi Sherpa	9	
28	Chhewang Sherpa	9	
29	Liwang Sherpa	9	
30	Ramesh Tamang	9	
31	RoshanGurung	9	
32	Pasang Sherpa	9	

Appendix-IV

Pre-test Result of Group ‘A’ and Group ‘B’

Pre-test Result of Group ‘A’

R.N.	Name of the Students	Full Marks	Obtained marks	Remarks
1	Chhewang Sherpa	25	5	
2	Sirjana Lama	25	6	
3	GyanendraKhati	25	11	
4	SantoshLawor	25	6.5	
5	AnishBhujel	25	7	
6	Liwang Sherpa	25	7.5	
7	SaraswatiSuncheuri	25	5	
8	Krishna KumariTamang	25	5	
9	BhupendraTamang	25	8	
10	SusmitaTamang	25	5.5	
11	HiralalSuncheuri	25	7.5	
12	MadhuBhujel	25	5.5	
13	Uttam B.C.	25	7.5	
14	Rita Nepali	25	7.5	
15	Pemaongmu Sherpa	25	4	
16	Pasang Sherpa	25	6.5	
	Total	400	105	
	Average marks	25	6.56	

Pre-Test Result of Group 'B'

R.N.	Name of Students	Full Mark	Obtained Mark	Remark	
1	Mingmadoma Sherpa	25	5		
2	Ramesh Tamang	25	6.5		
3	Devi Suncheuri	25	5		
4	PemilaGurung	25	7.5		
5	BuddimayaTamang	25	6.5		
6	Pema Sherpa	25	10		
7	Jyoti Maya Tamang	25	4		
8	PratapKhati	25	9		
9	Anil Tamang	25	5.5		
10	SarojSencheuri	25	5.5		
11	RoshanGurung	25	7.5		
12	Gita Gurung	25	7.5		
13	SaritaTamang	25	3		
14	Buddima Sherpa	25	7.5		
15	Furi Sherpa	25	7		
16	RiyaTamang	25	8		
	Total	25	105		
	Average Mark	25	6.56		

Appendix-V

Post Test Result of Group 'A' and Group 'B'

Post Test Result of Group 'A'

R.N.	Name of the Students	Full Marks	Obtained marks	Remarks
1	Chhewang Sherpa	25	6.5	
2	Sirjana Lama	25	15	
3	GyanendraKhati	25	11	
4	SantoshLawor	25	12.5	
5	AnishBhujel	25	6	
6	Liwang Sherpa	25	8	
7	SaraswatiSuncheuri	25	11	
8	Krishna KumariTamang	25	11	
9	BhupendraTamang	25	15	
10	SusmitaTamang	25	11	
11	HiralalSuncheuri	25	7	
12	MadhuBhujel	25	6	
13	Uttam B.C.	25	8	
14	Rita Nepali	25	12	
15	Pemaongmu Sherpa	25	5	
16	Pasang Sherpa	25	10	
	Total	400	155	
	Average marks	25	9.68	

Post -Test Result of Group 'B'

R.N.	Name of Students	Full Mark	Obtained Mark	Remark
1	Mingmadoma Sherpa	25	24	
2	Ramesh Tamang	25	17.5	
3	Devi Suncheuri	25	23	
4	PemilaGurung	25	24	
5	BuddimayaTamang	25	22	
6	Pema Sherpa	25	19	
7	Jyoti Maya Tamang	25	17	
8	PratapKhati	25	18	
9	Anil Tamang	25	18.5	
10	SarojSencheuri	25	16	
11	RoshanGurung	25	18	
12	Gita Gurung	25	23	
13	SaritaTamang	25	15.5	
14	Buddima Sherpa	25	18.5	
15	Furi Sherpa	25	20	
16	RiyaTamang	25	21	
	Total	25	315	
	Average Mark	25	19.68	

Appendix-VI

Match Based Result of Pre-test and Post-test

a) Result in Match

Group 'A'

R.N.	Name of the Students	Full Marks	O.M. in Pre-T	O.M. in Post-T	D%
1	Chhewang Sherpa	5	0	2	
2	Sirjana Lama	5	1	5	
3	GyanendraKhati	5	3	5	
4	SantoshLawor	5	1	2	
5	AnishBhujel	5	2	2	
6	Liwang Sherpa	5	1	1	
7	SaraswatiSuncheuri	5	1	3	
8	Krishna KumariTamang	5	1	3	
9	BhupendraTamang	5	3	2	
10	SusmitaTamang	5	1	3	
11	HiralalSuncheuri	5	2	1	
12	MadhuBhujel	5	1	2	
13	Uttam B.C.	5	1	3	
14	Rita Nepali	5	2	3	
15	Pemaongmu Sherpa	5	0	1	
16	Pasang Sherpa	5	3	2	
	Total	80	23	40	
	Average marks	5	1.44	2.5	56.25%

a) Result in Matching Item

Group 'B'

R.N.	Name of the Students	Full Marks	O.M. in Pre-T	O.M. in Post-T	D%
1	Mingmadoma Sherpa	5	1	5	
2	Ramesh Tamang	5	3	5	
3	Devi Suncheuri	5	1	5	
4	PemilaGurung	5	1	5	
5	BuddimayaTamang	5	1	5	
6	Pema Sherpa	5	5	5	
7	Jyoti Maya Tamang	5	0	5	
8	PratapKhati	5	3	5	
9	Anil Tamang	5	1	5	
10	SarojSencheuri	5	2	5	
11	RoshanGurung	5	3	5	
12	Gita Gurung	5	2	5	
13	SaritaTamang	5	1	5	
14	Buddima Sherpa	5	3	5	
15	Furi Sherpa	5	1	5	
16	RiyaTamang	5	2	5	
	Total	80	30	80	
	Average marks	5	1.86	5	168.82%

b) Result in Analytical Questions

Group 'A'

R.N.	Name of the Students	Full Marks	O.M. in Pre-T	O.M. in Post-T	D%
1	Chhewang Sherpa	10	1	1.5	
2	Sirjana Lama	10	1	2	
3	GyanendraKhati	10	3	1.5	
4	SantoshLawor	10	1.5	6.5	
5	AnishBhujel	10	1	1.5	
6	Liwang Sherpa	10	2.5	3.5	
7	SaraswatiSuncheuri	10	0	2	
8	Krishna KumariTamang	10	0	0.5	
9	BhupendraTamang	10	1	2.5	
10	SusmitaTamang	10	2	1.5	
11	HiralalSuncheuri	10	0.5	1	
12	MadhuBhujel	10	1	0	
13	Uttam B.C.	10	1.5	0.5	
14	Rita Nepali	10	1.5	2.5	
15	Pemaongmu Sherpa	10	0	2	
16	Pasang Sherpa	10	0.5	4	
	Total	160	18	34	
	Average marks	1o	1.125	2.125	88.89%

b) **Result in Analytical Questions**

Group 'B'

R.N.	**Name of the Students**	**Full Marks**	**O.M. in Pre-T**	**O.M. in Post-T**	**D%**
1	Mingmadoma Sherpa	10	0	9	
2	Ramesh Tamang	10	0.5	4.5	
3	Devi Suncheuri	10	0	8	
4	PemilaGurung	10	3.3	9	
5	BuddimayaTamang	10	2.5	6	
6	Pema Sherpa	10	1.5	4.5	
7	Jyoti Maya Tamang	10	0	2	
8	PratapKhati	10	1	4	
9	Anil Tamang	10	0.5	4	
10	SarojSencheuri	10	0.5	2	
11	RoshanGurung	10	0.5	5	
12	Gita Gurung	10	1.5	8	
13	SaritaTamang	10	0	1.5	
14	Buddima Sherpa	10	2.5	3.5	
15	Furi Sherpa	10	2	6.5	
16	RiyaTamang	10	1	5.5	
	Total	160	17	83	
	Average marks	10	1.06	5.19	389.38%

C) Result in True-False

Group 'A'

R.N.	Name of the Students	Full Marks	O.M. in Pre-T	O.M. in Post-T	D%
1	Chhewang Sherpa	5	4	3	
2	Sirjana Lama	5	4	5	
3	GyanendraKhati	5	4	5	
4	SantoshLawor	5	4	4	
5	AnishBhujel	5	3	1	
6	Liwang Sherpa	5	4	3	
7	SaraswatiSuncheuri	5	4	4	
8	Krishna KumariTamang	5	4	5	
9	BhupendraTamang	5	4	5	
10	SusmitaTamang	5	3	5	
11	HiralalSuncheuri	5	4	5	
12	MadhuBhujel	5	2	4	
13	Uttam B.C.	5	4	4	
14	Rita Nepali	5	4	5	
15	Pemaongmu Sherpa	5	4	1	
16	Pasang Sherpa	5	3	4	
	Total	80	59	63	
	Average marks	5	3.69	3.98	6.70%

C) Result in True-False

Group 'B'

R.N.	Name of the Students	Full Marks	O.M. in Pre-T	O.M. in Post-T	D%
1	Mingmadoma Sherpa	5	4	5	
2	Ramesh Tamang	5	3	5	
3	Devi Suncheuri	5	4	5	
4	PemilaGurung	5	3	5	
5	BuddimayaTamang	5	3	5	
6	Pema Sherpa	5	4	5	
7	Jyoti Maya Tamang	5	4	5	
8	PratapKhati	5	4	5	
9	Anil Tamang	5	4	5	
10	SarojSencheuri	5	3	5	
11	RoshanGurung	5	4	5	
12	Gita Gurung	5	4	5	
13	SaritaTamang	5	2	5	
14	Buddima Sherpa	5	2	5	
15	Furi Sherpa	5	3	5	
16	RiyaTamang	5	5	5	
	Total	80	56	80	
	Average marks	5	3.5	5	42.86%

D) Result in Synonyms

Group 'A'

R.N.	Name of the Students	Full Marks	O.M. in Pre-T	O.M. in Post-T	D%
1	Chhewang Sherpa	5	0	0	
2	Sirjana Lama	5	0	3	
3	GyanendraKhati	5	1	4	
4	SantoshLawor	5	0	0	
5	AnishBhujel	5	1	0	
6	Liwang Sherpa	5	0	0	
7	SaraswatiSuncheuri	5	0	2	
8	Krishna KumariTamang	5	0	1	
9	BhupendraTamang	5	0	5	
10	SusmitaTamang	5	0	1	
11	HiralalSuncheuri	5	1	0	
12	MadhuBhujel	5	1	0	
13	Uttam B.C.	5	1	0	
14	Rita Nepali	5	0	1	
15	Pemaongmu Sherpa	5	0	1	
16	Pasang Sherpa	5	0	0	
	Total	80	5	18	
	Average marks	5	0.31	1.125	262.90%

D) Result in Synonyms

Group 'B'

	Name of the Students	**Full Marks**	**O.M. in Pre-T**	**O.M. in Post-T**	**D%**
1	Mingmadoma Sherpa	5	0	5	
2	Ramesh Tamang	5	0	3	
3	Devi Suncheuri	5	0	5	
4	PemilaGurung	5	0	5	
5	BuddimayaTamang	5	0	5	
6	Pema Sherpa	5	0	4.5	
7	Jyoti Maya Tamang	5	0	5	
8	PratapKhati	5	1	4	
9	Anil Tamang	5	0	4.5	
10	SarojSencheuri	5	0	4	
11	RoshanGurung	5	0	3	
12	Gita Gurung	5	0	5	
13	SaritaTamang	5	0	4	
14	Buddima Sherpa	5	0	5	
15	Furi Sherpa	5	1	5	
16	RiyaTamang	5	0	5	
	Total	80	2	72	
	Average marks	5	0.125	4.5	3500%

Holistic Analysis and Interpretation of Pre-T and Post-T Result of Both of the groups

S.N.	Group	Sum of Full Mark	Total of obtained marks in Pre-T	Total Obtained Marks in Post-T	Average Score in Pre-T	Average Score in Post-T	D.	D%
1	**A (Controlled Group)**	400	105	156	6.56	9.75	3.19	48.62
2	**B (Experimental Group)**	400	105	317	6.56	19.81	13.25	201.98