

CHAPTER – ONE

INTRODUCTION

The present study is entitled “**Effectiveness of Cooperative Learning in Error Reduction**”. This section consists of background of the study, statement of the problem, 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

The study and research works in English Language Teaching (ELT) motivated the researchers and educators to develop effective and reliable teaching learning materials and procedures. Language learning involves students’ participation in classroom with an emphasis on individual and group learning activities. There is a long history of cooperative learning on research and application of it in academic field to find out its effectiveness and relevance in teaching learning process. Co-operative learning has been established as an effective learner centered teaching method due to its productive nature and outstanding features. Therefore, it is applied in almost all academic fields including school level to university context and claimed to be an effective teaching method in foreign and second language education.

Cooperative learning is supposed to be a successful teaching strategy in which small team each with students of different levels of ability uses a variety of learning activities to improve their level of understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Regarding the existence of cooperative learning ,Olsen and Kagan (1992, as cited in Richards and Rodgers, 2001 p.26), "Cooperative learning is group learning activity in an organized way so that learning is dependent on the socially structured exchange of information between learners in group and in

which each learners is held accountable for his or her own learning and is motivated to increase the learning of the others"

While learning a language, learners usually come up with various errors. Infact, errors refers to the use of wrong form of linguistic item. Generally, error is committed by second language learners because of their incomplete knowledge of that learning. If learner don't try to use second language, there is no talk of errors. If a learner commits any error, it indicates s/he is using that language or learning something. We have observed that many second language learners are committing errors due to first language interference, overgeneralization, erroneous input, hyper correction. These sources of errors take place in course of second language learning. So, we can say that if a learner commits error s/he is learning something.

There are two opposing views regarding the questions of error correction. The first view holds that there is no need to correct the learner's error. The teacher should not make correction but make them correct the errors. The other view holds the opinion that errors must be corrected. If errors are not corrected, there may occur some sort of misunderstanding among the learners. So, correction should be made. Some people say only those errors that cause problems in learning language should be corrected and others should be avoided.

In my opinion, errors should be corrected properly. We should not discourage our learners by correcting their errors. But, remedial teaching and cooperative learning among the learners really play the effective role to encourage students not to commit the errors repeatedly.

Richards & Rodgers (2001) define error analysis as the study and analysis of errors made by second language learners. It is carried out in order to:

- a) Identify strategies which learners use in language learning.
- b) Try to identify the causes of learners' errors.
- c) Obtain information on common difficulties in language learning as an aid to teaching or in preparation of teaching materials.

Learners error can be reduced through cooperative learning. These days, it has been implementing in many ESL/EFL language classroom. Therefore, I am too interested to carry out the study under the topic. "Cooperative Learning in Error Reduction."

1.2 Statement of the Problem

There are various factors that a learner must consider while learning second language. Error analysis and cooperative learning go side by side. Till now, there is a great debate among the language practioners whether to correct the errors of the learners or not. Some of them say that errors should be corrected while others totally argue against this view. But in general case, minor errors made by the learners can be ignored except it causes some major problems. In the ancient era, errors were taken as sin but things are changing nowadays. Errors may be corrected by the learners themselves and it may only possible through cooperation among them. So, co operative learning plays crucial role to reduce the errors of the learners. A learner may not become able to distinguish between mistakes and errors. So, at first, they must have clear ideas about them. As a part of team learning, cooperation encourages the learners to correct their errors. So, cooperative learning is a means of reducing learners errors. This study has raised the following problems to be addressed:

- a. Problems/issues of cooperative learning.
- b. Problems of learning through cooperation.
- c. Problems of errors in learning.
- d. Problems of reducing errors with the application of cooperative strategies.

Many learners do not want to take risk in applying what they have learnt. So, sometimes they over generalize the concept and may commit errors due to mother tongue interference. Learners may be unknown about the classification of errors analysis, stages of error analysis, how to avoid errors and how to correct/reduce these errors working in a team. Thus, this study is based on the above statement of the problems in language learning.

Because of the problems discussed so far in language teaching and learning, a learner should reduce the errors as far as possible and in that case, cooperative learning seems to be very much effective. In order to catch the eye of the language teachers, it is necessary to carry out experiment on the role of cooperative learning to reduce the errors of the learners. Many eyes are far more better than a single eye. So, while they cooperate to each other, they are supposed to be successive to lessen the errors that they frequently encounter. In a single sentence, the major problem to be addressed in this study is how cooperative learning helps to minimize the learners' errors in a language classroom.

1.3 Objectives of the Study

The present study had the following objectives:

- a) To find out the effectiveness of cooperative learning to reduce the errors of the learners.
- b) To suggest some pedagogical implications.

1.4 Research Question

This study was concentrated to find out the answers of the following research questions:

- a) Whether co-operative learning seems effective to reduce the errors of the learners?
- b) How or in what ways learners can cooperate to each other to reduce their errors?
- c) What sort of co-operative techniques and strategies can be adopted for error reduction?

1.5 Significance of the Study

It is highly supposed that cooperative learning is effective to reduce the errors of the learners, especially the errors of Second Language Learners (SLL). From this study, the teachers of the English language who have been teaching English as an ESL or EFL will be benefited to adopt the techniques of cooperative learning. In the same way, students will get benefit by building a spirit of mutual support within the group. Similarly, this study will be highly significant for the ELT practitioners mainly who want to undertake researches in the field of teaching methodology. Moreover, this study will be significant for English teachers, school supervisors, English language teaching centres, policy makers, teacher trainers, curriculum designers and other related people. It is because it encourages them to shift the current trend of pedagogy in to cooperative way.

1.6 Delimitations of the Study

The scope of this study will be limited on the following points:

- a. It was only limited to the exploration of the role of cooperative learning to reduce the errors of the learners.
- b. The study was limited to only one school named L.B Namuna Higher Secondary English Boarding School, Butwal, Rupandehi.
- c. Only grade nine students of the school was taken as the population for the study.
- d. Only thirty purposively selected students were taken as the sample in this study.
- e. The study was based on different student-centered co-operative techniques.
- f. This study was limited to the experimental research design.

1.7 Operational Definitions of the Key Terms

In this study following definitions are used to carry out further research activities:

- a. **Effectiveness:** The word ‘effectiveness’ in this study refers to the impact or influence of learning co-operatively to the achievement of students in error reduction.
- b. **Cooperation:** The word ‘cooperation’ means process of people working together to end so as to achieve or set target. This term can also be used to refer to the act of assisting someone to do something.
- c. **Cooperative Learning:** In this study, ‘cooperative learning’ is a strategy in which two or more persons work together to accomplish the shared knowledge.
- d. **Error:** The word ‘error’ refers to the wrong or faulty use of linguistic items.
- e. **Error Analysis:** The word ‘error analysis’ refers to the systematic study and analysis of the errors made by the second or foreign language learners.
- f. **Reduction:** The word ‘reduction’ refers to the way of lessening learners’ error.

CHAPTER – TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a summary and critique of research relating to the particular issues or problems. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint with the available body of knowledge in area of research. This chapter consists of the review of related theoretical literature, review of related empirical literature, implication of the review of the study and conceptual framework.

2.1 Review of the Related Theoretical Literature

The theoretical literature of this study includes the discussion of language learning, cooperative language learning, basic elements of cooperative learning, the roles of teacher and students in cooperative learning, error, stages of error analysis and classification of learner's error.

2.1.1 Language Learning

Language is common to all and only for human beings. It is the most unique gift that sets them apart from the rest of living beings. It is the greatest accomplishment of human civilization. It is a means by which we can perform many things such as: communication, thinking, group solidarity, inter-linguistic conflict, nation building, creation, etc.

Moreover, language is considered as a compulsion for humans. Therefore, language learning is the most important part of human life. People are being at least bilingual in this modern era. Language learning is a process of getting knowledge, skills, developing abilities to do things by using language or so on. Anyway, it is an inevitable part of human life. Language learning is proceed through the application of different approaches, techniques, methods and strategies.

2.1.2 Cooperative Language Learning

Cooperative language learning was developed as the student centered method emphasizing on social nature of learning. Richards and Rodgers (2001, p.192), in this connection, mention that the early twentieth century educator John Dewey is usually credited with promoting the idea of building cooperation in learning into regular classrooms on a regular and systematic basis. It is an old concept employed in education since a long time and goes back hundreds of years and longer. Similarly, Kessler (1992) says, “The application of cooperative learning to classroom teaching finds its root in the 1970s when Israel and the United States began to design and study cooperative learning models for classroom context” (as cited in Liang,2002,p.1). There is a long history of cooperative learning on research and application of its academic field to find out its effectiveness and relevance in teaching learning process. It has been established as an effective learner centered teaching due to its productive nature and outstanding features. Therefore, it is applied in almost all academic fields including school level to university context and claimed to be an effective teaching method in foreign and second language education by scholars.

In traditional language learning classroom ,teachers were superior and they tended to impose the subject matter in one way direction which lacks the development of language skills as well as social skills needed on part of learners. Learners are accustomed to develop the sense of competition rather than co-operation. So, Richards and Rodgers (2001, p.192) say, “Minority groups fall behind higher achieving students”. Therefore, to overcome these problems co-operative language learning came into existence in the fields of ELT.

Language is not only an individual entity. It is a social phenomenon. Language reflects the social identity of an individual. It develops, exists and is learnt in society. Language learning is acquisition of language skills and structures to be

used in social setting to fulfill the communicative goals. In many works and social activities, people must work together to get the task accomplished.

Working together means cooperating to do something or cooperation itself. It also means merging the talents of individuals to get the job done. In the context of teaching, cooperative learning (CL) is a teaching strategy in which two or more persons work together to accomplish the shared goals. Within cooperative activities, individuals seek outcomes that are beneficial to themselves and beneficial to all the group members. In CL, small team each with students of different level of ability use a variety of learning activities to improve their understanding of a subject. Each member of a group is responsible for not only learning of what is taught but also for helping team members' learning, thus, creating an atmosphere of group spirit and cooperation. For Brown (2001,P.47), "As the students work together in pairs and groups, they share information and have the feelings of caring and sharing. They are a 'team' whose players must work in groups to achieve goals successfully." Thus, CL is an approach to organizing classroom activities in academic and social learning experiences where students must work in groups to complete the sets of tasks collectively. Everyone succeeds when the group succeeds.

Richards and Rodgers (1986, p.192) have put forward that CL is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Therefore, learners do activities in small pairs or small groups where each member has to contribute for success for the group. Similarly, Olsen and Kagan (1992, as cited in Richards and Rodgers, 1986, p. 192) mention that cooperative learning is a group learning activity organized so that learning is dependent in socially structured exchange of information between learners in a group in which learner is held accountable for his/her own learning and is motivated to increase learning of others.

A more detailed definition about cooperative learning comes from David and Rodger (2001, p. 7). They opine:

CL is a successful teaching strategy in which small teams each with the students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible for not only learning what is taught but also for helping teammates, thus, creating an atmosphere of achievement. Students work through the assignments until all group members successfully understood and complete it. Cooperative efforts results in participants striving for mutual benefits so that all group members gain from each other's efforts, recognize that all group members share a common fate, know that one's performance is mutually caused by oneself and one's team members can feel proud and jointly celebrate when a group member is recognized for achievement.

From the above ideas, it becomes clear that teacher places students in a small group with students of different levels. The higher level proficient students help lower level proficient students. In essence, cooperative learning is different from competitive or an individualistic learning because in competitive situation, students work for themselves only without the sense of group spirit and shared accountability. Consequently only some of them succeed. In individualistic learning situation, students work independently according to their self interest, motivation, need since their learning goals are not related to those of other students. They do not take notice of success or failure of others.

However, in CL, students think themselves accountable for each other's success. They encourage and help each other to do the work. They learn the subject matter working regardless of their competency, ethnic background, gender, etc.

2.1.3 Basic Elements of Cooperative Learning

Cooperative learning, like most things, is socially constructed. Larsen Freeman (1986) says that in cooperative learning, students often stay together in the same groups for a period of the time so they can learn how to work together. Similarly, Olsen and Kagan (1992, as cited in Richards and Rodgers,

2001,p.196) propose the following five elements of group based learning in cooperative learning:

- a. Positive interdependence
- b. Group formation
- c. Individual accountability
- d. Social skills
- e. Structuring and structures

a. Positive Interdependence

Positive interdependence is the most essential element and the heart of cooperative learning. It assumes that students must believe that they have to 'sink or swim together.' It is a sense of working together for a common goal and caring about each others' learning. When students work in cooperative team with an essence of 'all work for one and one work for all' certainly, that ensures the students learn valuable interpersonal skills that are socially, academically and vocationally beneficial to them.

b. Group Formation

Group formation is more significant in cooperative learning because the work is done in group. Groups can be teacher selected or student selected. A group should involve students having different proficiency levels, gender and status. It encourages all kinds of students to participate in learning.

c. Individual Accountability

Individual accountability refers that all students should actively be involved and responsible for their own learning. In cooperative learning classroom, each learner is personally responsible for his/her own learning process and its outcome. Each team member feels in charge of their own and their teammates learning and makes a active contribution to the group. Therefore, there is no 'hitchhiking' or 'freeloading' for anyone in the team. Thus, each member of the

team is regarded important and is accountable for contributing his/her share of classroom task.

d. Social Skills

Cooperative learning should aim to develop small group skills and social skills of each individual. Students should be taught the social skill for high quality cooperation and be motivated to use them. Social skills determine the way students interact with each other as teammates. Thus, for successful cooperative learning, social skills should be explicitly taught to the students. So, that students can work among themselves in terms of cooperation without the teacher authority.

e. Structuring and Structures

It refers to the ways of organizing students' interaction and different ways of organizing the situation on which one can interact to each other.

Hence, from the aforementioned points what I came to know is that those students who learn co-operatively are highly benefitted than the students who learn individually. Not only that, students are likely to develop social skills and they are totally aware of moral responsibilities as well. Students can argue based on their logic. So, it proves that co-operative learning enhances interaction capability of the students too. Students are also habituated to from group and they can be motivated easily by their peers only which helps to increase their creativity.

2.1.4 The Roles of Teacher and Learners in Cooperative Learning

Cooperative learning is a type of structured peer interaction emphasizing positive human relationship. It gives emphasis on collaboration between peers and active learning towards academic achievement with equal participation. So, learning is viewed as enjoyable, social interactive with the feeling of friendship. Cooperative learning activities provide meaningful, realistic practice combined with useful developmental feedback. The teachers and

learners must have to play different roles in cooperative learning, which are discussed below:

(a) Teachers' Role

The role of teacher in cooperative language learning differs considerably from the role of teachers in traditional teachers fronted class. Larsen Freeman (2010, p. 164) says, "In cooperative learning, the teachers teach students collaborative or social skills so that they can work together more effectively." Teachers speak more than the students in teacher fronted class. The teacher has to create a highly structured and well- organized learning environment in the classroom, setting goals, planning structuring tasks establishing the physical arrangement of the classroom, assigning students to groups and roles and selecting materials time. Richards and Rodgers, (2001, p.199) argue that the role of teacher is facilitator or learning. S/he prepares students for the tasks they will carry out, s/he assists students with the learning tasks and s/he gives few commands imposing less disciplinary control. Therefore, teachers have great role in creating harmonious and relax environment in the classroom which help to reduce affective filter for enhancing learning of learners.

The teachers serve as facilitators and encourage students to be interdependent. Larsen Freeman (1986, p.168) says that teachers not only teach language, they teach cooperation as well. The teacher is regarded as helpful or facilitating person. He specifies the objectives, both academic and social skills and encourages students to work cooperatively.

Group size structuring is another important decision or activity that the teacher must make in collaborative practice. This will depend on the task the students have to carry out, their age time limit, students' ability, intelligence, culture, gender, etc. the teacher has to monitor each group while conducting a lesson. It is indispensable to observe the interaction among group members to help them and assess their academic progress and small group skills. The teacher

diagnoses the problems that students may have in working together and intervenes to increase learning group' effectiveness.

(b) Learner's Roles

In cooperative learning, learner is a member of a group who must work collaboratively a task with other group member. Learners discuss the material to be learned, encourage and help each other in learning process. Richards and Rodgers (2001, p. 199) say:

Students are taught to plan, monitor and evaluate their own learning which is viewed as a compilation of lifelong learning skill. Thus, learning is something that requires student's direct and active involvement and participation. Pair grouping is most typical CL format ensuring the maximum amount of time learners spend engaged on learning tasks.

CL is a successful strategy in pedagogical practices. It involves varieties of techniques underlying the principle of positive interdependence and individual accountability to achieve a common goal. It results greater achievement compared to competitive and individual learning. Students develop thinking skills, improve interpersonal skills, and have greater intrinsic motivation and positive attitude towards learning. It often creates students centered atmosphere in the classroom. It plays significant role in SLA.

2.1.5 Error

The study and analysis of error is associated with the theory of Contrastive Analysis. The history of contrastive analysis can be traced back to the 19th century comparative philology. In comparative philology, languages are compared in order to trace their phylogenetic relationships. Thus, the tradition of comparison and contrast appears to have established and developed long ago.

However, contrastive analysis that compares languages with the utilitarian aim of improving the methods and results of language was introduced in the late

1940s and 50s, highly popularized in the 60s and its popularity declined in the 70s. The development of CA for the foreign language teaching can be traced back to the American linguist C.C Fries who made the first clarion call for it. It was Fries who for the first time initiated the call to contrastive linguistic study to derive the best teaching materials in teaching second and foreign languages. Fries (1945) asserts that 'the most effective materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.' This was the fundamental assumption guiding the preparation of teaching materials at the English Language Institute of the University of Michigan (Corder, 1981).

Later, Lado (1951) made the concept more direct, clear and explicit. In Lado's (1957, p.1) words, "in the comparison between native and foreign language lies the key to ease or difficulty in foreign language learning."

Error analysis is not a narrow academic pursuit. The scope of error analysis is not limited to its theoretical study and pedagogical application in the field of language teaching. Error analysis is relevant not only to language but also to many day to day activities as remote as sports and mathematics.

Generally, errors and mistakes are taken synonymously. But technically speaking, they are different in the sense that mistake is a cover term or an umbrella term which includes mistakes, errors, lapses or slip. Then, it establishes the fact that all errors are mistakes but not all mistakes are errors. Only some specific mistakes are errors. In this sense, mistakes are common to everybody while errors are specific. All people make mistakes. 'Mistakes' is a general term and 'error' is a kind of mistake.

Errors are committed at the competence level by the non-native speakers, due to linguistic reasons which occur regularly. The learners neither recognize their errors nor can they correct them. They may make another error, if they try to correct them.

Error, in general, refers to the use of a linguistic item in a way, which a fluent or native speaker of the language regards as showing faulty or incomplete learning. Error may be in the speech writing of a second or foreign language learner. Error results from incomplete knowledge and mistake is caused by lack of attention fatigue carelessness or some other aspects of performance.

In the past, errors were considered bad sign of teaching learning process but now the concept has been changed. Errors are considered the integral part of teaching and learning process. It has great importance on language learning and developing proficiency of the learners. So, it can be said that if there are no errors then perhaps there is no learning.

By describing and classifying errors in linguistic terms we built up a picture of the features of the language which are causing learning problems.

Error analysis should be carried out so that we can:

- a. Find out how well someone knows a language.
- b. Identify the causes of learner errors.
- c. Find out how a person learns a language.
- d. Obtain information on common difficulties in language learning as an aid in teaching or in preparation of teaching materials.

2.1.5.1 The Stages of Error Analysis

Error analysis can be seen as a series of successive steps/stages. The stages of error analysis can be listed as follows:

- a. Collection of Data for Error Analysis.
- b. Identification of Errors.
- c. Description and Classification of Errors.
- d. Explanation of Errors.
- e. Prevention/Correction of errors.

Error analysis can be carried out in a series of successive steps, which are as follows:

a. Collection of Data for Error Analysis

Collection of data is the first step of error analysis. No one can begin to describe anything until being aware of its extension. At first, we must have reliable data to identify, describe, classify, explain and evaluate the errors. Data collection means gathering information. Corder (1973) says that data may be oral or written but oral data is preferable because it embraces all kinds of errors, which are not found in oral data (p.126).

Depending upon the nature of collecting data, there are two types of tools: free and guided. If it is general, it will be free and if it is specific, it will be guided. Similarly, there are two processes of data collection viz. conscious and unconscious processes. The best way to collect data is to collect them in a natural way, i.e. without making the learners aware of the fact that their works are analyzed as errors. On the basis of the quality, we can find two types of qualities of data viz. as authentic as possible, and as comprehensive as possible. Ideal data should be both authentic as well as comprehensive.

b. Identification of Errors

It is the second step of error analysis. Identification of errors is necessary in which errors are established. Generally, errors and mistakes are taken as synonymously, which is technically not true. Technically speaking, mistake is a cover term that includes both mistakes and errors. Therefore, all mistakes are errors but all errors are not mistakes. Corder (1973) points out the need to distinguish ‘errors’ (i.e. deviant sentences which are the result of psychological reasons rather than linguistic ones) (p. 257).

The term ‘mistake’ can be defined as any deviation from the standard norm. Mistakes are made at the performance level due to carelessness, fatigue and some other physical discomfort which can be corrected by the performer

himself if he realizes that he has made a mistake. They are made by both native and non-native speakers due to non linguistic reasons and occur irregularly and inconsistently.

But the term 'error' can be defined as a systematic deviation from the norm of the code or a breach of the code in a second language learners language due to inadequate knowledge of the code. Errors cannot be corrected by the performer himself if he is told about the errors. Therefore, errors are made at competency level by non-native speakers, due to linguistic reasons and occur regularly and consistently.

c. Description and Classification of Errors

The next step in error analysis is description or classification of errors are classified into different categories and then labeled. Corder (1973) says, "A full description of the errors involves 'explaining' it in terms of the linguistic processes or rules which are being followed by the speaker (p.277)".The description of errors can be made at various degrees of depth. Following Corder the description of errors can be done in two levels. They are superficial level, and deeper level

The first describes errors in terms of the physical differences between the learner's deviant utterances and the reconstructed versions can be classified into the following four categories:

- i. Omission
- ii. Addition
- iii. Subtraction
- iv. Disordering

This level is better one in the sense that it is more explanatory and powerful than a single statement of what is omitted and deleted.

d. Explanation of Errors

This stage of error analysis tries to find out the different sources of errors committed by the learners. Errors are committed either due to inter-linguistic or intra-linguistic interference. Inter-linguistic interference is popularly known as mother tongue or L1 interference. It refers to the fact that one's mother tongue interferes with his learning of second language that a learner transfers the habit of his mother tongue into foreign language. Nepali learner of English commits a lot of errors in pronunciation due to the influence of his/her mother tongue.

Intra-linguistic interference refers to the fact that some errors are made within the language itself, not due to the structure of the mother tongue. Intra-linguistic errors can be categorized as follows:

- i. Overgeneralization
- ii. Analogical Creation
- iii. Hyper-Correction
- iv. Inherent Difficulties with the Target Language Itself

i. Overgeneralization

The term overgeneralization is referred to as an over-extension or over-regularization. Overgeneralization is the result of the learners' strategy of ignoring exception in the interest of simplification though it may sometimes complicate the matters. For example, good instead of oxen and went may be the errors due to overgeneralization.

ii. Analogical Creation

Another source of error is analogical creation. It is the error that is committed due to the generalization of the whole system in the same way, such types of errors can often be found in exceptional cases. In fact, it is not mistake of the learners but it is the mistake of the language itself due to irregularity patterns in language, for example,

Analogical Creation

Hand+ s	Hands
Book +s	Books
Man+s	*Mans

iii. Hyper- Correction

Errors may be committed due to the hyper-correction which implies that the learner at first learns the correct form, but due to false analogical creation, he turns it into an erroneous form. For example, the students of pre-primary start to learn from one to twenty (1 to 20) correctly, but when they start to learn from twenty one to hundred (21 to 100), then their present learning two-one= twenty one, eight-six= eighty six affects the past correct learning negatively as one-one= only one, one-six=only six, etc.

iv. Inherent Difficulties with the Target Language Itself

It has been proved that some features of the target language are inherently difficult and this difficulty leads the learners towards erroneous expressions. Both learners and native speakers find this aspects of language difficulty to master.

For example, English articles and prepositions are taken as inherently difficulty areas for the second language learners and the native speakers of the English language.

e. Evaluation of Errors

The term 'error' refers to the deviated form of a language and 'gravity' here refers to seriousness. Putting them together, evaluation of seriousness of errors or determination of error is known as error gravity. Richards et al. (2002, p. 185) define error gravity as, '... a measure of the effect that errors are made by people speaking a second or a foreign language have on communication or on other speakers of the language'. This definition lays emphasis on

communication aspect of language obviously referring to the communicative approach to language teaching, which assesses a learner's language in terms of their success in communication.

f. Correction and Remediation of Errors

The main purpose of doing error analysis is to facilitate learning. Correction is one part of remediation. Correction takes care of how errors of learners should be corrected whereas remediation is concerned with providing some kinds of remedial teaching. There are mainly two opposing views regarding the technique of remediation of errors. The first view suggests that immediate correction should be used as the most reliable technique to treat errors. The other view suggests that errors should not be corrected. If they are corrected, it may hamper their ability to learn language naturally.

2.1.5.2 Classification of Errors

Following Richards et al. (1999), Errors are sometimes classified as the errors related to vocabulary, pronunciation, grammar, misunderstanding of the speakers meaning or intention and the pragmatic error.

Applied linguists have classified errors in the following ways:

- a. Group and Individual Errors
- b. Productive and Receptive Errors
- c. Overt and Covert Errors
- d. Local and Global Errors
- e. Inter-lingual and Intra-lingual Errors
- g. **Group and Individual Errors**

The errors common to all the learners of a particular group are called group errors and the errors which are not common to all the members of the group are called individual errors.

Although, an individual makes errors and mistakes, the teacher usually directs our teaching towards group. The teacher cannot normally afford to teach an individual or modify our programme in response to the feedback and instruction for the diagnosis of a particular student's problem.

b) Productive and Receptive Errors

Errors in speaking and writing are productive errors. Productive are also termed as expressive errors. Most of the errors are expressive ones. For example, uttering or writing 'I will come tomorrow' instead of 'I will come on tomorrow' is an expressive error.

Errors in understanding or interpreting while listening and reading are called receptive errors. In other words, receptive error refers to misunderstanding of a speaker's intention or meaning therefore, receptive errors also can be called as interpretative errors. For example in context of Nepal, if a saint's expression that there is no difference between killing a cow and killing a buffalo is interpreted as he is in favor as killing a cow instead of the interpretation that he is against killing any animal, then this sort of error can be called as receptive error.

c) Overt and Covert Errors

This distinction is made on the basis of clarity of the error. An overt error is quite explicit and open whereas a covert error is not easily detectable, it is subtle and hidden. The overt error can be detected even in isolation but the covert one can be detected only in context. Most of the covert errors pass unnoticed for example the utterance yes I like her mother very much is free from error in isolation however in the next of do you like John's mother? It is erroneous.

d) Local and Global Errors

Local errors is such an error in the use of an element of sentence structure that does not cause problems of comprehensive in local errors the erroneous

expression contains only one point of error and hence can be pinpointed as well. For example, * 'if I heard from him, I will let you know'.

Global error, on the other hand, is an error in the use of a major element of sentence structure, which makes a sentence or utterance difficult to understand. Global error refers to the error that involve inability to make correct use of more than one language element.

e) Inter-lingual and Intra-lingual Error

This distinction is made on the basis of the presence and absence of mother tongue interference in learning the target language. The errors resulted from transfer of rules from the mother tongue is inter-lingual errors. The errors committed due to L1 interference or resulting from language transfer that is which are caused by the learner's native language. For example, incorrect English sentence 'I home go' produced according the word order of Nepali instead of the correct English sentence 'I go home'.

Generally, the errors other than inter-lingual ones are intra-lingual errors .The intra-lingual errors are the ones which result from faulty or partial learning of target language, other than from language transfer. Intra-language errors are caused due to overgeneralization of second language rules that is influence of one target language item upon another or due to redundancy reduction by omitting elements. For example, a learner may produce 'he is comes' based on a blend of the English structures 'He is coming and He is coming.'

The classification on the basis of linguistic level is deeper level classification. On the basis of linguistic level, the errors are classified in the following ways:

i. Phonological Errors

Phonological error results from the inability to pronounce correctly.

Phonological error is thus, an error in pronunciation. For example, the pronunciation of 'school' as /Isku:l/.

ii. Graphological Errors

Graphological errors refer to the error in writing or perceiving letters or alphabets. For example, writing 'p' as 'q' and 'b' as 'd'.

iii. Grammatical Errors

Grammatical error refers to the error where there is breaking of grammatical system. Grammatical error may be morphological or syntactic. For example, who is the taller student in the class (Morphological Error). Gita has finished reading the novel, isn't she? (Syntactic Error)

iv. Semantic Errors

Semantics refers to the study of meaning. Semantic errors refer to the errors in understanding or conveying meaning. Semantic error is also referred to as lexical error. The following errors illustrate semantic lexical error. 'Skin shoes' in place of 'Leather shoes', 'I lent a book from the library' in place of 'I borrowed a book from the library'.

v. Pragmatic Errors

Pragmatics is the study of the relation between language and context. It is the highest and most abstract level of language. The pragmatics errors refer to the inappropriate use of language. For example, "where are you going?" made by father made to his son knowing that he is going to cinema, as father wants to know where his son is going is pragmatic error.

2.2 Review of the Related Empirical Literature

A number of research works have been conducted in the area of cooperative learning in English language classroom under the department of English Education and in abroad. Some of the related research works and articles are reviewed here in this section:

Poudel (2001) carried out a research "An Analysis of Errors in Sentence Transformation." The main objectives of his research was to identify errors in transforming sentences by the grade 11 students of Parvat and 11 of Lamjung district. The primary source of data were eighty students of grade nine in Parvat

and Lamjung district and the 40 students from each schools were selected by using random sampling procedure. A set of test item was used to collect the data. His findings showed that students committed the highest number of errors in changing statement into wh-question and the lowest in changing negative into affirmative.

Bolukbas (2002) carried out an experimental research on “The Effectiveness of Cooperative Learning on the Reading Comprehension Skills in Turkish as a Foreign Language.” This study was carried out to identify the efficiency and the effects of cooperative learning techniques on the reading skills of the students who learn Turkish as a second language. The researcher selected forty students (twenty in experimental group, twenty in control group), from Istanbul University Language Center. The tool for data collection was pre-test and post-test. The study found that cooperative learning is more effective in improving reading comprehension skills of learners when compared with traditional teaching method.

Hornby (2009) published a journal article on “The Effectiveness of Cooperative Learning with Trainee Teachers”. His objective was to investigate the effects of games on EFL learner’s vocabulary learning strategies. His methodology found that learning vocabulary has been considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective. Similarly he found that students are demanding a new way of teaching vocabulary. Under such circumstances games have been shown to have advantages and effectiveness in learning vocabulary in various ways.

Poudel (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 found that experimental group progressed by 6.53 percentage in terms of functional categories and 17.03 percentage in terms of item category than the control group in total performance.

Bhattarai (2010) carried out a research on “Cooperative Learning in Developing Vocabulary”. The objective of the study was to find out the effectiveness of cooperative learning in developing vocabulary in secondary level. Researcher used both primary and secondary sources of data. Students were selected through judgemental non-random sampling procedure. The tool for data collection was pre-test and post-test. Forty students from grade nine were selected from Kathmandu district for the research. The study was limited to vocabulary aspects only. The study revealed that cooperative learning deserves better achievement in learning vocabulary in a wider concept formation and development.

All above mentioned researches are totally different from my study because I have carried out this research on the topic “Cooperative Learning in Error Reduction”. In this study, I aimed to find out whether cooperative learning helps or hinders language learning. I found that the of cooperative learning has become effective way of reducing the errors of the learners. Also, I have carried out the study on the students of grade nine of Rupandehi district as sample and applied to whole nine class students of our country. Experimental research design is employed to carry this research where pre-test and post-test are available.

2.3 Implication of the Review for the Study

Literature review is an integral part of the entire research process which makes a valuable contribution to almost every operational step.

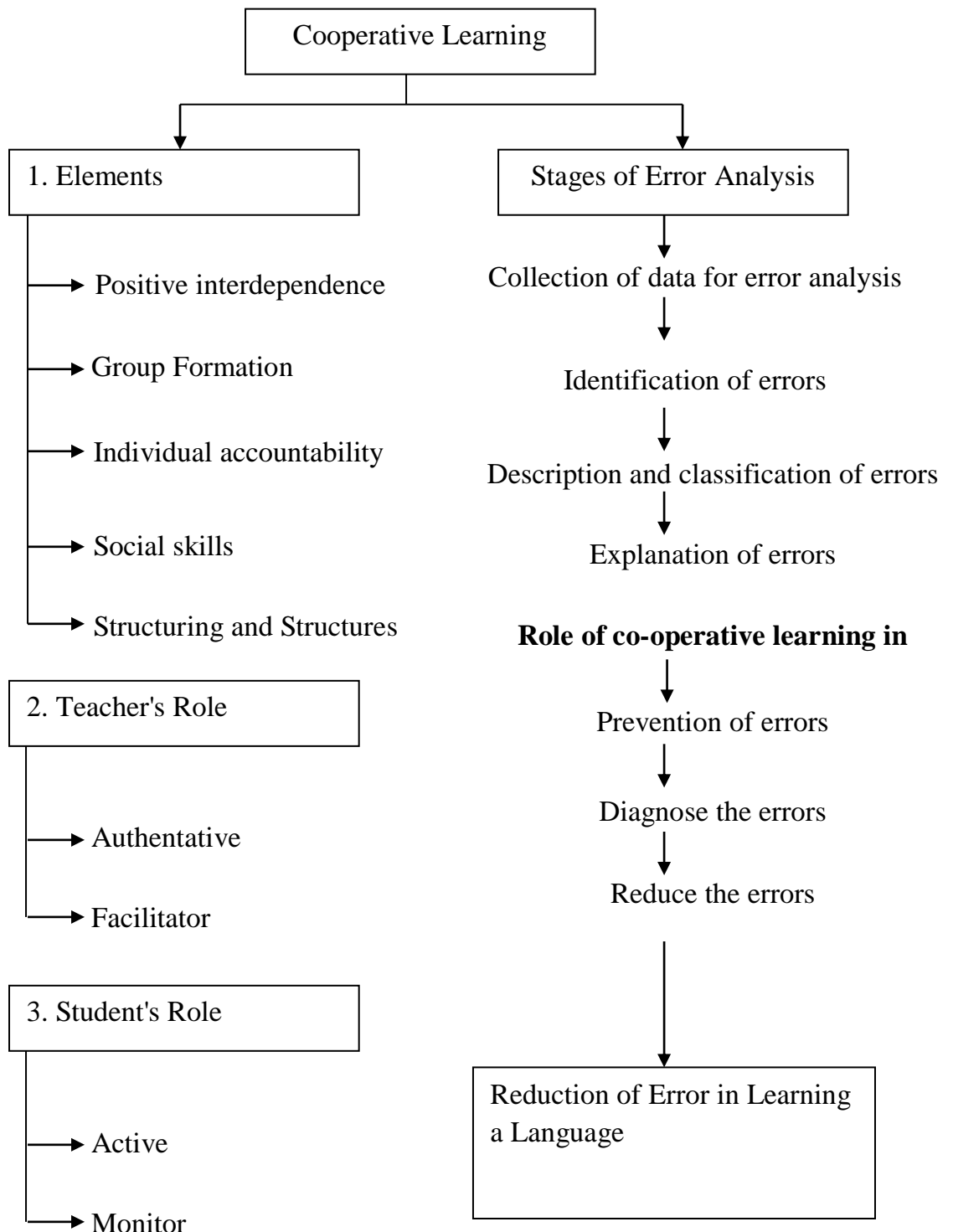
The above review helped me to establish the theoretical roots of my study, clarify the ideas and develop the methodology. I got the idea to conduct an experimental research which helped to analyze the previous findings related to my research area. It helped me to get more information about cooperative learning and also error analysis. Such as in what ways they can be cooperative, sociable and interact with each other. It also helped me to get idea of making group and the techniques of cooperative learning. Likewise, it gave me the idea of teachers' role and students' role while teaching through cooperative learning. Through the study of Bolukbas, Hornby and Poudel, I easily generalized that learners become much more creative, enthusiastic towards their learning with the help of cooperative learning. It is also said that learning becomes effective and the learners do not forget what they have learnt through cooperation.

To be specific, from the study of Poudel (2001) I got that students committed the highest number of errors in changing statement into Wh-question and the lowest in changing negative into affirmative. Similarly, the study of Bolukbas (2002) found that co-operative learning is more effective in improving reading comprehension skills of learners when compared with traditional teaching method. Likewise, Bhattarai (2010) carried out a research which revealed that co-operative learning deserves better achievement in learning vocabulary in wider concept formation and development last but not the least, Poudel (2010) carried out a research that found the co-operative language learning is more effective as a teaching learning method in comparison to usual method of teaching the English language.

2.4 Conceptual Framework

The study on “Cooperative learning in Error reduction” will be based on following conceptual framework:

Figure No.: 1



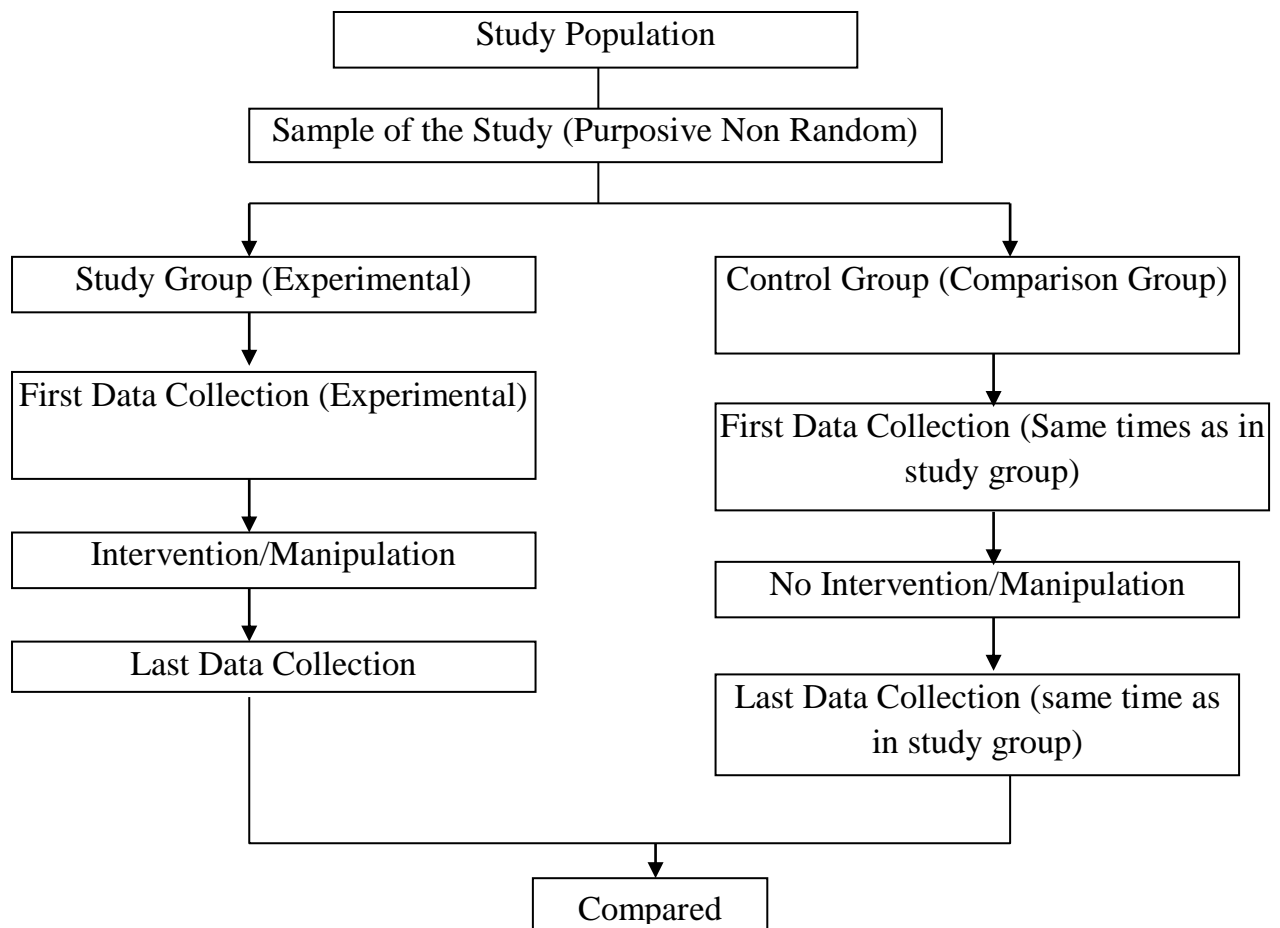
CHAPTER – THREE
METHODS AND PROCEDURES OF THE STUDY

This section consists of design and methods of the study, population sample and sampling strategies, study area/field tools for data collection, data collection procedure and procedures of data analysis and interpretation.

3.1 Design and Method of the Study

There are various types of research designs which facilitate researchers to carry out a research work such as experimental, quasi- experimental, survey, historical, ethnographic, auto ethnographic, case study, action, co relational and so on. In other words, these researches can be divided into: theoretical and applied, qualitative and quantitative and mixed research. I have followed the experimental research. In this study, the framework of this research design is given in the figure below:

Figure No. 2: Design of the Research



In the present study, experimental research model was applied in which students were divided into two groups: control group and experimental group. Before starting the teaching to the students, pre-test was taken to each group. The results helped to know their actual proficiency levels which were first data collection.

Control group were taught through lecture or question-response method. The teacher wrote the vocabularies with their meanings on the board that s/he is going to teach the students were asked to memorize those vocabularies. Then, the students were asked to memorize those vocabularies. After it, the students were asked to tell pronunciation spelling and meaning of given vocabularies. The teacher repeated this process more than three times.

Experimental group were taught through different techniques of cooperative learning which involve pair work or group work. The teacher divided the students into four groups and each groups were asked to discuss with their team mates dealing with pronunciation spelling meaning and appropriate use of given vocabularies. The teacher asked the students to interact across the groups. After it, the groups were asked to tell pronunciation, spelling, meaning and appropriate use of given vocabularies to each other.

Later on, post-test was assigned to each group (control and experimental) and their result was collected as last data. Then the first data and last data were compared. This comparison showed the effectiveness of cooperative learning.

In an experimental research, a researcher creates an artificial situation and conducts experiments to find out cause effect relationship between dependent and independent variable. Experiment is an activity which intervenes the natural situation and aims at verifying the existing truth and finding out something new. In experimental research, the researcher deliberately controls and manipulates one or two independent variables, thereby intervening the natural situation and creating artificial situation. The main purpose to carry out experimental research is to find out the cause effect relationship between two

or more variables either by testing the hypothesis or by verifying the existing or established theory.

3.2 Population Sample and Sampling Procedures

The population of my study were the students of grade nine of Rupandehi district. The sample consisted of 30 students. I selected one of the secondary level schools of Rupandehi district using purposive non random sampling procedures for the data collection. The sample of the research was grade nine students of L.B Namuna English Boarding school.

3.3 Study area/ field

The area of the study was Rupandehi district. Only one school of Rupandehi district was selected for the experiment and field of it is the cooperative language learning to the reduction of learner's errors.

3.4 Tools/Instruments for Data Collection

Tools/instruments are the major elements of data elicitation in any research study. In this research, I used pre-test and post-test items for data collection. The test items were constructed being based on Our English book prescribed for Grade Nine students.

3.5 Data Collection Procedures

The following procedures were followed while collecting the data in this study:

- a. First of all, I consulted the relevant literature, curriculum and textbook of grade ix. A set of test items were developed as a tool for administering pre-test and post-test.
- b. Then I informed the concerned school about my research and I requested for permission.
- c. Then I explained the respondents about the purpose of the study and then administered a pre-test to determine the actual proficiency level of the students.

- d. After it, I ranked the students on the basis of their level of proficiency in vocabulary based on pre-test. I divided the students in two groups: experimental and controlled on the basis of pre-test result to create equally proficient group.
- e. Students were selected on the basis of academic achievement, gender and ethnicity to create a heterogeneous team including five students. In each group, high achiever, low achiever and girls were selected.
- f. Experimental group was taught through cooperative learning method like pair work, group work, discussion, games. On the other hand, the controlled group was taught through usual teaching method like lecture method, memorization, explanation.
- g. At the end of my study, I administered the post-test and the result of pre-test and post-test were compared and processed for analysis and interpretation.
- h. It took almost four weeks time duration for me for data collection procedure and research activities at that school.

3.6 Procedures for data Analysis and Interpretation

To analyze the data, I used quantitative and descriptive methods. Quantitative method included simple statistical tools, like formulating tables and showing data in percentage and descriptive method include simple explanation of the data. Also, I have administered a set of pre and post tests for the controlled and experimental group students.

CHAPTER – FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of the data obtained from the students. This includes the number and nature of errors in pre and post of the controlled group and experimental group students. It involves the comparative analysis and interpretation and also holistic analysis of pre and post-test score. According to the interpretation and analysis of data, the major findings are summarized at the last of this chapter.

In this section, I have analyzed the data collected from primary sources. The primary sources of data were obtained through a pre- test and post- test of both controlled and experimental group students. The main objectives of the study was to find out the role of cooperative learning to reduce the errors of the learners of grade nine students in English.

For this purpose, I tabulated and analyzed the obtained data in the following order:

1. Overall/ holistic analysis of pre- test and post- test scores.
2. Scores obtained by the controlled group and experimental group of students.
3. Analysis and interpretation of individual test scores obtained from pre- test and post- test.
4. Comparative analysis and interpretation of test scores.
5. Number and nature of errors in pre- test and post –test.

4.1 Analysis and Interpretation of Data

In order to present the systematic analysis and interpretation of the data, at first, I have done overall holistic analysis of pre and post-test scores. In this study, the average data was calculated by the given formula:

$$\text{Average} = \frac{\text{Scores Obtained by the Students in Total}}{\text{Number of students}}$$

Also, I have calculated the percentage (%) of the scores obtained by both controlled and experimental group students dividing the marks obtained by full marks and multiplying it by 100%.

4.1.1 Holistic Analysis of Number of Errors Committed by Grade Nine Students

It deals with the error committed by the learners of grade nine of the selected school. It consists the analysis of the errors in various aspects such as grammatical, semantic spelling and so on.

The main objectives of the study was to find out whether cooperative learning helps in error reduction or not. For this study, at first the total errors were analyzed and then compared on the basis of pre-test and post-test that is obtained from the students.

According to the objectives of the study, the responses of the learners were marked systematically. The errors committed by the learners were tabulated on the basis of collected data. The analysis of errors has been carried out as accurately as possible to make the study effective and meaningful. The analysis and interpretation has been presented through different types of statistical tool. The following table presents the holistic analysis of errors committed by the grade nine students of that school.

Table No. 1

Holistic Analysis of Number of Errors Committed by the Grade Nine Students

Errors Committed by the Controlled Group Students of Pre-Test in Average	Errors Committed by the Controlled Group Students of Post-Test in Average	Errors Committed by the Experimental Group Students of Pre-Test in Average	Errors Committed by the Experimental Group Students of Post-Test in Average
3.53	3.06	2.93	1.33

This table shows the comparison of the errors made by the students in various ways. This table clearly shows that the learners committed 3.53 errors in average in pre-test controlled group but in post-test they reduce into 3.06 in average whereas on the other hand, the learners committed 2.93 errors in average in pre-test experimental group while at last at the post-test experimental group they committed only 1.33 errors in average.

The researcher found that cooperative learning had big influence in learners error reduction. It helped to reduce the errors of the learners of the grade nine. It is not only beneficial to upper level students rather it is equally important to the secondary level students. From the data above, it can be concluded that the average score of the experimental pre-test is higher than post-test which can be taken as the effectiveness of the cooperative learning.

4.1.2 Number of Errors Committed by the Students of both Controlled Group and Experimental Group

This section deals with the analysis and interpretation of the scores of the students on the pre-test and post-test of the controlled group and experimental group.

4.1.3 Number of Errors Committed by the Controlled Group Students in Pre and Post-Test

In order to build up systematic analysis and interpretation of data, I analyzed the marks obtained by the controlled group students in their pre-test and post-test which is mentioned as follow:

Table No. 2

Number of Errors Committed by the Controlled Group Students in Pre and Post-test

Average Number of Errors in Pre-Test	Average Percentage	Average Number of Errors in Post Test	Average Percentage
3.53	17.65%	3.06	15.3%

The average errors committed by the students in controlled group pre-test is 3.53 i.e. 17.65% which is not satisfactory error, 50 percent of the students are above the average error in controlled pre-test but in controlled post-test the students committed 3.06 (average error) i.e. 16.3% which is somehow better than that of pre-test.

4.1.4 Number of Errors Committed by the Experimental Group Students in Their Pre-test and Post-test

In order to create appropriate analysis and interpretation of data, I analyzed the marks obtained by the experimental group students in their pre-test and post-test as below:

Table No. 3

**Number of Errors Committed by the Experimental Group Students in
Their Pre-test and Post-test**

Average Number of Errors in Pre-Test	Average Percentage	Average Number of Errors in Post-Test	Average Percentage
2.93	14.65%	1.33	6.65%

After intervening the students by means of pair work and group work and made them interact to each other while learning, they were found with huge difference in their error. The average errors committed by the student in experimental pre-test is 2.93 i.e. 14.65% and the average errors committed by the students in their experimental post-test is 1.33 i.e. 6.65%. From this data, what we came to know is that cooperative language learning is far more beneficial for the students of secondary level. It is because the average errors committed in experimental post-test was found relatively less than that of pre-test which is the effect of cooperative learning.

4.1.5 Number and Nature of Errors in Pre-Test and Post-Test

The pre-test was administered before starting teaching. It was designed covering all the teaching items which were taught during the field study. But, post- test was administered after teaching the lesson. The items were the same in both pre and post test. The nature and number of errors were examined. As the nature they committed different types of errors as phonological, grammatical and so on. The full marks of both tests was twenty. But, the scores obtained from these two tests were very different. The comparisons of the both tests have been shown in the following table:

(a) Number and Nature of Errors in Pre- Tests of the Controlled Group

It consists the number of errors committed by the controlled group students which is taken before the researcher taught the lesson. The researcher divided the errors into various groups: such as: grammatical, semantic, spelling and so on. In controlled group pre-test, students committed the errors such as:(i) *“chanda in tears because her son *was didn’t return home.’*(Grammatical Error). In this example, student had used the word ‘was’ unnecessarily. Similarly, other example can be (ii) *“The reason of Lokesh’s disappearance is.....”* In this example, the student had dropped the question. This type of problem may arise due to the lack of all grammatical, semantic, spelling knowledge.

These types of errors were committed by the students in pre- test controlled group so it became really tough for me to determine the actual proficiency level of the students.

Table No. 4

Number and Nature of Errors in Pre Tests of the Controlled Group

S.N	Nature of Error	No. of Error	Average
1.	Grammatical Error	33	2.2
2.	Semantic Error	18	1.2
3.	Spelling Error	02	0.13

The above table shows that the researcher have divided the nature of errors into three different types. They are: Grammatical errors, Semantic errors and Spelling errors. Among these three, the students committed highest grammatical errors that is 2.2 in average, semantic errors 1.2 in average and spelling errors 0.13 respectively. The table also presents that the learners committed more errors in grammatical level and less in spelling level.

(b) Number and Nature of Errors in Pre-test of the Experimental Group

It deals with the number and nature of errors of the students that were committed in pre-test experimental groups. In pre-test experimental group, students committed the errors such: (i) *“Lokesh is *disappearance because his father didn’t gave him a money.”* (Grammatical Error) In this example, *‘disappearance’* is used instead of *‘disappeared’*. Talking about other type of grammatical error (ii) *“How about taking an umbrella*”* (?) is not given in this sentence. Similarly, (iii) *“How about going *to a bus?”* It is semantic error because *‘to’* is used instead of *‘by’* in this example.

Table No. 5

Number and Nature of Errors in Pre-test of the Experimental Group

S.N	Nature of Error	No. of Error	Average
1.	Grammatical Error	28	1.86
2.	Semantic Error	13	0.86
3.	Spelling Error	03	0.2

According to the table above, the average grammatical errors in experimental pre-test is somehow less than controlled pre- test that is 1.86. Similarly, the average semantic and spelling errors were 0.86 and 0.2 respectively. On the basis of this data, we can conclude that errors committed on pre-test experimental groups were less than that of errors committed in pre-test controlled groups.

(c) Number and Nature of the Errors in Post-Test of the Controlled Group

This area consists the number and nature of errors that were committed by the students in their post-test of the controlled group. This applies after the researcher already taught the lesson. In this post-test controlled group, students committed the errors like: (i) *“If I had an argument with my parents*. I would*

*request my parents to fulfill my *argument.*” The student had committed semantic error in this example so he failed to convey what he really tried to. (ii) *“If I were you I’d buy a cheapest *and valuable task.”* Here, again the student had committed semantic error because ‘*valuable task*’ didn’t give any sense in this sentence. Instead, *“I’d buy a cheapest gift”* might be suitable in this sentence.

Table No. 6

Number and Nature of the Errors in Post-Test of the Controlled Group

S.N	Nature of Error	No. of Error	Average
1.	Grammatical Error	36	2.4
2.	Semantic Error	09	0.6
3.	Spelling Error	01	0.06

In this post-test controlled group, grammatical errors were so huge in number that is 2.4 but the semantic error and spelling error were less as compared to pre- test (of both controlled and experimental) group that were 0.6 and 0.06 in average. From the table, it can be concluded that the learners committed grammatical errors more and spelling error less in number.

(d) Number and Nature of the Errors in Post-Test of the Experimental Group

It deals with the number and nature of errors that were committed by the student of experimental group in their post-test. After my four weeks teaching, I came to know that in the post-test score, co-operative learning really helped in error reduction of the learners. It is because very few number of errors were committed by the students in their post-test. For example;

*“I think Lokesh will say to his father that he *didn’t give them trouble again and will ask for excuse.”* (Grammatical error) In this example, the student used

didn't instead of *won't* which is not suitable for this sentence. Also, the number of spelling error is decreased into zero at this stage which is huge achievement of the students.

Table No. 7

Number and Nature of the Errors in Post-Test of the Experimental Group

S.N	Nature of Error	No. of Error	Average
1.	Grammatical Error	19	1.26
2.	Semantic Error	1	0.06
3.	Spelling Error	0	0

Last but not the least, from the result of post-test of the experimental group, the students had decreased their errors into 1.26 (grammatical), 0.06 (semantic) and zero (spelling) in average. This decrease in errors can be taken as the result of cooperative language learning among the students.

The data presented in above table presents that there were some differences among the nature and number of errors in pre-test and post-test. Here, I had divided the errors into three parts. They were: Grammatical, Semantic and Spelling errors. In the controlled group pre-test the average errors are 2.2, 1.2 and 0.13 respectively, while on the post-test it decreased into 2.4, 0.6 and 0.06. Similarly, in the experimental group pre-test, the average errors are: 1.86, 0.86 and 0.2 while on the experimental group post-test it decreased into 1.26, 0.06 and zero respectively. While observing the number and nature of errors in post-test of experimental group, they reduced the numbers of errors in all levels. However, grammatical errors were more frequent on them than the others.

4.2 Summary of the Findings

On the basis of the interpretation and analysis of the data, the major findings are summarized and presented as follow:

1. From the analysis and interpretation of errors committed by the students in pre-test and post-test, it was found that cooperative language learning has become an effective method in error reduction. It is justified with the errors committed by the students. The average number of errors committed by the students in their controlled group pre-test was 3.53 i.e. 17.65% and the controlled group post-test was 3.06 i.e. 15.3%. Also, the average error committed by the students in their experimental pre-test was 2.93 i.e. 14.65% and the experimental post-test was 1.33 i.e. 6.65%.
2. The students committed huge number of errors in their controlled pre-test i.e. 3.53 in average and they decreased enormous amount of errors while they came to the experimental post-test i.e. 1.33. This decreased errors reveals that co-operative language learning is beneficial and effective teaching and learning procedures.
3. Analyzing the number and nature of errors, first it was found that students committed less number of errors in post-test experimental group. On the basis of this finding it can be concluded that cooperative language learning method became effective to reduce the errors of the learners. When the errors of the pre-test and post-test were analyzed and interpreted, it was found that controlled group pre-test committed more errors semantically and in spelling as compared to the controlled group post-test. But, grammatical errors were somehow similar in pre-test and post-test of controlled group. On the other hand, there was huge difference on the errors committed by the learners in experimental group pre-test and post-test. The data showed there were 1.86 grammatical errors, 0.86 semantic errors and 0.2 spelling errors in average while coming to the experimental group post-test, there were only 1.26 grammatical errors,

0.06 semantic errors and zero spelling error which was huge improvement of the grade nine students.

4. From the analysis and interpretation of the score on pre-test, it can be concluded that cooperative language learning method is effective to reduce the errors of the secondary level learners and others as well. While coming to the experimental group post-test results, the average percentage obtained by the learners was 76% which is awesome in itself.
5. Students were found to be habituated to drop out difficult questions which they did not know the answer in pre- test but at the end of this research they at least tried to solve the question interacting each other which is great achievement of this study.
6. From the above study, the researcher came to know that the learners were tend to commit grammatical errors more in number and then semantic errors and at last spelling errors.
7. One of the striking finding of this study is that after treating the students through cooperative learning, they became able to reduce the errors in post-test than that of the pre-test. It shows the effectiveness of cooperative learning.

CHAPTER – FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Co-operative learning is an approach to teaching that makes maximum use of learners capability for each other's success. Therefore, learners do activities in small pairs or small groups where each member has to contribute for success of the group. Also, co-operative learning has been adopted as a way of promoting communicative interaction in the classroom and is viewed as an extension of the principles of communicative language teaching.

I have selected experimental research design to carry out this study where the population of my study were the Grade Nine students of L.B. Namuna English Boarding School, Butwal, Rupendehi. I conducted pre and post test to the controlled and experimental groups students using purposive non-random sampling procedures because I have taken only 30 students of that school as sample population for my study design.

From the analysis and interpretation of the various data, it becomes clear that co-operative learning seemed very effective and influential to reduce the errors of the students. There was huge difference in scores obtained by the students in pre and post-test of the controlled group and experimental group. Similarly, errors were committed less in experimental group than that of controlled group students.

As the study aimed to find out the role of cooperative language learning in error reduction at a secondary level (Grade- Nine), to accomplish the objective, an experimental research study was carried out. When I introduced cooperative learning among the students of grade nine the students were habituated to listen to their teachers silently and used to do exercise with the help of their teachers. Before I started the teaching through cooperative language learning, initially, I had a doubt of its usefulness among the students of secondary level. I really did

not know whether it seems beneficial for the secondary level students before the experiment. That was the major challenge for me as a researcher and a second language learner as well. However, from the day when I entered first in the classroom with my lesson plan that required for my students to work cooperatively in groups and pairs, it really started working well. The class was heterogeneous with varying degree of proficiency level, the effectiveness was considerable. The students were keen to learn more and curious to develop social relationship to each as well. The analysis of the scores on a pre-test and post-test further support my experience as mentioned above. In each and every point, I found the students having better performances after they attained the cooperative class.

In conclusion, what we can say is that co-operative learning has become an important way of developing learners' proficiency. It is also effective in the error reduction of the students. Though it is newly derived method to our country it can be the source for the bright future of our students of government provide some care and attention to this area.

5.2 Recommendations

On the basis of the findings, the researcher would like to present the following recommendations for further improvement in policy, practice and further research area.

5.2.1 Policy Related Recommendations

1. The general comparison based on the collected data proved that cooperative language learning is more effective to reduce the errors of the learners at secondary level students. So, the concerned authorities, policy makers and experts should encourage the teachers to use cooperative language learning in teaching and learning activities.
2. Cooperative language learning is an effective method in developing cooperation, confidence, positive interdependence, decreasing the competition and shyness, building rapport among the students. Thus, the

concerned stake holders of educational policy are recommended to make the proper policy for teaching cooperatively in the classroom.

3. Cooperative language learning should be highly praised by the government level and the policy makers and curriculum planners should be involved to the development of cooperative learning in all over the nation.
4. Course designers and textbook writers should develop the grammar exercises which need pair works, group work and discussion activities to complete them.
5. The school administration should create the suitable environment for the students to develop the sense of co-operation to each other in school.
6. Cooperative language learning was found to be more effective in error reduction. So the planners, education experts and teachers should incorporate various types of language skills exercises consisting varying genres which requires the pair as well as group cooperation to complete them.
7. As cooperative language learning is a new technique to Nepalese teachers of English, they should be equipped with training on how to teach through this new technique which fosters the academic achievements.

5.2.2 Practice Related Recommendations

1. This study shows the positive effect of cooperative learning. So, in order to make the students more active, more participant in face to face interaction in the classroom, cooperative language learning should be applied.
2. The students may work in pair, group, project and the teachers should play role of motivator, supervisor, guide, manager in classroom so that cooperative learning can effectively be implemented in the classroom.

3. Due to cooperative learning, the errors of the students can be corrected by themselves. Hence, it provides positive effect to the students as well as teachers in their language learning process.
4. Give and take relationship can be established among teacher and students while working collaboratively or cooperatively. So, the individual students and teachers are recommended to be cooperative in the class.
5. The teacher can provide immediate feedback to the students with the help of cooperative learning as a result of such practices, students can minimize their errors. So, this study strongly recommends that the teacher should present the context by means of cooperative principles.

5.2.3 Further Research Related Recommendations

1. The present study was limited to one private English school situated in Rupandehi district and nine graders were taught only for four weeks using cooperative language learning. The results of this single study are insufficient to decide the role of cooperative language learning in all situations. Thus, more researches in other situations such as in urban schools in government schools and to the different levels of students should be carried out.
2. The present research is limited in error reduction of the learners. Other researches can be carried out in other areas of language as like in functions, skills and aspects of language teaching and many more.
3. Cooperative learning method can also be applied to teach the mixed ability classes in which slow learners get help from talented ones. Thus, further research can be carried out in the mixed ability students following the same method and design.
4. Still there are some new topics/ concerns related to this topic which should be investigated by the new researcher. So, they are recommended to study on role of error analysis, errors and language learning, role of cooperation and so on in their studies.

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Appendix-I
Pre-Test Items

Name: _____ Full Marks: 50

Class: _____ Time: 30 mins

At first, I will take pre-test, then I will adopt cooperative learning to the students and count the errors of the pre-test.

Then, I will take post-test of the students. After having the results of both pre-test and post-test, I will find out whether cooperative learning facilitates or hinders language learning of the students. I will find out effectiveness of cooperative learning while learning a language for the learners.

1. Read and answer

Read the story quickly and find the answers to these questions.

A. Why Chanda in tears?

B. What does the note say?

Hariram Agrawal is a wealthy businessman. His wife phoned him an hour ago to tell him that their son hadn't returned home from school. Hariram told her not to worry and came home at once. He's just arrived to find his wife in tears.

"Chanda, what's wrong? Is it Lokesh" he asked.

"Yes. I found this note on his bed."

"What do you mean?"

She didn't say anything, just handed him the note.

"Mama! My friends have planned a picnic and I have given my word to join it. When I asked for money, Papa did not listen to me. You know he pays no attention to me. Mama, although I don't know where to go, I am looking for some ways out. Please don't try to look for me. I love you, mama.

Your loving son,

Lokesh."

Across

1. Notice in a newspaper or announcement on TV.
4. A short letter.
5. Crying noisily.

Down

2. Gave
3. Interest

3. True or False

Write whether the following statements are true or false.

- a. Lokesh is Hariram's son.
- b. Hariram didn't listen to Lokesh.
- c. Hariram is going to the police.
- d. Lokesh is his parents' only son.
- e. Hariram does not love his son.

4. Read and answer

Read the story again and answer the following questions:

- a. What do you think Hariram Agrawal will say to Lokesh?
- b. What do you think is the reason of Lokesh's disappearance?
- c. What do you think Lokesh will say to his father?
- d. If you had an argument with your parents, what would you do?

5. Time for Grammar

Making suggestions or giving advice can be done in different ways. For example, if your friend doesn't feel well and doesn't want to see a doctor, you could say:

(how about +Ving) How about going to a yoga club?

(you'd better+ V) You'd better go to a yoga club.

(if I were you I'd +V) If I were you I'd go to a yoga club.

Now advise your partner in these situations. Your partner wants to:

- a. Go to the airport, but hasn't got enough money for a taxi.
- b. Buy a birthday present, but has very little money.
- c. Take an exam, but is not well prepared.
- d. Leave, but it's raining.

Appendix-II

Post-Test Items

Name:

Full Marks: 50

Class:

Time: 30 mins

1. Read and answer

Read the story quickly and find the answers to these questions.

A. Why Chanda in tears?

B. What does the note say?

Hariram Agrawal is a wealthy businessman. His wife phoned him an hour ago to tell him that their son hadn't returned home from school. Hariram told her not to worry and came home at once. He's just arrived to find his wife in tears.

"Chanda, what's wrong? Is it Lokesh" he asked.

"Yes. I found this note on his bed."

"What do you mean?"

She didn't say anything, just handed him the note.

"Mama! My friends have planned a picnic and I have given my word to join it. When I asked for money, Papa did not listen to me. You know he pays no attention to me. Mama, although I don't know where to go, I am looking for some ways out. Please don't try to look for me. I love you, mama.

Your loving son,

Lokesh."

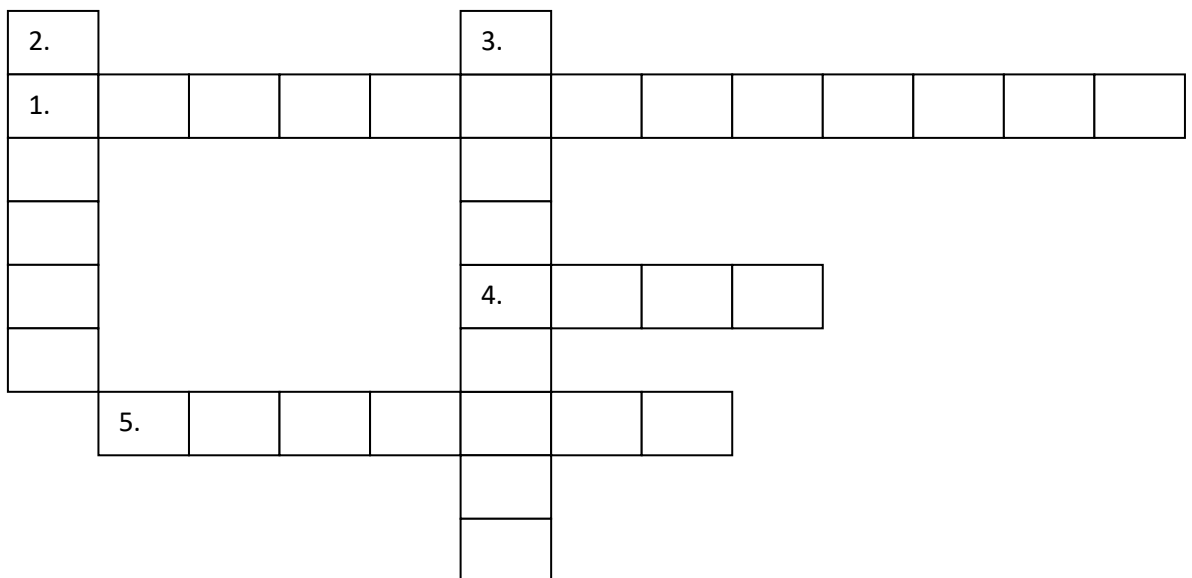
"Lokesh!" Chanda started sobbing. "Oh! Please be quiet, Chanda," Hariram told his wife. "Have you phoned his friends. How about phoning them?" "I have. Nobody knows where Lokesh is. Our only son! It's all your fault. I told you to give him money for the picnic, but you never pay attention to what I say."

“Oh Chanda, Chanda, please! I realize that I’ve made a terrible mistake, but what should we do now?” “If I were you, I’d go to the police. They can find him.” “That’s good idea. The only thing is, I don’t like going to the police. How about putting an advertisement in the newspaper saying “Dear son Lokesh come back home. We won’t ignore you and love you very much. Papa and mama.”

“You would better put that on radio and TV as well, perhaps with Lokesh’s photograph,” Chanda said. Just then telephone rang. Hariram picked up the receiver and asked who was speaking. “My name is Ramesh. You don’t know me, but I’m a friend of Lokesh. He is at my house. Do you want to speak to him?” “Yes, of course,” said Hariram. “Let me speak to him.”

2. Ways with words

The meanings of some of the words from the story are given below. Find the words and fill in the crossword puzzle:



Across

1. Notice in a newspaper or announcement on TV.
4. A short letter.
5. Crying noisily.

Down

2. Gave
3. Interest

3. True or False

Write whether the following statements are true or false.

- a. Lokesh is Hariram's son.
- b. Hariram didn't listen to Lokesh.
- c. Hariram is going to the police.
- d. Lokesh is his parents' only son.
- e. Hariram does not love his son.

4. Read and answer

Read the story again and answer the following questions:

- a. What do you think Hariram Agrawal will say to Lokesh?
- b. What do you think is the reason of Lokesh's disappearance?
- c. What do you think Lokesh will say to his father?
- d. If you had an argument with your parents, what would you do?

5. Time for Grammar

Making suggestions or giving advice can be done in different ways. For example, if your friend doesn't feel well and doesn't want to see a doctor, you could say:

(how about +Ving) How about going to a yoga club?

(you'd better+ V) You'd better go to a yoga club.

(if I were you I'd +V) If I were you I'd go to a yoga club.

Now advise your partner in these situations. Your partner wants to:

- a. Go to the airport, but hasn't got enough money for a taxi.
- b. Buy a birthday present, but has very little money.
- c. Take an exam, but is not well prepared.
- d. Leave, but it's raining.

Appendix – III

Lesson plan for Experimental Group ‘A’

Lesson plan No.1

Date:

Subject: English

Time :40mins

Class: Nine

Unit: Two

Teaching Item: Reading comprehension (wealthy, worry, realize, advertisement, receiver)

1. Specific Objectives

On completion of this lesson, the students will be able to:

- a. Pronounce the word correctly
- b. Identify the meaning of the above listed words

2. Teaching Materials

Daily used materials, word cards, information cards

3. Teaching Learning Activities

Stage 1: The teacher will ask the students to see the pictures on the book and ask them what they see in the picture.

Stage 2: The teacher will show the word cards with model pronunciation respectively and stick them on the flannel board.

Stage 3: The teacher will tell the instruction of a task that s/he is going to give the students.

Stage 4: The teacher will read the passage loudly for the students and ask them to underline the difficult words mentioned in the passage.

Stage 5: Then, the teacher will give the correct pronunciation and the meanings of the above mentioned difficult words using word cards.

Stage 6: The teacher will divide the class into four groups and s/he will continue to pronounce the words correctly and make the students work collaboratively.

Stage 7: The teacher will provide the information cards to each group and ask them to match with the words sticking on the flannel board.

Stage 8: The teacher will allow the students to use their book

Stage 9: The teacher will ask each group to discuss with their teammates to find out the correct meaning and appropriate use of given vocabularies.

Stage 10: Now the teacher will ask to select the team leader from each group and ask one team leader to pronounce the words correctly.

Stage 11: The teacher will allow the students to help their team leader.

Stage 12: The teacher will ask some students to pronounce the words correctly, tell the spelling, meaning and make appropriate sentences using the given words.

Stage 13: The teacher will help them if necessary.

4. Evaluation

The teacher will ask some students to match word cards with information cards and tell their friends the word with meaning they matched.

5. Homework

Do the exercise (2-3) given in your book.

Appendix – IV

Lesson Plan for Control Group ‘B’

Lesson plan No.2

Subject: Our English

Unit: Two

Teaching Item: Reading Comprehension (worry, wealthy, realize, advertisement, receiver)

1. Specific Objectives

On completion of this lesson, the students will be able to:

- a. Pronounce the words correctly
- b. Comprehend the meaning of the above listed words

2. Teaching Materials

Daily used materials, word cards, information cards

3. Teaching Learning Activities

Stage 1: The teacher will introduce the topic and explain it.

Stage 2: The teacher will stick the word cards on the flannel board and ask students to underline those words in their book with pencil.

Stage 3: The teacher will explain the words sticking on the flannel board.

Stage 4: The teacher will pronounce the words and ask them to follow him/her.

Stage 5: The teacher will continue this process many times.

Stage 6: The teacher will write the meanings of the words and ask them to copy.

Stage 7: The teacher will ask the students to recite and memorize those word meaning.

Stage 8: The teacher will write one-one sentences of the above mentioned difficult words and ask them to practice.

Stage 9: The teacher will ask some students to pronounce the difficult words, tell the meanings of the words, make one-one sentences from the words.

4. Evaluation

The teacher will ask the students to write the words with their meanings and to make a sentence in their copy without looking.

5. Homework

Do the exercise (2-3) given in your book.

Appendix- xi

Number and Nature of Error of Controlled Group Students

S.N	Controlled Group	Grammatical Errors	Semantic Errors	Spelling Errors
1.	Bipana Khanal	2	4	1
2.	Pooja B.K.	1	4	-
3.	Jharana Pun Magar	2	-	-
4.	Sapana Baral	3	-	-
5.	Sagar Mahat	1	5	-
6.	Deepak Pandey	3	-	-
7.	Suman Rana	1	-	-
8.	Yusup Gurung	2	4	-
9.	Prasant Sunwar	2	-	-
10.	Birendra Thapa	4	-	-
11.	Anjana Gyawali	2	-	-
12.	Jiya Thapa Magar	2	-	-
13.	Anil Rayamajhi	3	-	-
14.	Purna Shahi	2	1	-
15.	Rajendra Shrestha	3	-	1
	Average	2.2	1.2	0.1333

Appendix- xii

Number and Nature of Error of Experimental Group Students

S.N	Experimental Group	Grammatical Errors	Semantic Errors	Spelling Errors
1.	Monika Pandey	3	1	-
2.	Bhawana Thapa	3	2	-
3.	Manisha Khanal	3	-	-
4.	Sijan G.C.	3	-	-
5.	Sushant Sinkhada	2	-	-
6.	Mausam Thapa	1	-	-
7.	Pariwartan Subedi	1	-	-
8.	Abiskar Khadka	-	1	1
9.	Ashish Tharu	5	-	-
10.	Rohit Banjade	-	-	-
11.	Manoj Khanal	2	-	-
12.	Hridaya Panthi	-	-	-
13.	Kala Thapa	-	5	-
14.	Jason Budha Magar	2	4	1
15.	Padam Lal Pandey	3	-	1
	Average	1.867	0.867	0.2

Appendix- xiii

Number and Nature of Error of Controlled Group Students

S.N	Controlled Group	Grammatical Errors	Semantic Errors	Spelling Errors
1.	Bipana Khanal	4	1	-
2.	Pooja B.K.	2	-	-
3.	Jharana Pun Magar	2	-	-
4.	Sapana Baral	2	-	-
5.	Sagar Mahat	3	1	-
6.	Deepak Pandey	4	2	-
7.	Suman Rana	2	-	-
8.	Yusup Gurung	3	2	-
9.	Prasant Sunwar	1	-	-
10.	Birendra Thapa	5	2	1
11.	Anjana Gyawali	1	-	-
12.	Jiya Thapa Magar	2	-	-
13.	Anil Rayamajhi	1	-	-
14.	Purna Shahi	3	1	-
15.	Rajendra Shrestha	1	-	-
	Average	2.4	0.6	0.067

Appendix- xiv

Number and Nature of Error of Experimental Group Students

S.N	Experimental Group	Grammatical Errors	Semantic Errors	Spelling Errors
1.	Monika Pandey	2	-	-
2.	Bhawana Thapa	2	-	-
3.	Manisha Khanal	1	-	-
4.	Sijan G.C.	2	-	-
5.	Sushant Sinkhada	1	-	-
6.	Mausam Thapa	-	-	-
7.	Pariwartan Subedi	1	-	-
8.	Abiskar Khadka	1	-	-
9.	Ashish Tharu	1	-	-
10.	Rohit Banjade	-	-	-
11.	Manoj Khanal	1	-	-
12.	Hridaya Panthi	1	-	-
13.	Kala Thapa	3	-	-
14.	Jason Budha Magar	2	1	-
15.	Padam Lal Pandey	1	-	-
	Average	1.267	0.067	0

Appendix- xv

Comparison of the Marks Obtained by the Controlled Group Students in their Pre and Post-Test

S.N	Student's Name	Pre-Test	Percentage	Post-Test	Percentage
1.	Bipana Khanal	02	10%	10.5	52.5%
2.	Pooja B.K.	01	5%	08	40%
3.	Jharana Pun Magar	1.5	7.5%	08	40%
4.	Sapana Baral	2.5	12.5%	09	45%
5.	Sagar Mahat	5.5	27.5%	12.5	62.5%
6.	Deepak Pandey	08	40%	11.5	57.5%
7.	Suman Rana	1.5	7.5%	10	50%
8.	Yusuf Gurung	01	5%	12	60%
9.	Prasant Sunwar	04	20%	09	45%
10.	Birendra Thapa	07	35%	13	65%
11.	Anjana Gyawali	2.5	12.5%	08	40%
12.	Jiya Thapa Magar	1.5	7.5%	09	45%
13.	Anil Rayamajhi	9.5	47.5%	14	70%
14.	Purna Shahi	06	30%	14	70%
15.	Rajendra Shrestha	10.5	52.5%	14.5	72.5%
	Average marks Obtained	4.273	21.365%	10.86	54.33%

Appendix- xvi

Comparison of the Marks Obtained by the Experimental Group Students in their Pre and Post-Test

S.N	Student's Name	Pre-Test	Percentage	Post-Test	Percentage
1.	Monika Pandey	11.5	57.5%	15	75%
2.	Bhawana Thapa	10	50%	15	75%
3.	Manisha Khanal	08	40%	15	75%
4.	Sijan G.C.	5.5	27.5%	15	75%
5.	Sushant Simkhada	9.5	47.5%	16	80%
6.	Mausam Thapa	12.5	62.5%	16	80%
7.	Pariwartan subedi	09	45%	16.5	82.5%
8.	Abiskar Khadka	9.5	47.5%	15	75%
9.	Ashish Tharu	13.5	67.5%	15.5	77.5%
10.	Rohit Banjade	06	30%	16	80%
11.	Manoj Khanal	14	70%	15.5	77.5%
12.	Hridaya Pathi	02	10%	15.5	77.5%
13.	Kala Thapa	2.5	12.5%	14	70%
14.	Jason Budha Magar	03	15%	14	70%
15.	Padam Lal Pandey	02	10%	14	70%
	Average marks Obtained	7.9	39.5%	15.2	76%