CHAPTER-ONE

INTRODUCTION

The present study is on "Co-operative Learning: Perceptions of Bachelor Level Students". This introduction part consists of background/contexts 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

Learning is a goal-directed act. Learning is either acquiring new knowledge, or modifying and reinforcing existing knowledge, behaviours, skills, values or preferences. It may involve synthesizing different types of information. Learning is not a compulsory; it is contextual. Learning may be viewed as a process, rather than a collection of factual and procedural knowledge. According to Chickering, & Gamson (1987, p. 7), "Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increase involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding." Thus, learning is more like a team effort than a solo race where sharing one's own ideas and responding to others reactions sharpens thinking and deepens understanding.

Learning co-operatively is an approach to organizing classroom activities into academic and social learning experiences. It differs from group work, and it has been described as 'structuring positive interdependence'. Students must work in groups to complete tasks collectively towards academic goals.

The term 'co-operation' refers to the work together to accomplish shared goals and co-operative learning in ELT, i.e. English Language Teaching is a successful teaching strategy for helping students learn together. The current

study and research in English language teaching (ELT) motivates researchers and educators to develop effective and reliable teaching learning process involving students' participation in classroom discussion with dew emphasis on group learning. Co-operative learning was developed as the student-centred teaching method emphasizing on social nature of learning. According to the Richards and Rodgers (2001, p. 192), "The early twentieth century educator John Dewey is usually credited with promoting the idea of building co-operation in learning into regular classrooms on a regular and systematic basis." There is a long history of co-operative learning on research and in any other academic field to find out its perception in teaching learning process. It has been established as an effective learner 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 is claimed to be an effective teaching method in foreign and second language education by scholars.

In traditional classroom teaching and learning, teachers were superior and they tended to impose the subject matter in one way direction to the learners. Learners were accustomed to develop the sense of competition rather than co-operation. So, Richards and Rodgers (2001, p. 192) say, "Minority groups fall behind higher - achieving students." Therefore, to overcome these problems co-operative learning came into existence in the field of ELT.

Co-operative learning is a teaching technique involving small teams of students to maximize their learning performance. Each team and students are responsible for their task accomplishment to achieve the shared goals of learning. Each team is formulated in a number of four to six students in terms of gender, ethnicity and learning ability. Therefore, they develop the sense of mutual help along with development of habit of learning together where students achieve social behaviours and academic learning. It is generally asserted that co-operative learning is the best option for all students because it emphasizes active interaction between students of diverse abilities and

backgrounds and demonstrates more positive outcome in academic achievement, social behaviour and affective development.

1.2   Statements of the Problem

Problem statement is a description of a difficulty or lack that needs to be solved or at least researched to see whether a solution can be found. It can also be described as either a group between the real and the desired or a contradiction between principle and practice.

The problem being addressed in this study is a teacher fronted teaching and lack of co-operation in learner's learning endeavours. Similarly, in the learning process students do not want to cooperate and share their ideas, information and knowledge to each other in the classroom. They also do not discuss about the problems and do not work in a group. Students have low interest towards co-operative learning. Basically, co-operative learning is designed to foster co-operation rather than competition, to develop critical thinking skills and to develop communicative competence through socially structured interaction activities. Other strategies do not cover the constructive/creative actions of the students like positive interdependence, group formation activity, face to face interaction, individual accountability and social or interpersonal skills but they are the basic elements of co-operative learning. That is why, this study is carried out to solve the problems of non co-co-operative learning and to encourage the students to be co-operative. When I was a student of bachelor level I used to face the similar problems. In fact, I did not get any opportunity to be co-operative from teacher's side. These days I realize the importance of its. So, what the students of bachelor level realize about the role of co-operative learning in their real sense is the another issue to be addressed in this study.

1.3   Objectives of the Study

The objectives of the present study were as follows

    a. To explore bachelor level students views on co-operative learning.

    b. To suggest some pedagogical implications on the basis of the findings of the study.

1.4 Research Questions

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

    a. How do the students perceive co-operative practice in their learning at bachelor level?

    b. How can the co-operative learning be more meaningful and implemented effectively for learning English at bachelor level?

    c. Whether the bachelor level students present themselves as a co-operative learner in their classroom?

1.5 Significance of the Study

Co-operative learning is a group learning activity. In such learning, organizing classroom activities are held into academic and social learning experiences. It is working together to accomplish shared goals. This study becomes significant for the prospective researchers, experts, curriculum designers, teachers who tend to implement heterogeneous group teaching, language trainers and students who are going to pursue their carrier in teaching sector. Co-operative learning is a student centred approach, therefore, this approach is supposed to be beneficial for both the teachers and the students by providing them opportunity to take advantages of each others expertise and strength. It will also be useful to the researchers who are interested to conduct further research. More importantly, this will be helpful to the students who feel hesitation to

work in pair/group. Thus, it is significant to stakeholders and right holders and those teachers and students who are directly and indirectly involved in the field of ELT in general by getting appropriate strategy in classroom.

1.6 Delimitations of the Study

The scope of this study was limited to the following points:

a. The study was limited within the bachelor level students.

b. This study analyzed the situation of Bajura district only.

c. The study was limited to purposive random sampling procedure.

d. The study population was constituted of 40 bachelor level students of Bajura district.

e. The study was limited to the perception of bachelor level students towards co-operative learning only.

f. The findings were only derived from the data obtained through the questionnaire.

1.7 Operational Definition of the Key Terms

Co-operation : Co-operation is the common effort of a group for their mutual benefit.

Collaboration : Collaboration is working with each other to do task.

Co-operative learning (CL) : The activities working together to accomplish shared goals.

Perception : It is an awareness or process of becoming aware.

Self-esteem : A feeling of being happy with you own character and abilities.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter is the review of all available related literatures of the study. So, the review of the related theoretical literature, empirical literature, implication of the review for the study and conceptual framework are mainly discussed in this chapter. In the same way, the review of the theoretical principles, theories and concepts related to this study and conceptual framework in diagrammatic form are also included which are further discussed in the following headings and sub-headings.

2.1 Review of Related Theoretical Literature

This section consists of the discussion on co-operation, the theoretical bases of co-operative learning, co-operative learning, co-operative and group learning, the role of teachers and learners and an introduction to perception respectively.

2.1.1 Co-operation

Co-operation is working together to accomplish shared goals. Co-operative learning is an approach to teaching that makes maximum use of co-operative activities involving pairs or small groups of learners in the classroom. It is a group learning activity in which activities are organized into, organizing classroom activities into academic and social learning experiences. Co-operative learning is a successful teaching strategy for helping students learn together. It is part of a more general instructional approach also known as collaborative learning. It is learner centred approach to teaching held to offer advantages over teacher fronted classroom methods. Some of the definitions or views regarding its meaning and concepts are hereby cited. According to Johnson (1993, p. 9), "Co-operative learning is the instructional use of small

groups so that students work together to maximize their own and each others learning" (as cited in McCafferty, 2006, p. 3). Similarly, Ricahrds and Rodgers (2001, p. 192) define co-operative learning 'as an approach to teaching that makes maximum use of co-operative activities involving pairs and small groups of learners in the classroom'. Likewise, Brown (2001, p. 47) states as the students work together in pairs and groups, they share information and come to each others aid. They are 'team' which players must work together in order to achieve goals successfully (as cited in Bhattarai, 2009, p. 3).

In the same way, Johnson and Johnson (1998) say, "Co-operative learning is grouping students together to accomplish shared learning goals students work in a small groups of three or four to get the most out of their learning and each others' learning" (as cited in Seng, 2006, p. 27). In the same way, Olsen and Kagan (1992, p. 8) State:

> Co-operative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learners in groups and in which each learners is held accountable for his or her own learning and is motivated to increase the learning of others (as cited in Richard and Rodgers, 2001, p. 192).

On the basis of aforementioned definitions, we can say that co-operative learning is an approach designed to foster co-operation rather than competition, to develop critical thinking skills and to develop communicative competence through socially structured interaction activities. Co-operative learning is teaching arrangement that refers to small heterogeneous groups of the students working together to achieve common goal. The higher level students help lower level students to improve their understanding of concepts being taught. Students work together to learn and be responsible for their team-mates

learning as well as their own. In a well functioning co-operative group, there is sense of joint responsibility where learners care about and get committed for each others success as well as their own: a sense of 'sinking' or swimming together.

In the nutshell, co-operative learning is an effective learning approach which has been proven to culminate positive result and outcome. A central premise of co-operative learning is that learner develops communicative competence in a language by conversing in socially or pedagogically structured situations. This approach is believed to enhance students' performance and achievement in various subjects and aspects of the language and producing positive social outcomes. 'Two heads learn better than one' is the principle of co-operative learning.

2.1.2 The Theoretical Bases of Co-operative Learning

Co-operative language learning is based on the idea that second language learning can be done best in heterogeneous groups, when all students work collaboratively and in co-operative way for one common goal. The theories related to co-operative learning came from different theories and perspectives developed by prominent scholars as like Vygotsky from Russia, Piaget from France, and Albert Bandura from the USA. The advocates of co-operative learning assume that the theories regarding co-operative learning are based on:

i.   Vygotskian perspective
ii.   The piagetian perspective and
iii.   Bandura's social learning theory.

2.1.2.1 The Vygotskian Perspective

Vygotskian perspective or Vygotsky was in the opinion that social interaction is seen as the only way of learning a language sufficiently and therefore he came up with his idea of 'Zone of Proximal Development' (ZPD). It is an area of potential development where learners can achieve that potential only with,

assistance (as cited in Saville - Troike, 2006, p. 112). Vygotsky (1978) states, "The essential feature of learning is that it awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in co-operation with his/her peers being the part of an environment" (as cited in Liang, 2002, pp. 26-27).

It is said that two students become able to complete a particular task when they work together. Therefore, this perspective believes that peers can help each other in developing learning very much with social interaction, co-operation, positive and social interdependence. Further more, different ideas and skills include that every members of the group has the chance to participate and so every group member is important for the success of the group work. It emphasizes of this approach on co-operative work together than on competitive work.

2.1.2.2 The Piagetian Perspective

The Piagetian perspective assumes that learning is geared only when the learners deserve the ability to learn cognitive content with respect to their stage of intellectual development. It leads to learning with the participations among learners. This perspective assumes that knowledge is not merely transmitted verbally. It needs to be constructed and reconstructed by the learners in social, interaction; Piaget asserted that a child starts to perceive the knowledge involving in different actions and experiences. Teaching learning should be mind oriented in keeping the competence and performance level of students in co-operative learning classroom. Instruction should be individualized as much as possible and students should have enough opportunities to communicate with one another ensuring learning environment to discover new learning. In this regard, Richards and Rodgers (2001, p. 194) say, "Learners develop communicative competence in pedagogically structured situations." Cognitive development is basically enhanced by the prerequisite learning environment by creating scaffolding for individuals in social co-operation and interaction. It is

assumed that working together promotes socio-cognitive conflict and creates cognitive disequilibrium which in turn stimulates perspective taking ability and cognitive development of learners.

2.1.2.3 Bandura's Social Learning Theory

In this theory, Bandura (1967) emphasizes the importance of observing and modelling the behaviours, attitudes, emotional reactions of others from society and culture. Social learning theory assumes human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and environmental influences. This perspective believes that learning emerges with behavioural perspective, i.e. imitation and repetition from learning environment based on reward and punishment. This theory emphasizes the fact that most of the information comes from our interaction with other people. Humanist psychologists also support this perspective with the view that the co-operative learning focuses on affective benefits of co-operative learning and it contributes to increase self esteem and improve ethnic relations. Social learning theory encompasses attention, memory and motivation, it covers cognitive and behavioural framework of learning.

In sum, as Vygotskian perspective, Piagetian perspective towards learning and Bandura's Social Learning Theory have emphasized the social learning, social skills and socialization of learners such as co-operation and collaboration as well as mutual responsibility to complete the tasks, it has huge impact in the co-operative learning. Thus, the research tools and theoretical insights were developed on the basis of them.

2.1.3 Co-operative Learning

Co-operative learning is a part of a more general instructional approach. It is also known as collaborative learning. It is used as an umbrella term for variety of activities in education that involves joint intellectual effort of two or more people who attempt to learn something together. It is based on the belief that

learning is naturally a social act. So, knowledge can be created among the learning members activity interacting, sharing experiences and taking different roles. Co-operative learning is similar to collaborative learning and it stands in contrast to the concept of competitive learning.

2.1.3.1 Elements of Co-operative Learning

Elements of co-operative learning are also known as the principles of co-operative learning. Co-operative learning, like most things, is socially constructed. Larsen- Freeman (2010, p. 37) says, "in co-operative 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) present five elements of co-operative learning which are as follows:

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

ｊ **Positive Interdependence**

It is very important in co-operative learning. It leads to work in group with mutual co-operation between or among the groups. In other words, it means "all for one and one for all." It is created by the structure of co-operative learning tasks and by building a spirit of mutual support within the group.

According to Richards and Rodgers (2001), "positive interdependence is the heart of CL. It means when group members feel that "What helps one member helps all and what hurts one member hunts all" (p. 196).

Thus, it is a sense of working together for a common goal and caring about each others' learning.

⟩ Group Formation

Group formation is one of the crucial in co-operative learning because the work is done in group. Groups can be teacher - selected, randomly selected or student - selected, although teacher selected is recommended as the usual mode so as to create group that are heterogeneous on such variables as past achievement, ethnicity or sex.

⟩ Individual Accountability

It involves both group and individual performance. It exists when the performance of each individual student is assessed and the result is given back to the group and the individuals. It is important that group members know that they cannot 'hitch-hike' of 'freeload' on the work of others. The purpose of co-operative groups is to make each member a stronger individual in his or her right.

⟩ Social Skills

Social skills determine the way students interact with each other as teammates. Social skills include leadership, decision making, trust building communication and conflict management skills are required for co-operation. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Therefore, persons must be taught above mentioned social skills for working effectively in the group.

⟩ Structuring and Structures

It refers to the ways of organizing students' interaction and different ways students are to interact. Mainly, students employ different communicative strategies like as time gaining, restructuring, paraphrasing and so on in their interaction to keep their smoothly flowing.

2.1.4 Co-operative Learning and Group Learning

Generally, co-operative learning and group learning seem to be alike in teaching learning process. Co-operative learning, in contrast to group learning, promotes social skills and positive interdependence which is not concerned in group learning. There are differences between co-operative learning and group learning in respect of social skill, group structure and procedure which are as follows:

Table No. 1

Co-operative Learning and Group Learning

S.N.	Co-operative learning	Group learning
1.	There is positive interdependence among students with structured team and goal.	There is no positive interdependence among students with structured team and goal.
2.	There is clear individual accountability for share of the group work through role assignment and regular rotation of the assigned role.	There is no clear individual accountability for share of the group work through role assignment and regular rotation of the assigned role.
3.	It has heterogeneous group of students.	It has homogenous group of students.
4.	There is role of leadership in sharing team experience.	There is rare role of leadership being appointed or put in charge of the group.
5.	There is sharing of the appointed learning task(s) of each member.	There is no sharing of each learnings' learning task in learning.
6.	It aims to maximize each members learning.	It aims an accomplishing the assignments.
7.	It maintains good working relationship towards process - oriented learning.	It has frequent religience of good working relationship and it is product oriented learning.
8.	It focuses in teaching of collaborative skills.	It assumes that students already have the required skills.
9.	Teacher's role is to observe students' interaction in classroom activity.	Teacher's role is of rare observation of students' interaction in classroom activity.
10.	There is pre-determined structuring of procedure and time for the processing of classroom activities.	There is rarely predetermined structuring of procedure and time for the processing of classroom activities.

Source: Johnson and Johnson (1986, as cited in Liang, 2002, p. 18).

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2.1.5 The Role of Teachers and Learners in Co-operative Learning

In co-operative learning classroom, the roles of teachers and learners are supposed to promote teaching learning process in an effective way. Learning takes place in communicative way with joint effort of all the team members. So that, learning is viewed as an enjoyable, social interactive and friendly. Co-operative learning activities provide meaningful and realistic practice combined with useful developmental feedback. The role of teachers and students is to facilitate learning of student and to help each other in learning respectively.

2.1.5.1 The Teacher's Role

The role of teacher in co-operative learning differs considerable from the role of teachers in traditional teacher's fronted class. According to Johnson, (1994):

> The teacher has to create a highly structured and well organized learning environment in the classroom setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles and selecting materials and time (as cited in Richards and Rodgers, 2001, p. 199).

Similarly, Larsen- Freeman (2010, p. 164) says, "In co-operative learning, the teachers teach students collaborative or social skills so that they can work together more effectively." In a co-operative learning, teachers speak less than in teacher - fronted class. Thus, they have vital role in creating harmonious and relax environment in the classroom which help to reduce affective filter for enhancing learning of learners.

2.1.5.2 The Learner's Role

The learner's role is essentially important in co-operative language learning to accomplish the shared goals where learners are supposed as a member of group

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who must work collaboratively on tasks with other group members. Due to the stimulating of social environment, students become directors and instruct one another to boost the overall performance of the whole team as the current instructional achievement. Therefore, Richards and Rodgers (2001, p. 199) say, "Learning is something that required students direct and active involvement and participation."

Thus, co-operative learning provides maximum opportunity to work together involving pairs and small groups of learners and learn co-operatively rather than competitively.

2.1.6 An Introduction to Perception

The English word 'perception' is derived from Latin word 'perceptio' which was in turn derived from the Latin word 'percepere' meaning observation. Literally it means deeper or natural understanding of something or the way of understanding or interpreting something.

According to Hochberg (1964, p. 660), it refers to 'both to the experience of gaining sensory information about the world of people, things and events and to the psychological process by which this is accomplished.' Similarly, Sanford and Capaldi (1964, p. 175) define it as "the awareness of the process of becoming aware, of extra, of the extra-organic or intra-organic objects or relations or qualities by means of sensory process and under the influence of set and of prior experiences.

The New Encyclopedia of Britannica (1990) defines perception as 'the process whereby sensory stimulation is translated into organized and meaningful experiences' (p. 279).

On the basis of the above definitions, we can say that perception refers to a kind of awareness, understanding, interpretation and the process involved in it. Normally, it is considered as difficult to measure. Regarding the measurability of perception, the New Encyclopaedia of Britannica (1990, p. 279) clearly states; "The perceptual process is not directly observable but the relation can be found between the various types of stimulation and their associated experiences and the precepts."

I argued that without understanding the perception of students, it becomes in effective language learning in the classroom. Since co-operative learning approach is presented in the syllabus of bachelor level, it is important to know what students say about them. It is believed that co-operative learning is student centred learning which is an alternative to teacher - fronted teaching. If this is so, co-operative learning is the systematic and careful strategy which is used by group-based procedures in teaching.

2.2 Review of the Related Empirical Literature

A number of research works have been conducted and appraised by many researchers and educationists for academic and social development. It is also better to say that, every new task needs the knowledge of previous studies which can help and direct to each of the new target for finding out new things or ideas. Some of the related major empirical research works to this study are reviewed here below:

Bhattarai (2009) carried out a study entitled "Co-operative Learning in Developing Vocabulary." The main objective of the study was to find out the effectiveness of co-operative learning in developing vocabulary in secondary level. He selected 40 secondary level students in Janata Secondary School of Kailali district as a subject of study. The researcher followed purposive random sampling procedure while selecting the sample for study. He used progress test, pre test and post test tool for data collection. After the study, it was found that

the co-operative learning seems very effective meaningful in developing vocabulary in secondary level.

Adhikari (2010) researched on "Collaborative Learning for Teacher's Professional Development." The objective of the study was to identify the attitude of English language teacher towards collaborative learning. The researcher followed non-random judgmental sampling procedure for sampling the population. She selected 20 high school English teachers from Kathmandu valley and 20 high school English teachers from Pokhara valley. She used both primary and secondary sources for data collection. She used questionnaire as the tool for data collection. The findings of the study showed that collaborative learning techniques were more effective and more meaningful for teacher professional development.

Giri (2010) carried out a survey research on "Perception of Teachers and students on Lecture Technique." The aim of the study was to find out the perceptions of learners and teachers on the use of lecture technique in teaching English at higher secondary level. The area of this study was Nawalparasi district and the sample of this study were 10 teachers and 50 students teaching and learning at higher level. He used the purposive sampling procedure to fix population and sample. Questionnaire was the major tool for data collection in his study. He concluded that although different teachers perceive lecture technique differently, what is commonly found is that it is a technique to conduct in the classroom and to complete the course within an academic year easily.

Paudel (2010) carried out a research entitled "Effectiveness of Co-operative Language Learning in Teaching Language Functions." The main objective of his study was to find out the effectiveness of co-operative language learning in teaching language functions. He took thirty secondary level students in Koltadi - 9, Pandaun of Kailali district as a subject of study using random sampling. The research tools used by him were the test items. Those items were

constructed based on "Our English Grade Nine" textbook prescribed for Grade IX. Finally, he found that co-operative language learning was more effective as a teaching learning method in comparison to usual method of teaching the English language.

Gautam (2011) conducted a study on "Effectiveness of Co-operative Learning in Teaching Writing." The prime purpose of his study was to find out the effectiveness of co-operative learning in teaching writing skill at bachelor level. He used 30 students of grade 10 of a government added school at Janasewa Higher Secondary School, Kirtipur, Kathmandu as the sample. In addition, he used random sampling for selecting the subjects for the study. He used pre test, three progressive test and post test to collect data. The findings of the study showed that co-operative learning method is effective in teaching writing skill. He suggests that teachers need to be trained for effective implementation of co-operative learning in developing, academic achievement of the students.

Yadav (2011) carried out a research on "Effectiveness of co-operative Language Learning in Teaching Creative Writing." The main objective of this study was to find out the effectiveness of co-operative language learning in teaching creative writing. The sample population were the twenty students of grade ten studying at Bal Sansar English school of Siraha district. They were selected through random sampling. He used test items administered, three progressive pre tests and post tests. The test items included story, dialogue and poem. Finally, he found that for developing creative writing it is better to use co-operative learning.

Though various research studies have been carried out in co-operative learning in the Department of English Education, this present research is different from other research because there is no such research carried out on the perception of Bachelor level students' towards co-operative learning. Therefore, it has become a new venture in itself.

2.3 Implications of the Review for the Study

A number of research works have been conducted and appraised by many researchers and educationists for academic and social development. It is also better to say that, every new task needs the knowledge of previous background which can help and direct to each of the new target for finding out new things or ideas. While carrying out this study I have reviewed the existing theoretical and empirical literature.

As my study is on "Co-operative learning: perception of bachelor level students" it tries to explore the views of the students on co-operative learning in classroom setting.

Out of the above six different reviewed studies, four were conducted relating to the effectiveness of co-operative learning in different aspects and other two reviewed studies were related to the attitude and perception of teachers and the students. Among those reviewed researches, most of the researches conducted through experimental research design and two of them were conducted through survey research. After reviewing those research works, I got the following ideas:

a. Firstly, I got theoretical concept of my study about the co-operative learning and perception by reviewing Vygotskian, Piagetian and Banduras' perspective (as cited in Liang, 2002,pp.26-27 and Richards and Rodgers,2001,p.194).

b. Secondly, I got insights on research process of survey by reviewing books by Kerlinger (1978, p. 556), Cohen and Manion (1985) and Nunan (2010, p.140).

c. Thirdly, from the study of Adhikari (2010), Bhattarai (2010) Giri (2010) Gautam (2011) and Yadav (2011) I got ample information about design and method, the data collection tools sample and sampling procedure. So, I decided to apply the questionnaire as the tool for data collection.

d. Fourthly, I got the idea about the data analysis and interpretation procedures from those studies.

2.4 Conceptual Framework

A conceptual framework 'as a graphic diagram of research topic' was employed to sketch the overall theme of this study. The present study on **' Co-operative Learning: Perceptions of Bachelor Level Students'** based on the following conceptual framework:
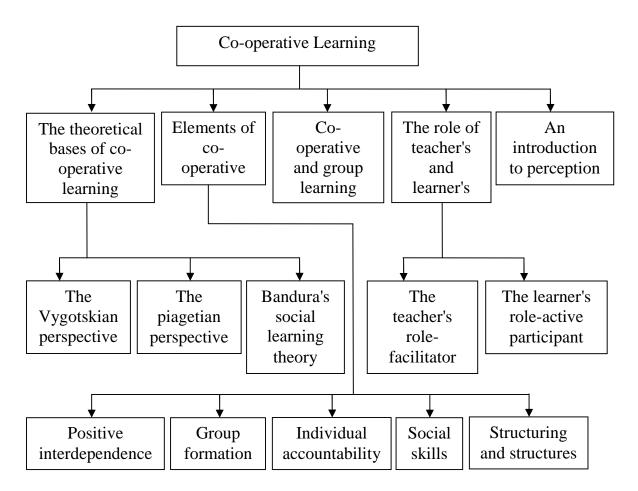
Figure No. 1

CHAPTER-THREE
METHODS AND PROCEDURES OF THE STUDY

This chapter is about the methodological aspects of the study. It includes the methods and design of the study, population , sample and sampling procedures, study of area/field, data collection tools/techniques, data collection procedure and data analysis and interpretation procedure. The following methodology was adopted to fulfil objectives of this research work. Indeed, the survey research design, non-random purposive sampling and questionnaire were employed to carry out this study.

3.1 Methods and Design of the Study

In fact, research method refers to the procedures or the way of carrying out the study in order to achieve the objectives efficiently with the fix time frame. It can be said the outline on the basis of which the study proceeds ahead. To explore the perception towards co-operative learning; I have followed survey research design in this study. In this type of research, researcher visits different fields to explore existing area. Specially, it is carried out in a large number of populations in order to find out the public opinion or certain issues, to assess certain educational program and to find out the behaviour of certain professionals and other. Cohen and Manion (1985) define survey as:

> The most commonly used descriptive method in educational research and may vary in scope from large scale governmental investigations through to small scale studies carried out by a single researcher. The purpose of a survey is generally to obtain a snap-shot of conditions, attitudes and/or events at a single point in a time. Survey is always done in the natural setting. The researcher is not responsible for changing the setting instead he just goes to the setting which is natural.

According to the Nunan (2010, p. 140), "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology from educational to linguistics." Likewise, Kerlinger (1978, p. 556) mentions that survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.

From the aforementioned definitions, we can come to the conclusion that survey is one of the important research method used in educational investigation. It is mainly carried out to find out people's attitude, opinions and the specified behaviour on certain issues, phenomena, events and or situations. The finding of survey is generalizable and applicable to the whole group.

In survey research, triangulation approach (researcher-Tools-Respondents) is used for data collection. To find out the perception of population on certain issues, interview or questionnaire is an appropriate tools.

Survey research in education passeses through a series of steps similar to those for other types of educational research. While talking about the process of survey, we have to be clear for what do we want to find out and how will results be written up and presented.

Research is a systematic process of investigating. We can not conduct research haphazardly. Nunan (1992) suggests the following eight - step procedure of survey research in a more comprehensive way;

a.   Define the Objectives

In order to conduct any type of research at first objectives of conducting research need to be defined. So is the case with survey research. If we conduct research without defining objectives it will lead us nowhere. Therefore, defining objectives is the first and important thing is survey research.

b.   Identify Target Population

After defining or formulating objectives we need to be clear identify target population. It is concerned with the target population who do we want to know about.

c.   Literature Review

In this phase, we have to mention what have others said/discovered about the issue.

d.   Define Sample

In this phase, we need to determine the sample that how many subjects should we survey and how will we identify these.

e.   Identify Survey Instruments

Here, in this phase, we have to generate instruments required for data collection e.g. questionnaire, opinionnaire form, test items and so on.

f.   Design Survey Procedure

After preparing instruments for data collection, we have to design survey procedure of data collection. It means to say, in this phase we need to be clear regarding the systematic process of data collection.

g.   Identify Analytical Procedure

Raw data themselves may not give any sense/information. Therefore, after designing survey procedure, we have to analyze and assembled the data.

h.   Determine Reporting Procedure

Finally, after analysing and assembling the data we have to prepare the report of our research.

3.2 Population, Sample and Sampling Strategy

All the students of bachelor level were the study population of this research. Out of them, forty B.Ed third year students from the three different campuses of Bajura district were constituted as the sample of the study. Out of the study population, the sample was selected by following purposive non-random sampling procedure. Only 40 students were chosen because it was less possible to select all the students of bachelor level studying in the different campuses of Bajura district in terms of the nature of this study, limited financial source and limited time constraint.

3.3 Study Area/Field

Initially, regarding the area of this study, Bajura district was selected purposively in terms of my access, ease, and economic condition as well as the limited time constraint. To be specific, three campuses of this district were taken into consideration in order to carry this study. Regarding the field of this study, it is related with the techniques of learning English in classroom setting.

3.4 Data Collection Tools/Techniques

In order to collect data, questionnaire (i.e. open ended and close ended question) as a research tool was employed to elicit the perception of students towards co-operative learning.

3.5 Data Collection Procedure

In order to collect the required data, the following steps were adopted:
a. At first, I selected and listed the three different campuses of Bajura district.
b. Then, I went to the campus and talk to the authority (campus chief) and explain them the purpose and process of the research to them to get their permission to carry out the research.

c. After getting permission from the authority, I consulted the students and explain them the purpose of the research and request them to take part in it. I assured them of confidentiality in terms of ethnics of research regarding the information obtain through questionnaire.

d. Then, questionnaires were distributed for data collection.

e. Finally, the questionnaires were collected as well as I thanked the informants and campus authority for their kind co-operation and assistance.

f. This process was repeated until the required number of questionnaire get administers to fulfil the purpose of research.

3.6   Data Analysis and Interpretation Procedure

The data required for this study were collected through questionnaire. The collected data were analyzed and interpreted through qualitatively and quantitatively. For the analysis of data, the simple statistical tools like percentage and frequency as well as descriptive devices were used effectively. In fact, data analysis process was initiated with the coding and minute analysis of data. It can be regarded as the process of bringing order, structure, manageable themes and pattern to interpret the diverse range of the elements of the raw data. All the close-ended and open-ended questions with the wide range of responses were categorized and grouped to ease and find out the major findings according to their nature.

CHAPTE-FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter is about the analysis and interpretation the collected data.The researcher analyzed and interpreted the data collected from the sample. As we know, the raw data were analysed and interpreted both descriptively and statistically. As per the nature of data, the qualitative data were analysed and interpreted descriptively. On the other hand, the quantitative information were analysed and interpreted using simple statistical tools like frequency and percentage in a tabulated form. Indeed, this chapter consists of the sub-headings as analysis and interpretation of data and summaryof the findings.

4.1 Analysis and Interpretation of Data

This section is mainly concerned with the analysis, discussion, description and interpretation of the elicited data. In fact, the data collected from the informants were analysed and interpreted to explore the views of bachelor level students on co-operative learning and to find out other interwoven variables of the CL in classroom environment.

For this study, the data were collected through both the open-ended and closed-ended questions and they were analysed and interpreted using descriptive devices and simple statistics. Moreover, the data were also presented in the tabulated form to generate the thematic facts/ factual information. The following headings sub-sum the analysis and interpretation of the collected data.

4.1.1 Views on Co-operative Learning and its Premises

As the questionnaire included both closed-ended and open-ended items, those were used to elicit respondents' responses on co-operative learning and its interwoven variables. The informants came up with various views on CL and

its basic premises. The views of respondents can be presented in the following table:

Table No. 2

Views on Co-operative Learning and Its Premises

S.N	Students' Views on CL	Frequency	Percentage
a	Collaboration	24	60
b	Group work	3	7.5
c	Co-operative	9	22.5
d	Team work	4	10
	Total	40	100
	Views on premises of CL		
a	To develop communicative competence in a language	6	15
b	To develop critical thinking skills of the learners	6	15
c	To develop classroom that foster co-operation rather than competition in learning	9	22.5
d	All of the above	19	47.5
	Total	40	100

Regarding the views of respondents on definition and premises of co-operative learning, the majority of the respondents, i.e. 60% defined co-operative learning as 'collaboration' and 22.5% of them defined it as 'co-operative' and finally only few of them regarded CL as 'group work and team work'. By this, it can be said that the majority of the students were well acquainted with the mutual collaborative responsibility to complete the given tasks, whereas some of them took it as the group work and team work respectively. Similarly, equal number of the students i.e, (15%) put forward the argument like 'to develop communicative competence in a language' and ' to develop critical

thinking skills of the learners' as the central premise of CL and many of the students i.e. (47.5%) came up with the single idea that all the premises presented as the options are the central premises of CL. Moreover, 22.5 % of the respondents considered co-operative learning to be effective for the development co-operation rather then competition in learning in class. With the data above we can say that a considerable number of the respondents had common opinion that the co-operative learning class focuses on the co-operation rather than competition in learning. It means, the basic premise of co-operative learning was found as the co-operation between or among the learners rather than the competition of them.

4.1.2 The Association of Co-operative Learning

In order to find out the ideas of the students with the association of CL to the other factors of it, it was appeared that a considerable number of the students associated CL with learning and rest of them associated it with other factors of the instructional programme. In this regard, the elicited data from students on the same topic can be presented and summarized in the table below:

Table No.3
Association of Co-operative Learning

S.N	Responses on association of co-operative learning	Frequency	Percentage
a	Learning	22	55
b	Self-esteem	6	15
c	Liking for school	1	2.5
d	Interethnic relationship	11	27.5
	Total	40	100

In the context of association of CL, majority of the students i.e, (55%) associated CL with 'learning',27.5% of them associated it with 'interethnic relationship' and 15% students associated it with 'self-esteem', but only 2.5%

students assumed it for 'liking for school'. As the above table shows, it can be analysed that a huge number of the students wanted to focus on the collaborative activities in the teaching and learning process in ELT class, whereas most of them tended to associate it with the interethnic relations. Few of them considered CL with the self-esteem of the students in learning. Further, a single student was found with the response that CL has a close bound with the will power of learner to socialize in school and associate with school related activities. In conclusion, it can be said that CL is strongly associated with the learning rather than other variables.

4.1.3 'Positive Interdependence' as Co-operative Learning principle

In order to elicit the students responses regarding the 'positive interdependence' as the principle of CL, the students were found with various ideas like as 'co-operative learning', 'participatory approach', 'task-based instruction' and ' community language learning'. The responses over this matter can be presented in detail in the table below:

Table No.4

'Positive Interdependence' as the CL principle

S.N	Responses on 'Positive Interdependence' as the CL principle	Frequency	Percentage
a	Co-operative learning	26	65
b	Participatory approach	6	15
c	Task-based instruction	5	12.5
d	Community language learning	3	7.5
	Total	40	100

The above table displays the perceptions of students towards 'Positive Interdependence' as the prime principle. Altogether 65% of the respondents assumed 'Positive Interdependence' as the principle of co-operative learning. So, it can be said that majority of them were well-known about the CL.

Similarly, some of them i.e, (15%) and (12.5) thought it as the principle of 'Participatory approach' and ' Task based instruction' respectively. However, very few of them i.e, (7.5%) acknowledged 'Positive interdependence' as the basic premise of 'community language learning. By analysing the above data presented in table, obviously, it can be said that co-operative learning and other methods of learning language share maximum common features. Nevertheless, there is no integration and uniformity of the responses of the students regarding the positive interdependence as the chief principle of what methods.

4.1.4 Co-operative Learning and its other variables

Regarding the responses on CL and its other variables as one of the most influential methods, there was a huge heap of the data compiled from the respondents. The co-operative learning related factors such as distinctive nature of CL, benefits, shortcomings, qualities, formation, procedures and so on have been analysed. The students were found to have various opinions over these factors. The detailed description of these factors with the varied responses of them can be presented in the following table:

Table No.5
CL and its other variables

S.N	Items to be responded	Strongly agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	10
a	CL encourages interaction between teachers, peer-based learning and sharing skills	16	40	23	57.5	1	2.5		
b	Co-operative professional	8	20	25	62.5	4	10	3	7.5

	development projects allow tasks and responsibilities to be shared							
c	Two heads learn better than one	25	62.5	7	17.5	4	10	4	10
d	CL helps to build positive interdependence among students	14	35	22	55	4	10		
e	Group formation activity is dependent on the socially structured exchange of information between learners	7	17.5	23	57.5	9	22.5	1	2.5
f	Co-operative learning develops students social skills	23	57.5	14	35	2	5	1	2.5
g	Co-operative learning has significant impact on the 'students-teacher' confidence	11	27.5	24	60	3	7.5	2	5
h	Co-operative learning wastes students-teachers valuable time	8	20	8	20	13	32.5	11	27.5
i	CL follows the spirit of learning through	10	25	26	65	4	10		

	interaction among the students							
j	CL enhances both learning and learner's interaction skills	20	50	16	40	3	7.5	1	2.5
k	CL is used for effective and meaningful learning at campus level	6	15	19	47.5	11	27.5	4	10
l	CL is the most important method for language learning	14	35	20	50	4	10	2	5
m	CL mixes many views in a single suitable view	14	35	21	52.5	3	7.5	2	5
n	CL is well applied in small classes than the large classes	9	22.5	18	45	9	22.5	4	10
o	CL develops critical thinking in the students	17	42.5	21	52.5			2	5
Total	15	Total percentage = 100				No. of the students = 40			

In the context of perception towards learning through interaction, majority of them i.e. (57.5%), among 40 students were found that they agreed on the argument that co-operative learning encourages the teacher-student interaction and peer based learning by sharing various skills, whereas no one was strongly disagreed with that argument. In the respect of mutual responsibilities and task completion of group of the students, majority of the students were agreed with the view that 'one for all and all for one' for the successful conduction of the

task, 20%of them were seen strongly agreed with this view but some of them were found disagreed with this argument. Further, few of them were sought with strong disagreement with this view.

Regarding the developing and sharpening the pilot view from various views, majority of the students were strongly agreed, nearly 17.5% of them were agreed but equal number of them had shown disagreement with the opinion that 'two heads learn better than one' for the effective learning. Similarly, nearly 55% of the respondents agreed with the view that CL helps to build positive interdependence among students, whereas none of them showed their strong disagreement with the argument that CL helps to enhance 'positive interdependence'.

As depicted in the above table, majority of the respondents were found agreed that group formation is relied on the mutual exchange of information between students and merely 17.5% of them were strongly agreed on this argument. On the contrary, 22.5% of the respondents were found disagreed on this view related with CL. More over, only a single informant had shown disagreement against this view. So it can be interpreted that mostly a considerable numbers of the informants have shown the agreement with the need of socially structured exchange of ideas between learners where some of them supposed this argument is not needed for group formation.

In the context of social and socialization process of students through CL, it was found that altogether 57.5% of the respondents strongly agreed with the development of social skills in students while using CL in ELT class. Out of 40 respondents, most of them also preferred CL for the well development of social skills. But, minority of them were stood with the disagreement with this argument of CL. To analyse these data, it can be said that almost all the students want to use CL for the students' social skills. Nevertheless, some of them were seemed with the disagreement in one way or another.

The respondents came up with various ideas in the respect of the significant impact on the confidence of teacher and students that the CL brings. As in the table above, majority of the students were found agreed with the view that CL leaves the pivotal impact on the students and teacher to enrich their confidence power. Remaining 27.5% of them were strongly agreed with this argument. Opposing the previous view, some of the respondents were found disagreed in one way or another. To be specific, 7.5% and 5% of the students were disagreed. In the context of time consuming nature of CL, mix type of the views were existed in students .Out of 40 students, the equal respondents were found strongly agreed and agreed in the same way. On the other hand the CL, most of the respondents viewed that with disagreed and strongly disagreed. To be specific, 32.5% and 27.5% of the students were disagreed and strongly disagreed respectively.

 Similarly, while talking about the baseline of CL, i.e, learning through interaction among students, it was found that nearly 65% of the students were found agreed with the baseline of CL. in fact, 10 students out of 40 were strongly agreed about it. On the contrary, only 10% of them showed their disagreement with this baseline. Moreover, none of them were strongly disagreed with this baseline. To discuss about the learning and learners' interaction skills, it was found 50% of the students were strongly agreed with the argument that CL enhances both learning and learners' interaction skills. Further, most (40%) of them were appeared with agreement however 7.5% and 2.5% of them were disagreed in one way or another.

In the same way, regarding the appropriateness of this method at campus level, 47.5% students agreed with the appropriateness of CL at campus level and 15% of them have shown their strong agreement with this agreement. But 27.5% and rest of them were found with disagreements. Likewise, in the context of the status of CL as the most important method for language learning, almost half percent of the respondents were agreed with it. Nearly 35% of them strongly agreed with this argument, whereas 10% and 5% of them were found disagreed

and strongly disagreed respectively. In order to generate a single pilot view from many views, majority of the students were agreed with the argument that CL mixes many ideas to get an effective idea, 35% of them were strongly agreed with the same argument but rest of them were disagreed with this argument in some ways. In connection with the effective application of CL, out of 40 students, 18 and 9 students were in support of CL's successful implementation of it in small classes than large classes, whereas remaining students were against of this agreement. In the question of development of critical thinking through CL, almost all the informants responded positively and only 5% of them were appeared with the strong disagreement. From the data above, it can be concluded that CL seems very effective for pedagogic purpose behind some of its loopholes.

4.1.5 Co-operative Status of Respondents in Class

In order to find out whether the students tended to be co-operative in class or not, the question 'Are you co-operative in your class, how?' was employed in the questionnaire. In the response of this question, the respondents came up with various responses which are presented and summarized in the table below:

Table No. 6

Co-operative Status of Respondents in Class

S.N	co-operative status of respondents in class	Frequency	Percentage
a	Yes, effective engagement of students by providing them ample chances in the tasks, providing them a lot of hints when needed and supporting feeling hesitation in the time of learning in class	9	22.5

b	Focus on interaction and let students discuss in writing and speaking skills, quiz contest, debate, speech and indoor games and helping in different ways as per the nature of the problems	16	40
c	Sharing the opinions, experiences, ideas and hearing attentively students' concerns in the class, applying communicative strategies during the breakdowns of the interaction in class and by its nature it is applicable in class	10	25
d	Partial answers	5	12.5
	Total	40	100

The above table shows the co-operative status of respondents in class. According to it, 22.5% (i.e.9 students) of the respondents were found of being co-operative in class by engaging students in the learning activities, assigning hints and scaffolding them in their needs. Similarly, altogether 40% of them also appeared co-operative by emphasizing more on interaction, discussion, debates and by organizing the different contests in class. They also seemed helpful in class. Accordingly, about 25% informants were found supportive for the students. They responded that by sharing experiences, ideas, opinions and information and hearing student's proper concerns with greater attention as well as by using communication strategies they were co-operative in the ELT class. Moreover, few of them have provided partial answers regarding students' co-operative status in class.

To sum up, it can be analysed that total 19 strategies were elicited for becoming co-operative in class. Although some students provided incomplete answers, almost all the students preferred to become co-operative in class in one way or another.

4.1.6 The Components of CL

Regarding the components of CL, students were found to have different views. They responded to the question 'what are the components of CL? differently which is presented in the following table:

Table No.7

The Components of CL

S.N	Item to be responded	Frequency	Percentage
a	Findings weaknesses, helping each other and solving the problems co-operatively	8	22
b	Co-operation, mutual relationship, collaboration, discussion and social work	10	42.5
c			25
d	Giving classroom assignment and finding out the solutions	2	5
e	Critical thinking, positive attitudes, clarity and group formation, individual accountability and high motivation	3	7.5
	Total	40	100

The above table displays that all 14 responses were referred as the components of CL. As revealed in the above table, it can be easily understood that the entire respondents came up with various ideas related with CL components. More specifically, out of 40 respondents, 17 respondents replied that social skills, role play, group work, positive thinking, interaction and structuring ideas are believed as components of CL. As such, 25% and 22% of them considered the co-operation, collaboration, mutual relationship, discussion and social work and findings weaknesses, helping each other and solving the problems co-operatively as CL components respectively. Some of the respondents i.e., (7.5%) assumed critical thinking, positive attitudes, clarity and group formation, individual accountability and high motivation as components.

Further, very few i.e., (5%) informants viewed as giving classroom assignment and finding out the solutions. To conclude, though all of them came up with some ideas regarding components, there was no uniformity in their ideas. Mainly, finding weaknesses and solving problems, promoting social skills in group work, engaging in task with the sense of collaboration, assigning class works and finding out the solutions and taking accountability with positive attitudes and high motivation as well as critical thinking were taken as CL components

4.1.7 Benefits of Co-operative Learning

Being concerned with the benefits of CL, the students responded variously. It can be understood that they were benefited in different ways by applying CL in the class setting. The advantages of CL which informants have got are presented in the table below:

Table No.8

Benefits of Co-operative Learning

S.N	Benefits of CL	Frequency	Percentage
a	Enhancing and improving the social skills of the students	9	22.5
b	Successful learning and teaching method	7	17.5
c	Promoting learning skills and communicative competence	11	27.5
d	Increasing motivation with critical thinking	6	15
e	Sharing idea and opinions	4	10
f	Partial answer	3	7.5
	Total	40	100

The different respondents opined differently on the benefits of CL in language class. There were multiple views in connection with the strengths of CL in ELT class. As above table depicts, nearly 27.5% and 22.5% respondents assumed that promoting learning skills and communicative competence and enhancing and improving the social skills of the students are the more appropriate benefits of CL respectively. In the same way, 17.5%, 15% and 10% informants shared that 'Successful learning and teaching method', 'Increasing motivation with critical thinking' and 'Sharing idea and opinions' as the prime advantages of CL. Likewise, merely 3 respondents provided partial answers over the benefits of CL in language class.

In nutshell, it can be understood that almost all of the respondents were to some extent familiar with and benefited from CL in class. However, a few of them were seemed not well acquainted with CL and its benefits in ELT class.

4.1.8 The Common Problems of the CL

In order to find the problems, the respondents were asked to respond on 'what are the common problems do you think that Co-operative learning face with?' while implementing CL in ELT class, various problems as well as challenges were confronted by the respondents. The students' views regarding the difficulties are presented in the following table:

Table No. 9

The Common Problems of the CL

S.N	The common problems of CL	Frequency	Percentage
a	Large class, noisy class, multiple students with varied thoughts	7	17.5
b	Shyness, hesitation and lazy, time consuming, no boundary and expensive	16	40
c	Problems of technology, lack of instruments, problems of assessment, class	8	20

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	management, no stable relationship between team members and less focus on contents		
d	Ignore personal activity, lack of external exposures, assignment of the students, maintaining the students' knowledge level and maximum chances of students' detour from lesson.	7	17.5
e	No ideas	2	5
	Total	40	100

Concerning to the problems that occurred while implementing the CL in language class, the respondents mentioned various responses as per their experiences. They pointed out a number of various difficulties regarding the implementation of co-operative learning. In this regards, as mentioned in the above table, shyness, hesitation and lazy, time consuming, no boundary and expensive were regarded as the common problems by the 40% of the respondents. Similarly, about 20% informants confronted problem related with ample knowledge of technology and instruments, well class management, assessment of assignments, and contents knowledge of course. Accordingly, equal number of the students faced problems like 'large class', 'noisy class, multiple students with varied thoughts' and problems associated with their likely detour of students from lesson, external exposures and maintaining the level of students and teachers' knowledge. Nevertheless, few students came up with partial knowledge regarding the same topic.

By this, it can be said that a considerable number of the respondents are exclusively well known about CL and its challenges in language class. But very few of them were appeared less familiar with these problems.

4.1.9 The Disadvantages of the CL

Despite an ample numbers advantage of co-operative learning, it has few disadvantages as well. The disadvantages given by the respondents can be presented in the table below:

Table No.10
The Disadvantages of the CL

S.N	The Disadvantages of the CL	Frequency	Percentage
a	Lack of well classroom management, more necessity of physical facilities, lack of maintaining level of students and students, lengthy class and lack proper materials	12	30
b	Waste valuable time, make students lazy, monotonous, more expensive and failure to provide concrete conclusion	12	30
c	Dominance of personal feelings, more probability going students out of track, disturbances in class and more chances of inability to express ideas	9	22.5
d	Focus only on speaking not writing, discrimination between talent and poor students, less focus on content, more chances of interdependence, maximum chances to boost up the involvement and less appropriate at higher level	6	15
e	No idea	1	2.5
	Total	40	100

In the context of the disadvantages of the CL that occurred while implementing it in the class, the students mentioned the various responses based on their experiences. From the study, it was found that the respondents did not have similar responses on demerits of CL such as   lack of well classroom management, more necessity of physical facilities, lack of maintaining level of students and students, lengthy class and lack proper materials. Accordingly, the same number of the respondents have presented ' time consuming, failure to provide concrete knowledge, monotonous and expensive' as the limitations of

CL in ELT class. In addition, 22.5% of them referred the problems associated with detour from lesson, disturbance and inability of expressing personal opinions by the weak students in class. Actually, the problems linked with discrimination of students, exclusive interdependence, language skills and less appropriateness in higher level were also addressed by the 15% of the respondents, whereas a few of them were found unknown/ semi-known about CL in ELT class.

To concretise the information, it can be said that mostly respondents were knowledgeable about the CL and its features but few of them were still in confusion about it.

4.1.10 Distinction between Co-operative Learning and Group Learning

Regarding the differences between CL and GL, the respondents responded variously. The responses of them can be presented in the table below:

Table No.11

Distinction between CL and GL

S.N	Distinction between CL and GL	Frequency	Percentage
a	Heterogeneous and homogenous group of the students, small class and large class and promoting social skills/positive interdependence and no concerned in GL	20	50
b	More focus on collaborative skills and no or less focus on collaborative in GL and process oriented vs. product oriented	5	12.5
c	Related with give and take vs. related with mass decisions, follows interdisciplinary approach in GL but CL does not follow it	4	10
d	No differences	11	27.5
	Total	40	100

Different responses related with the distinction between CL and GL were found from the collected data. The entire respondents responded variously on this matter. As the above table reveals, nearly half of the respondents clearly stated that heterogeneous and homogeneous group of the students, large class and small class, and maximum positive interdependence and no concerns about PI respectively were the main differences between them. About 12.5% of them viewed that there is focus on collaborative skills in CL, whereas less/no focus on it in GL. And, CL is process oriented but GL is product oriented. Additionally, 10% of them pointed out the differences related with interdisciplinary approach and decision making process in CL and GL. However, few of them viewed them as the same language learning methodology.

To sum up, a considerable number of the respondents revealed some clear cut differences between CL and GL but few of them were far away from the well knowledge about them.

4.1.11 Suggestions to overcome the problems in CL applied Class

The respondents came up with different suggestions as per their experiences on CL. The suggestions suggested by them are presented in the table below:

Table No.12

Suggestions to overcome the problems in CL applied Class

S.N	Suggestions	Frequency	Percentage
a	Providing maximum equal chances to the students to participate in the tasks and more focus on code of conducts of class and time management	15	37.5
b	Balance the knowledge level of students and teachers, effective use of teachings aids, emphasis on maintaining the good	12	30

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	rapport between teacher and students as well as among students		
c	Sharing ideas and experiences, solving the problems and applying tit for tight strategies	8	20
d	Partial answers	3	7.5
e	No ideas	2	5
	Total	40	100

This above table displays that nearly 95% of the respondents suggested some of the effective suggestions in order to overcome the problems of CL in ELT class, whereas only 5% of them did not provide any suggestion for the same purpose. As the suggestions to overcome the problems, they advocated about the equality and equity over the opportunity of the students, effective application and management discipline and class, maintaining good rapport between students and teachers and effective use of teaching aids. Supporting these data above, 20% of them suggested that sharing, solving and applying experiences, problems and strategies respectively, one can successfully apply CL in ELT class. Nevertheless, a few of them were appeared with no ideas about CL.

To sum up, it can be said that nearly all of them have knowledge of CL in various degrees. However, only 5% of them were found with no ideas about CL.

4.2 Summary of the Findings

The objective of this study was to explore the views of the bachelor level students on co-operative learning. Their views over certain issues/ factors associated with CL were elicited, analysed and interpreted at first and finally the major findings/facts were drawn. The major findings of the study are presented under the followings points:

a. Regarding the views on definition and premises of co-operative learning, out of the 40 respondents, the majority(60%) of them defined co-operative learning as 'collaboration' and 22.5% of them defined CL as 'co-operative'. Similarly, some i.e. (15%) of the students put forwards 'to develop communicative competence in a language' and most of the students i.e., (47.5%) viewed all the options included in the questions as the central premises of CL.

b. Regarding the association and existence of CL as the important method, majority of the students i.e,(55%) associated CL with 'learning', 27.5% of them associated it with 'interethnic relationship'. On the other hand, Out of the 40 students, about 50% of them were agreed on CL as most important method for effective language learning.

c. In connection with the perception towards 'Positive Interdependence', altogether 65% of the respondents assumed 'Positive Interdependence' as the principle of co-operative learning. Similarly, nearly 55% of the respondents agreed with the view that CL helps to build positive interdependence among students.

d. In the context of perception towards learning through interaction, majority i.e, (57.5%) them among 40 students were found that they agreed on the argument that co-operative learning encourages the teacher-student interaction and peer based learning by sharing various skills. In the same way, about 65% of the students found agreed with the sprit of learning through interactive activities.

e. In the respect of mutual responsibilities and task completion of group of the students, the majority i.e., (62.5%) of the students agreed with the view that 'one for all and all for one' for the successful conduction of the task.

f. Regarding the developing and sharpening the pilot view from various views, the majority i.e., (62.5) of the students strongly agreed with the opinion that 'two heads learn better than one' for the effective learning. On the other hand, the majority i.e., (52.5%) respondents agreed with the view of amalgamation of many views to generate a single pilot view.

g. With the regard of enhancement of social/interaction skills and critical thinking in CL, almost 50% percent students (20) were found strongly agreed and nearly 40% of them were agreed. As such, 52.5% and 42.5% of the students agreed and strongly agreed with the view that CL develops critical thinking.

h. Regarding the impact on students-teacher's confidence and benefits of CL, majority 60% students were found strongly agreed. On the other hand, most of the students assumed that CL increases the amount of comprehensible input.

i. Concerning the application of co-operative learning at different levels, most i.e., (47.5%) of the students agreed that it is appropriate at campus level.

j. While collecting the experiences of the respondents towards the common limitations of co-operative learning, it was found that the majority (60%) of them assumed the problems like time consuming, less focus on content, failure to give conclusion, management and availability of physical facilities, level of learner's knowledge, trained teacher, less appropriate at higher level and large class and noisy class.

k. Regarding respondents' response of components of CL, most i.e.,(42.5%) of them assumed that social skills, collaboration, role play, group work, structuring ideas, interaction positive thinking, are the components of CL. Similarly, in the context of the benefits of CL as the respondents experienced in class, most of them were seemed benefited in terms of the promoting learning skills, communicative competence, enhancing social skills and procedural knowledge and development of motivation in students for increasing critical thinking.

L. In the respect of distinction between CL and group learning, huge numbers of students i.e., (50%) came with the ideas that there is no difference between them. However some of them were found with the ideas such as only CL is concerned with the promotion of social skills and positive interdependence which are less/no concerned in group learning. Rest of the respondents claimed that there is heterogeneous group in CL, whereas there is homogenous group in group learning.

CHAPTER-FIVE
CONCLUSION AND RECOMMENDATION

This is the final chapter of this research which deals with the conclusions and recommendation made by the researcher after summarizing the major findings of the study. This chapter is divided into two parts conclusions and recommendations. The recommendations of the study provided to be effective for policy, practice and research related levels respectively.

5.1 Conclusion

Conclusion is the final outcome or theme drawn after the successful conduction of the study. It is crucial message that the researcher draws after the systematic synthesis of his whole study. As my study was on "Co-operative learning: perception of bachelor level students", it tried to explore the views of the students in classroom setting. Co-operative learning is a part of a more general instructional approach. It is also known as collaborative learning. It is used as an umbrella term for variety of activities in education that involves joint intellectual effort of two or more people who attempt to learn something together. It is based on the belief that learning is naturally a social act. So, knowledge can be created among the learning members activity interacting, sharing experiences and taking different roles. Co-operative learning is similar to collaborative learning and it stands in contrast to the concept of competitive learning.

The whole study has been presented dividing into five different chapters. The first chapter, 'introduction includes the background of the study, statements of the problems, rational of the study, objectives of the study, research questions, significance of the study and delimitations of the study. This chapter provides the picture of the content that necessitates the study the rationale behind selecting the topic, problem that are to be answered in the study, purpose of the

study, significance or the usefulness of the study and scope of the work to be performed.

In the second chapter, I attempted to review the knowledge or the theories which could guide my study. The theoretical literatures Vygotskian perspective, Piagetian perspective about CL, Bandura's social learning theory, co-operative learning and its different variables and the distinction between CL and GL were thoroughly reviewed. I reviewed the previous works done in the department applying the theories related to my topic. In this chapter I have tried to provide authenticity to my study by presenting theoretical literature, empirical literature and conceptual framework developed on the basis of the review.

The third chapter deals with the methods and procedures employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, tools for data collection, procedure of data collection and data analysis and interpretation procedure. It attempts to lead the whole research study.

Collected data are presented, analyzed and interpreted in the fourth chapter. The data were tabulated and analysed using language and simple statistical tools. major findings of the study included that the majority of the respondents were well acquainted with CL and its variables in various degrees. The last chapter presents the conclusion and recommendations. At the end some recommendations are presented. The recommendations of the study are provided for the policy level, practice level and for further related research. This chapter is followed by references and appendixes to make the study reliable, valid and authentic.

 Last but not least, this study is believed to explore the views of students on co-operative learning, find out the current state of using CL in ELT class and put forward some significant implications for the concerned stake-holders.

In conclusion, it can be said that though CL has some loopholes, it is required for generating input of the target language, motivating students, socializing them, making students accountable to complete the tasks, and developing critical thinking in the students.

5.2 Recommendations

The findings of this study suggest some of the major guidelines to be followed for the betterment of the ELT class. These major guidelines are regarded as the effective recommendations for various purposes.

5.2.1 Policy Level Recommendations

The most determining factor in any sectors is the policy implemented by the country or state. Generally, teaching through communicative approach and specifically, teaching English by creating classroom as communicative as possible are also highly influenced by policies formed by nation. In order to develop students to become communicatively competent in English in our context, the proper policies should be formed from national level which should, in general, greatly help to enrich educational standard of our country and to develop students to become competent and get command over English in particular. In this regard, I would like to point out some of the recommendations effective for policy making level below:

a. Since there is gap between theory and practice of teaching English communicatively from practice level to policy level and a profound need of co-operation and collaboration learning, there should be a compulsory provision of teaching English through co-operation, collaboration and in ELT class at different level as per the needs, desires ans knowledge level of the students and monitoring the effective implementation of that provision in all the schools/colleges.

b. As the goal of language teaching is unquestionably the development of CL, the Government policies should be oriented to develop communicative

competence in students by engaging them in various learning tasks with sufficient use of CLs in class and to formulate an appropriate policy and provision for the schools. As co-operative learning strongly develops the interethnic leadership in students, the policy makers should also consider the ethnicity and cultural aspects of the learners.

c. Since there is no sound vision, policy, programmes of ELT for different levels in Nepal, specially, policy making government organizations and institutions such as MoE, NCED and nongovernment organizations such as NELTA should include interaction and use of CLs for teaching English in pivotal position in the policy. The programmes conducted by these organizations should incorporate the student's innate capacity, needs, cultural aspects and make them to expose their talent through the CL.

d. As the teachers trainings are conducted just for formality, there is lack of use of training skills in ELT. So, the government should make the compulsory provision for different workshops, conferences, and interaction programmes on various current topics at school and campus level so that students could equip with communicative competence.

5.2.2 Practice Level Recommendations

From the findings of this study, several pedagogical recommendations can be drawn as the useful insights for the educational practitioners. Since co-operative learning insures the shared goal, group/team work, shared responsibility and mutual interdependence, it can be said that CL has direct impact on communication and teaching and learning process in class and an indirect impact on second language acquisition. Moreover, it has significant impact on the socialization of the learners. Some of the practice level recommendations are as follows.

a. So far the ELT teachers in Nepal less using training skills, proper materials, effective methods, successful teaching learning activities appropriately as per the age, level, needs, interests of the students, the

ELT teachers need to increase the students' meta-communicative awareness of co-operative learning strategies. More specifically, ELT teachers should make learners conscious about CLs already in their repertoire, sensitize them to the appropriate situations where there CLs could be useful and help them realize these CSs could actually use.

b. Since teacher-centered methods such as grammar translation method, lecture, and explannation and so on are still used as the most habituated dominant methods of ELT, the ELT teacher should use student- centered methods, encourage and motivate students to use co-operative learning in ELT class for the development of communicative competence and enhancement of SLA.

c. As the ELT teachers mostly tended to teach even the communicative exercises non-communicatively, they should create situations that encourage students to produce oral language as far as possible. They should create the environment which shold ensure the all-round development of the students to be academic, dytnamic, creative, co-operative and communicatively competent. They should introduce CL to the students and stimulate them to use co-operative learning strategies in their interactions in inside and out of class.

d.   As there is less or no practice of students' participation in different formal programmes organized by schools, the school/campus administrators as well ELT teacher should encourage students to participate in communication-relevant school/campus activities and programmes and emphasis on developing intrinsic motivation in students in learning English.

e. Since concerned authorities are less/no habituated to awake the spirit of co-cooperativeness in students, they should evoke the spirit of co-operativeness rather than competition in students while doing the tasks and learning English in ELT class.

5.2.3 Further Research Related Recommendations

In fact, no work is final and no research complete in itself. Regarding the further researches in the field of co-operative learning use in ELT, it is important that a large scale qualitative research should be carried out taking almost all the campus/schools into consideration in order to find out the current trend of using co-operative learning in ELT class. Considering limitations of this study, some directions for the further research seem to be fruitful.

a. Instead of one-to-one conversations, language learning in alone and only depending on teachers, future research should require group conversations, group tasks, shared goals and responsibility so that each participant has to tackle individually the shared common problems and tries to compensate the communicative gaps for effective communication. Further, they can put their views and sharpen the pilot view for solving these problems.

b. Future researchers should focus on the relationship between the use of CLs and the variables which affect the magnitude of CLs use such as motivation, learners' attitude, learning and communication context, learners' personality, nature of problems/interaction tasks, students' L2 proficiency in detail.

c. Further researcher should investigate into the relationship between the use of CLs and language acquisition in more vivid way.

d. The new researchers should explore the students' problems while implementing CL in ELT class. For this, they should give due attention to carry out a macro level study in CL in our context.

e. To sum up, this research study directly attempted to explore CLS use in language class and indirectly tried to find out the influence of CLS use in second language acquisition as the area for the further research.

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Appendix - I

Dear Respondents,

This questionnaire is a research tool to gather information for my research entitled "Co-operative Learning: Perceptions of Bachelor Level Students" under the guidance of Mr. Guru Prasad Poudel, Teaching Assistant, Department of English Education, T.U., Kirtipur. The correct information provided by you will be a great help for completing my research. The information you provide will be highly confidential and used only for research purpose. I would appreciate your honest opinion and assure you that your responses will be completely anonymous.

Researcher

Mr. Deepak Kumar D.C.

M.Ed. Second Year

Questionnaire

Part - I

Tick ( ) the best answer:

1. Co-operation refers to ……………..
   a) collaboration   b) group work
   c) co-operative   d) team work

2. A central premise of co-operative learning is …………
   a) to develop communicative competence in a language
   b) to develop critical thinking skills of the learners
   c) to develop classroom that foster co-operation rather than competition in learning
   d) all of the above

3. Co-operative learning is associated with …………
   a) learning   b) self-esteem
   c) liking for school   d) interethnic relationship

4. 'Positive interdependence' is the principle of
   a) co-operative learning   b) participatory approach
   c) task-based instruction   d) community language learning

5. Co-operative learning encourages interaction between teachers, peer-based learning and sharing skills.
   a) Strongly agree   b) Agree
   c) Disagree   d) Strongly disagree

6. Co-operative professional development projects allow task and responsibilities to be shared.
   a) Strongly agree   b) Agree
   c) Disagree   d) Strongly disagree

7. Two heads learn better than one :

   a)   Strongly agree   b)   Agree

   c)   Disagree   d)   Strongly disagree

8. Co-operative learning helps to build positive interdependence among students.

   a)   Strongly agree   b)   Agree

   c)   Disagree   d)   Strongly disagree

9. Group formation activity is dependend on the socially structured exchange of information between learners.

   a)   Strongly agree   b)   Agree

   c)   Disagree   d)   Strongly disagree

10. Co-operative learning develops students social skills.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

11. Co-operative learning is beneficial because …………

    a)   it increases student talk.

    b)   it increases amounts of compensable input.

    c)   it increases greater motivation.

    d)   it increases more varied talk.

12. Co-operative learning has significant impact on the 'student-teacher' confidence.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

13. Co-operative learning wastes student-teachers valuable time.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

14. Co-operative learning follows the spirit of learning through interaction among the students.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

15. Co-operative learning enhances both learning and learner's interaction skills.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

16. Co-operative learning is used to effective and meaningful learning at campus level.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

17. Co-operative learning is the most important method for language learning.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

18. Co-operative learning mixes many views in a single suitable view.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

19. Co-operative learning is well applied in small classes than the large classes.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

20. Co-operative learning develops critical thinking in the students.

    a)   Strongly agree   b)   Agree

    c)   Disagree   d)   Strongly disagree

Part - II

1.   Are you co-operative in your class, how ?

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

2.   What are the components of co-operative learning ?

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

3.   Do you get the benefits from co-operative learning ? If so mention.

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

4.   What are the common problems do you think that co-operative learning
     faces with ?

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

5.   What are the disadvantages of co-operative learning ? Give your answer
     based on your experience ?

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

6. How does co-operative learning differ from group learning ?

   ………………………………………………………………………………
   ………………………………………………………………………………
   ………………………………………………………………………………
   ………………………………………………………………………………

7. How do you suggest to overcome those problem faced in the classroom while teaching co-operatively ?

   ………………………………………………………………………………
   ………………………………………………………………………………
   ………………………………………………………………………………
   ………………………………………………………………………………

Thank you for your kind co-operation