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**Effectiveness of Cooperative Learning in Improving English Speaking Skills at
Basic Level**

Ajay Pandey

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**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

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**Submitted by
Ajay Pandey**

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Declaration

I, hereby, declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 05/09/2023

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Recommendation for Acceptance

This is to certify that **Mr. Ajay Pandey** has prepared his M.Ed. thesis entitled **Effectiveness of Cooperative Learning in Improving English Speaking Skills at Basic Level** under my guidance and supervision.

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Dedication

Affectionately

dedicated to

*My parents who have devoted their whole life to make me
what I am today.*

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Abstract

The study **Effectiveness of Cooperative Learning in Improving English Speaking Skills at Basic Level** was conducted to find out the effectiveness of cooperative learning technique on developing students' speaking skills. I used quasi-experimental research design in order to carry out this study. I selected 60 students studying in grade 8 in Baljyoti English Boarding School in Banganga Municipality -4, Kapilvastu. The selection was done applying non-random purposive sampling procedure and the data were taken through the methodology of primary source of data. The quasi-experimental research design was used with the aim of establishing a cause-and-effect relationship between an independent and dependent variable. After selecting the sample of 60 students, a pre-test was administered to determine the students' initial proficiency on the selected items. The study was conducted within three weeks starting from June 4, 2023. I used test items (pre-test and post-test) as the main tools for data collection. The test items consisted of five different areas of evaluation namely: pronunciation, vocabulary, accuracy, communication and fluency. The findings showed a remarkable development in the students' speaking skills after the introduction of cooperative learning techniques. Similarly, when teachers use cooperative techniques in their classes it automatically enhances their communicative skills and teacher doesn't need to translate the text in their mother-tongue as well.

This research work includes five chapters. The first chapter of the study deals with the introduction of the topic in which background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms are included. The second chapter covers review of related literature. It consists of theoretical and empirical review of the literature, the implications of the review for the study and conceptual framework. Chapter three consists of discussion upon methodology and procedures of the study. It consists of design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Chapter four of this study includes results and discussions where analysis and interpretation of the data is included and lastly the fifth chapter derives findings, conclusions and implications. In the end, references and appendices are included.

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Chapter 1

Introduction

The first chapter covers the research's background, statement of the problem, objectives of the study, research questions, as well as its significance, delimitations, and operational definitions of the key terms.

Background of the Study

Language learning is a process that requires active participation right after the beginning at infancy and continues throughout the life. Students pick up language when they use it to express their ideas, feelings, and experiences, build relationships with family and friends, and try to understand and organize the world around them. The essential requirement for learning a foreign language is the mastery of its skills. Speaking skills have always been considered as the most difficult skill out of the four skills that learners should master in language learning. Speaking is a language skill that develops in a child's life, which is preceded only by listening skills, and at that time the ability to speak or say is studied (Tesfamichael, 2017, p. 3). Learning a foreign language in its spoken form is not an easy endeavor; rather, it demands a thorough examination of what might be required in the process of obtaining the speaking skill in light of any possible supplementary difficulties (Majer, 2011). In other words, speaking the target language well is crucial because it demands a deep understanding of the key elements of effective speaking. Speaking is one of the basic components of foreign language teaching and learning in addition to listening, reading and writing since it provides learners with the opportunity to hold successful conversation as well as manage interaction. It is also one of the important skills of second language teaching and learning. Speaking ability, in general, is the capacity to create and communicate meaning in a range of contexts via the use of verbal and nonverbal symbols. At the present time the consideration of the speaking skill is widely acknowledged among teachers and language practitioners. The teacher's concern when teaching speaking is prioritized to giving students chances to express themselves in real-life situations. In other words, teaching speaking corresponds preparing FL learners to use the target language orally by providing enough

opportunities not only to practise the different linguistic features, but also to master the basic interactive skills of English language.

The traditional educational directives, teacher-centered lectures, used by foreign language teachers had and still have greater significance. However, new methods and instructions should be implemented to meet students' needs and thus develop their level of achievement. In recent years, the change from a teacher-centered teaching model to a learner-centered model has been one of the biggest modifications in foreign language pedagogy. This change marks a fresh period in which English speaking training must offer learners an opportunity to speak the language. Co-operative teaching learning practices, the student centered learning activities act as an alternative method for teaching by promoting speech and social interaction (Hernández & Boero, 2018). In Nepalese context, however, the impact of cooperative learning on teaching English speaking skill has not been investigated more. In cooperative learning, students work in small groups to help one another learn academic content and also work in groups on a certain activity in order to maximize one another's learning and to achieve certain goals. Therefore, the teaching and learning process using CL techniques has gained popularity as an alternative to the lecture-based paradigm.

Cooperative learning is defined as a set of instructional methods through which the students are encouraged to work on academic tasks. In the words of Richards (2006), "It is an approach to teaching that makes maximum use of co-operative activities involving pairs and small group of learners in the classroom" (p.192). Similarly, Johnson and Johnson (1994, p.9) state "Co-operative learning is the instructional use of small group so that students work together to maximize their own and each other learning". Cooperative Learning arose in mainstream of education as an effort to address such problems and to generally facilitate student-student interaction (McCafferty et al, 2006). Artz and Newman (1990) define co-operative learning as a small group of learners who work as a team to solve a problem, complete a task and achieve a common goal. Similarly, Brown (2001, p.47) states that as the students work together in pairs and groups, they share information and come to support each other. They work in a team and the team work support them to achieve goals successfully.

Taking all the above into account, to teach English speaking skills effectively, teacher should use appropriate learner- centered techniques. There are different learner-centered techniques among them, cooperative learning is one. Cooperative learning plays the vital role in teaching English language speaking skill. It is used in language teaching to make the classroom effective and communicative. So, in this study, I have chosen the issue of cooperative learning to see how effective it would be for enhancing speaking skills of the students.

Statement of the Problem

Foreign language teaching in Nepal seems to be quite outdated. Traditional methods like Grammar Translation Method (GTM) continue to be used. Old methods used in teaching English in Nepalese schools failed to motivate the students and instigate their involvement in class activities; this is why these methods are structurally based. The grammar-oriented methods that are widely used in the Nepalese educational system are not producing the desired results for real communication. Although successful and fluent communication is the final goal of EFL learners, little effort is made to actually help them learn to speak English as it is spoken by native speakers. Therefore, Nepalese learners have lots of problems interacting with their interlocutors in the target language. Many Nepalese EFL learners are grammatically proficient and they know an abundance of English vocabularies but they are unable to communicate fluently.

The main reason behind students learning a foreign language is to be able to speak it, yet they face a lot of difficulties which hinder them from achieving the goal and in the long run they may not develop the required professional skill. Enhancing students' speaking skill requires mainly overcoming these obstacles. Actually, the teachers have to provide students with a method that would increase opportunities of language use. Managing the class into groups seems to be one of the finest ways to increase students' oral productions and communications. Therefore, the present study attempts to highlight the importance of cooperative learning in the development of students' speaking skill.

Objectives of the Study

I set the following objectives for carrying out this research.

- a. To find out the effectiveness of cooperative learning technique on developing students' speaking skill.
- b. To suggest pedagogical implication.

Research Questions

The research has answered the following research questions.

- a. Does cooperative learning have any significance on developing speaking skills of basic level students?
- b. How does cooperative learning technique influence basic level students' speaking skills?

Significance of the Study

The study would be significant as it offers assistance to the language teaching field. Since the method used by the teacher has an impact on teaching, this study tries to show that the implementation of cooperative learning may contribute in the development of students' speaking skill. The researchers can also get benefit from the research as they can review the empirical literature and use it as a resource for other research projects. Additionally, it will be important for the students to find solutions to the issues that come up while they are learning. Even the textbook authors and the relevant administrative bodies can get benefitted as they can set learning outcomes through the use of student centered strategies.

Delimitations of the Study

The study was bounded with the following limitations:

- a. The study was limited to 60 students studying in grade 8 in Baljyoti English Boarding School in Banganga- 4, Kapilvastu.
- b. The respondents were selected using purposive non-random sampling strategy.

- c. The data were collected through the Pre and post-test.
- d. The teaching items were limited to aspects of speaking skill.

Operational Definition of the Key Terms

Basic level. Primary education system in Nepal that consists of grades one to eight. But, for this research purpose the level will be limited to grade 8 only.

Cooperative learning. It is an educational approach which aims to organize classroom activities into small groups through different structured activities. For this research purpose, It is a notion based on group work activities in which the learners are accountable for their own learning along with the facilitation process for others.

Effectiveness. It a process to measure and examine the research's effort and also to make sure whether the goals are achieved or not.

EFL teachers. The teachers who teach English in such countries where it is not considered primarily for the official purposes.

Speaking skills. The skills of using language to communicate using verbal or nonverbal symbols orally in different context that can be improved through learning language.

Chapter 2

Review of Related Literature and Conceptual Framework

The present chapter explains the existing literature and research related to the present study for finding out what have been already studied and how those research work become helpful to the present study. The review of theoretical literature, implication of the review of the study and conceptual framework are included in this chapter.

Review of Theoretical Literature

This section discusses multiple theoretical perspectives on the study's central problem. Cooperative teaching and learning approaches are one of the numerous approaches that should be employed for effectively teaching speaking skills. Working together with and active participation of students is called Cooperative teaching and Learning. It also helps to share the ideas between the students. Actually, it induces to speak the shy students as well. The theoretical review of this study includes the discussion of following topics:

Introduction of cooperative learning. The study of foreign languages and the teaching of them have undergone a number of modifications in an effort to find more creative and efficient teaching techniques. The cooperative learning approach has just come into existence as an effort to improve social interactions among students that would lead to meaningful and purposeful language acquisition. This is due to the idea of the student as an instructor. Various definitions to the cooperative learning have been formulated. There are numerous definitions for cooperative learning. What is notable is the assertion made by Slavin (1995, p. 2), who said:

Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in the gaps in each other's understanding.

Cooperative Learning in the classroom entails students working together in order to construct shared knowledge, so the key element in cooperative work is the negotiation of meaning among and between students to arrive at a general understanding of a given task. In other words, cooperative learning (CL) is an instructional method in which students work in group to accomplish a common learning goal by making themselves actively involved under the guidance of the teacher (Rigacci, 2020). In the words of Artzt & Newman (1990) cooperative learning is defined as " small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal. Hence, cooperative learning refers to a teaching technique where students work in groups on a certain activity in order to maximize one another's learning and to achieve certain goals (Nasri & Biria, 2017).

The teaching and learning process using CL techniques is a learner-centered paradigm that has gained popularity as an alternative to the lecture-based paradigm. Much of the current researches revolve around the notion that CL has positive effects on various outcomes (Johnson & Johnson, 2002). Most studies on the effects of CL have consistently indicated that this method improves students' English oral skills (Pattanpichet, 2011). It also helps to develop learner's responsibilities and feeling of co-operation. Cooperative learning also known as collaborative teaching learning is a student-centered technique where students actively take part in teaching learning activities.

To sum up, Cooperative learning has grown in favor in the field of education as one of the most successful approaches to the learning process. So, cooperative learning aims to make the process of learning student-centered rather than teacher-centered. In language teaching, the teacher has to cooperate with the students in a group for their better learning of performance. Hence, it is considered as the instructional method, through which student assist each other and complete each other's comprehension concerning a given task. Therefore, it is one of the most effective methods in the field of education.

Cooperative learning Strategies. Since its inception in late 1970s with the publication of the first meta-analysis on the effects of cooperative, competitive, and individualistic goal structures on students' achievement and productivity in a sample of North American schools (Johnson, Nelson, & Skon, 1981), a large number of

cooperative methods have been developed. These methods have been implemented and researched within the classrooms. The cooperative learning methods: Jigsaw method founded by Aronson, Stephan, Sikes Blaney in 1978; Group Investigation method founded by Sharan and Hertz-Lazarowitz in 1980; Learning Together method founded by Johnson in 1975; · Student Teams Achievement Division (STAD) method founded by De Vries and Slavin in 1978; and · Teams Games Tournaments (TGT) method founded by Slavin and Lazarowitz have been in practice in language learning field.

Cooperative learning can incorporate constructivist techniques that encourage and/or require students to experiment, hypothesize, and do real-world problem solving. Students then reflect on the new knowledge they have gained and discuss what they are doing and how their understanding has changed. According to Roth and Roychoudhury (1993, p. 143), cooperative learning is the convenient way to support the construction of individual knowledge of the members in a variety of ways. When learners are required to explain, elaborate, or defend their position, they construct a deep understanding because they have to evaluate, integrate, and elaborate upon their existing knowledge. Learning through cooperative problem solving gives rise to insights and solutions that would not come about without them. Hence, cooperative learning creates a facilitating environment in which learners listen to each other, develop a mutual relationship among peers, share their ideas and be on task most of the time. Above all, cooperative learning requires learners to be both physically and mentally engaged, it makes them to construct knowledge.

Basic components of cooperative learning. There are five key components that differentiate CL from simply putting students into groups to learn (Johnson, & Smith 2006). The first one is positive interdependence. It refers to the idea that students are required to work together in order to achieve common learning objectives. In this case, students must believe that they are linked and that they either sink or swim in such a way that one cannot succeed if the others do not. Students need each other for support, explanations, and guidance. Without the assistance of the members, the group will not be able to accomplish the ideal goal. The second one is singular responsibility. It infers that each team member is responsible for his/her fair share to the group's prosperity. It is vital that the group knows who needs more help,

support, and encouragement while working on a task. It is additionally fundamental that group members know they cannot “hitchhike” on the work of others (Al-Tamimi & Attamimi, 2014). It needs each student in the group to display a sense of personal responsibility to learn and help the rest of the group to learn as well. The third component is promotive interaction. It alludes to the connection of students in order to help them accomplish the task and the group’s shared goals. Students need to interact verbally with one another on learning tasks (Tesfamichael, 2017). They are also expected to elucidate things from each other, train others, and provide each other with assistance, support, and encouragement. The fourth component is interpersonal and social skills. It refers to skills such as giving helpful feedback, reaching consensus, communication accurately and unambiguously, and involving every member in the learning process. However, not all students know these skills. They must be taught and practiced these skills before the groups tackle a learning task. Therefore, teachers should carefully and explicitly teach their students the required skills. The teacher is not a person who measures the capacities of the students in terms of the final product, but somebody who acts as a friend, coordinator, director, guide, counselor, and facilitator (Tesfamichael, 2017). Finally, group processing is an important aspect of CL. It requires group individuals to survey their capacities and commitment to the achievement of all tasks. It centers around positive practices and activities rather than on negative ones and includes learners contemplating how they learn. The educator may also elect to spend time explicitly concentrating on improving a skill, for example, speaking. The educator would then be able to screen the various groups during the learning exercises and give feedback on what has been observed.

Types of cooperative learning groups. Johnson et al. (1998, pp.7-8), categorizes three types of cooperative learning groups, as Formal Cooperative Learning Groups, Informal Cooperative Learning Groups and Cooperative Base Groups.

Formal cooperative learning groups last from one class period to several weeks. In Formal cooperative learning groups, students are actively involved in the intellectual work i.e. organizing material, explaining it, summarizing it and integrating it into existing phenomenon (Johnson et al., 1998), whereas, Informal cooperative learning groups that last from a few minutes to one class period. Informal cooperative

learning groups can be used during direct teaching (lectures, demonstration). Informal use of cooperative learning groups may prove helpful to produce conducive environment for learning (Ibid). On the other hand, Cooperative base groups are long term (lasting for at least a year), heterogeneous groups with stable membership whose primary purpose is for members to give each other the support, help, encouragement and assistance. Base groups provide students with long-term committed relationships (Ibid).

Difference of cooperative learning method and other learning methods.

Some people take for cooperative learning method as a group learning activity. Actually cooperative learning method is not just group learning but it is more than that. Ellis and Whalen (1990, p. 15) differentiated the two techniques. Students sink or swim together in cooperative groups and engage in face-to-face speech communication, which is the first sign of positive dependency. In a small group setting, there is no dependency; instead, students work alone, occasionally or frequently reviewing their work with peers. Secondly, in cooperative group the learners take the responsibility as an individual. Each pupil must master the material. In a small group, some students let others do most of all of the activities and then copy. Thirdly, teachers teach social skills needed for successful group work in cooperative group. In a small group, social skills are not systematically taught. Fourthly, teacher inspects students' behavior in a cooperative group. In a small group, teacher does not directly observe behavior, often works with a few students or works on other tasks (grade papers, prepares next lesson, etc.). Fifthly, feedback and discussion of students' behavior is an integral part of ending the activity before moving on. It can also be taken as the takeaway session. With the exception of generic remarks like "Nice Job" or "Next time, try to work more quietly," there is no discussion of how effectively the students cooperated when they are working in a small group. Johnson and Johnson (1999, pp. 5-6) in cooperative learning method, members are assigned to pairs or small groups. They learn assigned material and ensure all the other members got success. They also ensure that everyone in the class has learned assigned material. Students discuss with each other and try to promote each other's success.

Cooperative learning in teaching English. Cooperative learning can be used to teach any imaginable language concept, not just the English language. This strategy

requires learners to participate and share their knowledge with other classmates. Once they start learning in groups, they will unobtrusively be engaged in oral practice. In contrast, when it comes to English, it is actually important to use cooperative learning strategy. Kristiawan (2013, p.87) says, Cooperative learning is implemented in the English class because there is an objective to create a situation where individual success is determined or influenced by the success of the group. It is very important to teach English speaking skill properly since cooperative learning technique is a procedural tool used in classroom instruction to teach all facets and skills of language. In fact, cooperative learning can be applied to all the areas of second language learning; it is useable in grammar, oral skills as well as in listening comprehension exercises. Regarding the usefulness of cooperative learning in teaching English, Liang (2002) claims that, Cooperative learning can be an easy and perfect teaching model for EFL teachers and it could effectively accomplish communicative objectives. It means in recent years; cooperative learning has been applied to foreign language teaching in the classroom. Therefore, cooperative learning and the English as a second language or foreign language in classroom is a well integration.

Process/procedures of cooperative learning practices. Cooperative learning is not a disorganized activity rather it is a very systematic, planned and well-organized activities of the students. During engagement in such activities, students go through several processes. Johnson and Johnson (2010 as cited in Giri, 2019) state the following processes for the effective cooperative learning practices;

Mutual understanding. Mutual understanding is one of the processes of cooperative learning where the learners show the compassion of each person for the other. Building and maintaining mutually shared cognition in a cooperative learning setting results in perceived performance. Interpersonal and socio-cognitive processes have to be taken into account to understand the formation of mutually shared cognition, resulting in higher perceived team performance. Students do not hold back their ideas or thoughts during cooperative learning since they are not afraid to share their ideas.

Group formation. The cooperative learning strategy of group formation allows students to organize with their classmates to work as a team and focus their efforts on achieving a common objective. In such groups, the job of each group

members is independent and hence the performance of one will affect the entire group performance. And it is also a complex and important step to design effective cooperative learning activities. Through the adequate selection of individuals to a group it is possible to create environments that help the occurrence of meaningful interactions, and intellectual growth. The learning process might be hampered by improper group organization and agitated students. Thus, formation of group is one of the important steps in collaborative learning.

Task division. Another cooperative learning method is task division, in which students divide the task into separate groups and do it individually. Task division also refers to the practice of students breaking down their assignments into separate parts that together make up the whole. Students get different tasks accord to the nature of the students. The teacher can also give different tasks to the students share and put their arguments in certain tasks. While dividing the task, the teacher must have a concern upon the nature of the group. In the absence of a teacher, the pupils are free to choose their own assignments and engage in the discussion.

Time management. Effective cooperative learning in English language class also involves time management. In cooperative learning activities, time management is the process of organizing and planning how to divide the students' time for specific activities. The students are given deadlines to finish their assignments in cooperative learning activities. Therefore, time management is a key technique since there is never enough time for teaching and learning. In collaborative learning students get the topic or problem and they put their arguments respectively. Teacher has given the time accord to the nature of problem.

Sharing. Sharing is the joint use of a resource or space. It is also the process of dividing and distributing the task. In cooperative learning students share their ideas, emotions, messages, and thoughts and so on. Students share the ideas about the problem in their own group and other friends add something on this problem or issue. Due to cooperative learning the learners get the chance to aware with the socio-cultural aspects of the learners.

Student-student interaction. Student-student interaction is a vital part of any course experience. In a cooperative learning this interaction happens naturally, as

students listen to each other's comments, ask each other questions, and build rapport through frequent contact. Everyone has the opportunity to contribute their own opinions or ideas to a topic or problem during cooperative learning. With the help of interaction their learning becomes long lasting. Thus students are divided into the several groups and they interact to each other and they build up their confidence in given topic or problem.

Critical Thinking. Critical thinking is another process of cooperative learning. It is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and /or evaluating the task by observing the situation. Multiple research investigations on cooperative learning contend that active discussion in small groups fosters critical thinking as well as increases participant interest. Teams that work together are supposed to think at a higher level and retain material longer than those who work in silence by themselves. Students have the chance to participate in discussions, take ownership of their own learning, and develop their critical thinking skills through shared learning.

Uses of cooperative learning. Cooperative teaching and Learning techniques are the most essential procedures in teaching Language Skill. Cooperative learning has a massive positive impact on learners and their learning environment. It enhances productivity and improves learners' knowledge. Below are the uses of cooperative learning as discussed by Valmis (2020):

Gaining leadership and decision-making skills. For a team to succeed, all the team members of that group need to display some leadership abilities. Some people may turn out to be natural leaders but are not inclined to lead. The teacher can assign leadership roles to different members of the group.

Acquiring conflict management skills. Conflict management concentrates on positive results while minimizing negative ones. When handled properly, this method of resolving disagreements can have a positive effect on a maintaining the learning environment. There are five conflict management styles that can be applied in every specific situation. How members of a team handle conflicts remain embedded in their minds. The learners can implement any of the above styles in another similar situations in the future.

Increases students work engagement. Students become more satisfied as they continue to get the opportunity to learn new skills. They will become eager to continue learning and growing. There is a clear rise in productive involvement at work, which leads to higher productivity and output.

Enhancing communication skills. The participants in a cooperative teaching learning group need to learn how to perform productively with one another. Ethical commitment and communication keeps the members on track and fosters efficient teamwork.

Personal responsibility. Cooperative teaching learning increases individual responsibility in participants. The students in cooperative learning activities are aware that they have a specific task they should perform for the entire team to succeed. They also gain accountability as they are aware of the feedbacks from team members if they fail to play their part.

Gaining confidence. Some students find it more comfortable to speak up and present their ideas in small groups. They can share their ideas, express the opinions and ask questions, which enables them to gain confidence. This confidence improves from addressing a few people to a large crowd.

General strategies of cooperative learning. Cooperative Learning, also sometimes considered as a small-group learning activity, is an instructional strategy in which small groups of students work together on a common task with a common goal. The task can be as simple as solving a multi-step math problem together, or as complex as developing a design for a new kind of school. In some cases, each group member is individually accountable for part of the task; in other cases, group members work together without formal role assignments.

According to Kaufman et. al., (1997, p.37), there are six basic elements of cooperative learning in the teaching and learning process.

Positive interdependence. Students feel responsible for their own and the group's effort.

Face-to-face interaction. Students encourage and support one another; the environment encourages discussion and eye contact.

Individual accountability. Each student is responsible for doing their part; the group is accountable for meeting its goal.

Social skills. Social skills are built as students need to rely on their ability to have command and lead their peers, to communicate and interact effectively, to build trust among members and to solve conflict to achieve effective and efficient learning in order to complete a task.

Group processing. Group members analyze their own and the group's ability to work together.

Appropriate grouping. Teacher provides support and guidance to student to build and practice trust building, leadership, decision-making, communication, and conflict management skills. Apart from that, each group should consist of students that complements one another through different attributes in order to develop a strong problem solving and social skill among the group members.

Procedures of cooperative learning. While creating groups in the class, the teacher should create appropriate environment in the class. Teacher should follow different ways or procedures in the implementation of group work technique Harmer (2002), suggests the following procedures of cooperative learning technique:

Before. This is the first step of cooperative learning. The stage includes warm up, revision motivation activities. This is the pre teaching stage where teacher should create appropriate environment in his/ her classroom. In this stage, teacher motivates the students in learning activities. Teacher gives instruction to the groups many more examples are given in a group about the content by the teacher.

During. This stage includes real teaching and learning activities. In this stage, teacher guides the student in learning activities, students are actively taking part in teaching and learning activities. Students are involved in their tasks do different activities and exercise of the subject in the classroom. During this stage, as a

promoter, facilitator and guides in teaching activities. All students are worked in their groups.

After. This is the final stage of cooperative learning. After real teaching and learning activities has completed, the teacher evaluates the students individually and in groups also. Teacher asks different questions to the students and evaluate their response. This is the last stage where the teacher correction the mistakes committed by the students and gives feedback for better learning.

Cooperative learning techniques. Cooperative Learning is a teaching strategy which is used by teachers to help their students to process information more quickly by having them work in small groups to accomplish a common goal (Cox, 2019). Cox (2019) states the following techniques of cooperative learning.

Jig-saw. Students are grouped into five or six and each group member is assigned a specific task. Then, they must come back to their group and teach each other what they learned.

Round robin. Students are placed into a group of four to six people. Then one person is assigned to be the recorder of the group. Next, the group is assigned a question that has multiple answers to it. Each student goes around the table and answers the question while the recorder writes down their answer.

Numbered heads. Each group member is given a number (1,2,3,4 etc.). Then the teacher asks the class a question and each group must come together to find an answer. After the time is up, the teacher calls a number and only the students with that number may answer the question.

Team-pair-solo. Students work together to solve a problem. Next, they work with a partner to solve a problem, and finally, they by themselves to solve a problem. This strategy uses the theory that students can solve more problems with help than they can alone.

Three- step review. The teacher predetermines groups before a lesson. Then, as the lesson progresses, the teacher stops and review what was taught and ask each other any questions they may have.

Implementation of cooperative learning. Cooperative learning is simple to adopt in pedagogy. In general, cooperative learning can be set up in a university classroom adopting the three different ways: a) teachers may employ cooperative base groups, b) formal cooperative learning, and c) informal cooperative learning. (Johnson, Johnson and Holubec, 2008).

Formal cooperative learning. Formal cooperative learning occurs when the students study and collaborate for one class period to several weeks in order to effectively perform the given task, whether it be problem-solving or decision-making processes, for improved learning outcomes (Johnson et al., 2008). According to Johnson et al. (2008), the course requirement or assignment can be structured cooperatively, but the teacher must first make a number of "pre-instructional decisions" like deciding the lesson objectives, the group size, and what each student will be responsible for in the group. Second, teachers must properly explain the concepts and emphasize the benefits of interdependence; in other words, they must make sure that students understand and can put into practice the key components of cooperative learning if they are to complete the assignment successfully. Thirdly, teachers must monitor the procedure of learning through group interventions that encourage students to interact more with one another or offer explanations. The classroom instructor must conclude by evaluating how well the groups completed the job and the learning of the pupils in order to encourage some behaviors and discourage others.

Informal cooperative learning. Cooperative learning can be implemented spontaneously by teachers. Students must cooperate to complete a shared learning objective. In contrast to the formal implementation, the informal implementation entails students cooperating on a task in the classroom for a short length of time within one class period. Through this method of deployment, the teacher tries to focus pupils' attention on the given activity and creates the ideal environment for optimal learning. The teacher's role is to get pupils to think logically about the task as they gradually grasp it, including the processes of organizing the assignment, outlining it, summarizing it, and integrating it into prior knowledge. Informally formed cooperative learning groups make an effort to give students the opportunity to

participate in three to five minute talks before and after lectures. (Johnson et al., 2008).

Cooperative base groups. Cooperative base groups are intended to be long-term cooperative learning groups, in contrast to the aforementioned methods of implementation. These groups are distinguished by consistent interaction, which means that students are expected to form groups for an extended length of time in order to accomplish particular goals. Students in Base groups should support, assist, and encourage each member who needs to make progress during his or her study period. The group members can aid one another in understanding any ambiguous matters pertaining to the allocated work. When base groups are given responsibility for carrying out a service project to improve the school, positive improvement is reinforced. Base groups' implementation aims to develop students' presence as well as their understanding of the importance and scope of learning (Johnson et al., 2008).

Cooperative learning activities. Making meaningful use of various, important activities in the classroom should be a hallmark of effective teaching. There are many activities that might help in the improvement of students' cooperative learning skills, yet teachers are expected to be eclectic when it comes to using any type of activity.

Think-pair-share activity. Students will practice speaking and listening to one another through the think-pair-share activity. The initial step is for students to reflect privately on the questions and their responses when teachers question them. After that, students exchange comments in pairs. Students are called to the front of the class to go through their pair's comments after their collaborative conversations (Park, 2009). As Simon (2008) regards, since teachers ask students to create assumptions about an experiment's outcomes before it is conducted, this practice is beneficial and appropriate.

Numbered heads together activity. In this activity, students collaborate in small groups to review and summarize prior knowledge and recall the appropriate responses. For instance, the teacher might assign pupils to groups of four, with each member representing a different number. Following a query on the lesson's subject from the teacher, the class begins to explore potential answers. Following that, each

student is given a number by the teacher, and they take turns answering the question. The objective behind this game is to call a representative from one group to respond to the question, and then have the delegates from the other groups signal whether they agree or disagree with the answer by giving it a thumbs up or down. (Park, 2009).

Roundtable or assembly line. With students studying a foreign language, teachers may conduct exercises like roundtables or assembly lines. To create and construct a list of items relating to a given topic, group members collaborate during a meeting in the form of a line. The goal of this exercise is to elicit as many responses as possible in the form of a list. Each group member has a chance to practice speaking, listening, and writing as they add items to the list as part of this activity. One group member begins presenting the list with one item after the students have finished discussing the assignment. After adding another item, the student delivers the list to the following group member. Students carry on until all of their answers are finished. In order for the group to debate the items, it is essential to make sure that each student contributed to a minimum of one item. (Park, 2009).

Three-step interview. When students are tackling issues that are debatable and don't have clear-cut right or incorrect answers, this activity would be useful. This approach consists of three steps for solving problems. The first step involves the teacher presenting a problem regarding the numerous points of view that exist and asking the class to respond to a number of questions. The students will then present the interviewer and the interviewee in pairs. Students switch positions when the first interview is over, and after all interviews have been done, the class is expected to submit a summary report of the interview outcomes (Simon, 2008).

Roles of EFL teachers/facilitators in cooperative learning. Instructors and facilitators have a variety of important tasks to play in a foreign language classroom. Teachers must outline the advantages of cooperative learning so that students can appreciate the value of teamwork. For students participating in the activity, the teacher must establish specific goals. The teacher must therefore be completely prepared in order to increase the chance of successful group activities. This preparation may take the shape of tasks to do prior to the group event. As Macpherson (2007) reports, Teachers must ensure that the cooperative learning principles are incorporated into the class activity, clearly explain the rules for

collaborating with groups to facilitate communication, and occasionally be on hand to offer assistance and keep track of the team's progress. The instructors need to talk with other instructors about more application areas in order to become familiar with how cooperative learning is actually put into practice. The teacher must provide tests to each student in order to make sure they are all working on the assignment. After the session, the teacher could assist the students in forming a group processing to assess how well they did in the group activity.

Roles of EFL learners in cooperative learning. Making sure that everyone is contributing to the task is the leader's duty. The leader's responsibility is to keep the group together. The reporter's responsibility is to facilitate group discussions and report findings to the class. The monitor is in charge of keeping the group's space neat and bringing any supplies the group might require. The consensus builder draws attention to talks and could support the group as a whole in reaching consensus. The leader's responsibility is to keep the group together. The reporter's responsibility is to facilitate group discussions and report findings to the class. The monitor is in charge of keeping the group's space neat and bringing any supplies the group might require. The team leader emphasizes talks and could assist the entire team as a whole in reaching consensus. (Simon, 2008).

Applying cooperative learning for effective speaking. Speaking is the verbal representation of a language and a means of inter-human communication. (Lazaraton, 2014). It is the most crucial ability people require to communicate in daily life. Speaking, in general, is the capacity to communicate through speech. It involves putting concepts into words so that others can understand the message being communicated. One of the four abilities associated to language teaching and learning is the concept of "speaking" in this study.

The promotion of an environment of "interdependence" and support is one strategy to encourage speaking. In this sense, cooperative learning in language instruction can help with speaking development. When students are required to collaborate, speaking becomes less intimidating. Since cooperative learning activities are seen as a good training for actual interactions, teachers can sustain this climate by assigning them. Additionally, they contain built-in systems that minimize typical classroom communication problems (Safont and Campoy, 2002). It's essential to

make sure speaking is on topic and productive. It may be possible to ensure that students communicate and interact with purpose and are focused on the work by providing opportunities for cooperative learning. Since the work is interdependent, students must communicate with one another in order to complete it (Jolliffe, 2007).

Throughout this chapter, the definition of cooperative learning was addressed as the instructional method, through which students assist each other and complete each other's comprehension concerning a given task. Moreover, cooperative learning methods are claimed to be effective conditioned by a serious monitoring and supervision from the teacher's part regarding the clear establishment of the five main elements of cooperative learning. The aforementioned features are what make cooperative learning different from the traditional group work. Holding the sense of responsibility, teachers and students should contribute in the success of the cooperative learning in order to obtain the intended results concerning students' level of achievements.

Review of Empirical Literature

I found several national and international researches which have been carried out in connection with the use and effectiveness of cooperative techniques while reviewing the related literature for the research. Some of the available literatures that are related to my topic have been reviewed in the chronological order below.

Bhatt (2011) carried out a research entitled "Effectiveness of Cooperative Learning in Teaching Grammar". The main objective of his research was to find out the effectiveness of cooperative learning in teaching grammar at secondary level. He conducted an action research to the students of grade nine of Dasharatha Chandra Secondary School, Dhading. He administered the test items and analyzed the data using the statistics tools like average, percentage, mean and presented them on tables and figures. He found that Cooperative Learning method is highly effective in teaching grammar at the secondary level.

Regmi (2011) conducted the research "Collaborative Learning for the Development of Vocabulary" to secondary level students. His aim was to find out the effectiveness of collaborative learning in learning Vocabulary. The researcher

implemented a survey research design for the study. In the study, ten English teachers along with forty secondary level's students of private school of Pokhara were taken as the population. The researcher applied non-random judgmental sampling as the sampling procedure. The data in the study were taken by using questionnaire as the major tool for data collection. The major findings were that: ninety-five percent of secondary level students have positive attitude towards collaborative learning and sixty percentages of them are provided with a supportive and favorable environment for collaborative learning within their institutions.

Talebi and Sobhani (2012) conducted a study on, "The impact of CL on English language learners' speaking proficiency." The study was carried out with Experimental design where a total 40 students including both sexes: male and female enrolled in a speaking course at an IELTS Center in Mashhad, Iran were included as a sample. They were randomly assigned to control and experimental groups. The two groups were homogeneous in terms of their oral proficiency before carrying out this study. An oral interview was conducted to collect the data for the study. The control group received instructions in speaking; three sessions per week for one month, while the experimental group was taught speaking skills through CL. The results of the study showed that the performance of the experimental group for the oral interview held at the end of the course outperformed the control group. The research found that the mean score of the experimental group was significantly higher than the control group.

Sühendan and Bengü (2014) investigated to ELT students through the research work, "ELT students' attitudes towards cooperative learning". A set of questionnaire including close and open ended questions was given to 166 university students who were in between the age group of 18-20. The participants of the study were from different faculties. A questionnaire was administered with the motive of examining students' attitudes regarding CL. The collected data later were analyzed using descriptive analyses procedure. It was found out in the research that a total of 66.9% of the students were on the side of cooperative language in ELT classes whereas 33.1% of them believed that they would have better results if they worked independently. They presented their point of view as working alone was far better and more enjoyable. In the research a focus group was organized and the students

mentioned both positive and negative sides of cooperative work. Furthermore, the findings reported that there were differences in gender and attitudes towards cooperative learning that benefitted females.

Poudel (2015) carried out a research on “Teachers’ Perceptions and Practices of Collaborative Learning in Developing Speaking Skills” by adopting a survey research design. He followed purposive sampling procedure in the study. His main aim of the study was to find out the teachers’ perceptions on practices of collaborative learning in developing the speaking skill. As the major tools for data collection in the study the researcher used questionnaire and observation check list. In the research he selected 20 secondary level English teachers from Taplejung district for as the sample. The findings of the study showed that collaborative learning provided opportunities for learners to develop their learning and communication strategies. It was also found that seventy percent teachers were agreed on students working in pairs and groups could increase their fluency and command over speaking skill. On the top, it was also found that although collaborating learning is important in developing speaking skills only 66.67 % English teachers were interested in creating this skill.

Imene (2016) carried out a case study on “Developing Students’ Speaking Skill through Cooperative Learning of Third-Year LMD Students” at Mohammad Kheider University of Biskra. The objective of the study conducted at Mohammed Kheider University in Biskra was to determine how cooperative language learning may be used to improve the speaking abilities of English language learners in the English branch. The population of the study were third year students from the university. The study had used descriptive method and the data were gathered through two different data collection tools, questionnaire and classroom observation. Through the analysis of the data, it was found that students in oral tasks showed acceptance concerning the work cooperatively, they discussed topics in groups and in pairs. It also found that students interacted more with each other and attempted to practice aspects of language including grammar, vocabulary and pronunciation.

Saphari (2018) carried out a research on “Practices of Cooperative Learning in Heterogeneous English Language Class”. The main objectives of the study were to observe the practices of cooperative learning in heterogeneous English class and to find the effectiveness of cooperative learning in heterogeneous English language

class. The design of the study was ethnography research design. Secondary level English teachers of Kailali district were the population for the study. The sample of the study was five English teachers of secondary level. Researcher used purposively sampling procedure. Primary and secondary sources of data were in cooperated to meet the objectives of the study. The study found that, the practice of cooperative learning in heterogeneous ELT classroom is difficult but not impossible. The cooperative learning can be implemented with the help of different useful strategies, like group work and pair work. To use cooperative learning in heterogeneous class was difficult because of lack of time, lack of physical facilities and classroom management. The researcher found that the cooperative learning was very effective in heterogeneous English language class.

Namaziandost, Shatalebi and Nasri (2019) conducted an experimental study entitled “The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Toward Learning English at Islamic” at Azad University, in Iran. This study aimed to investigate the effectiveness of cooperative learning in English language classrooms to enhance Iranian students’ speaking skills and motivations. A pre-test–post-test control group design was employed to compare the impact of the cooperative learning approach with that of traditional whole-class instruction on speaking skills and six aspects of learning motivation: intrinsic motivation, integrated regulation, identified regulation, interjected regulation, external regulation, and motivation. The data of the current study were gathered at multiple points of time before and after the end of the experiment to determine the effectiveness of cooperative learning on the sample’s speaking skills and motivations. In practical terms, the sample’s speaking skills were first examined through an English oral test prior to and after some cooperative learning instructional activities were provided. Next, a seven-point Likert scale-questionnaire was administered to the sample before and at the end of the course to check students’ motivation towards the use of cooperative learning in English classes. The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, independent and paired sample t-tests, one-way ANCOVA, and effect size. The findings showed remarkable development in the students’ speaking skills after the introduction of cooperative learning techniques. Moreover, the findings suggested significant differences in favor of cooperative learning for improving intrinsic motivation, but no

differences were found on other aspects of motivation. In light of the findings, the researchers recommend that teachers could benefit from applying CL in English classes, which may in turn develop students' speaking skills and motivation.

Khanal(2020) conducted a research entitled "Role of Cooperative Learning for Developing Speaking Skill of Master Level Students: A Narrative Inquiry " The study aimed to explore the role of cooperative learning for developing speaking skill of M.Ed. students. Keeping the objectives into considerations, she selected five M.Ed. level English students as the sample by using purposive non-random sampling strategy. Data for this study were collected conducting semi-structured interview with the participants. She categorized the collected data into eight themes and analyzed descriptively. The study found that co-operative learning has positive role for developing speaking skill of M.Ed. students. It also found that cooperative learning engaged the students in meaningful interaction for sustaining their speaking skill from regular feedback of their group members to their performance.

Through the intensive study of literature, I have found that previous researches missed the investigation on effectiveness of cooperative learning at basic level and also the researchers did not explore the attempts made by the EFL teachers for improving speaking skills through cooperative learning. Hence, the review of related literature made me feel the need to carry out this research study. My research is different from others since its study area and sample size are different.

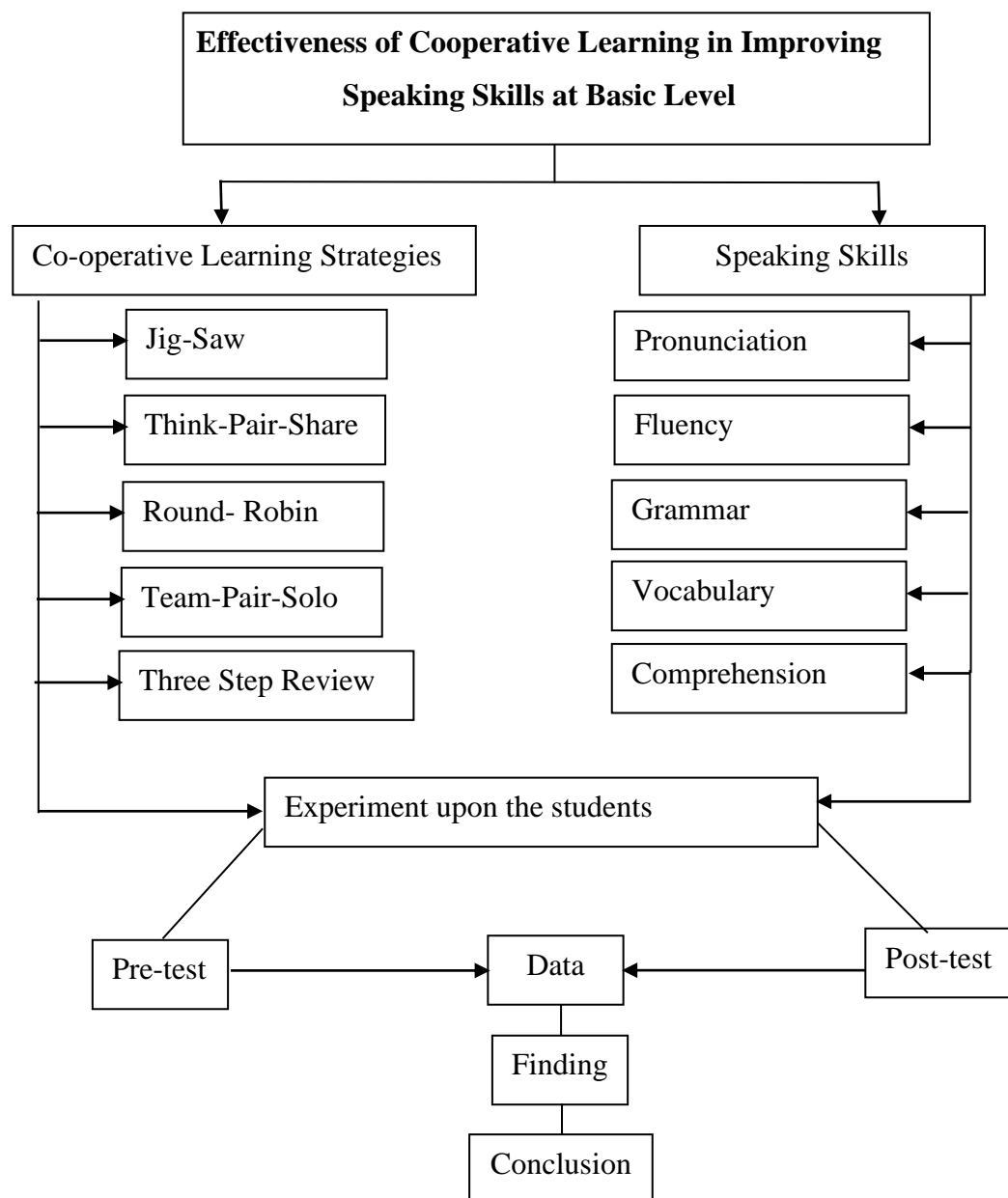
Implications of the Review for the Study

After reading the theoretical and empirical literature, I learned important concepts, details, and recommendations. Out of all the studies I read, Khanal (2020) and Sühendan and Bengü (2014) gave me advice on how to come up with goals and study questions. Through the research of Imene (2016), I have come up with a concept for survey research design. His strategies, tools, and procedures for gathering data had an immediate impact on my research. Likewise, Saphari (2018) gave me a lot of encouragement as I developed my study's sample idea and sampling strategy. Similarly, Namaziandost, Shatalebi, and Nasri (2019) gave me pointers for enhancing approach. On the other hand, Talebi and Sobhani (2012) gave me some insight into how to assess and analyze data. Finally, the research conducted by Bhatt (2011) and

Regmi (2011) gave me insight into how to create the conceptual framework and made it possible for me to integrate the findings into the body of existing knowledge.

Conceptual Framework of the Study

Conceptual framework is the visual representation of the task. The main purpose of conceptual framework is to show the relationship among the various concepts and variables of the study. On the basis of all the reviewed documents I have developed the following conceptual framework for this study.



Chapter 3

Methods and Procedures of the Study

The third chapter of the study includes research design, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration. The following methodology was adopted to fulfill the objectives of my study.

Research Design

Research design is a blueprint of a scientific study. It includes research methodologies, tools, and techniques to conduct the research. It helps to identify and address the problem that may arise during the process of research and analysis. In order to find out the effectiveness of cooperative teaching and learning technique in enhancing speaking skills of the students of basic level students, I followed quasi-experimental research design. Experimental research design is the process of carrying out research in an objective and controlled fashion so that precision is maximized and specific conclusions can be drawn regarding a hypothesis statement (Bell, 2009). The prefix quasi means “resembling.” Thus, quasi-experimental research is research that resembles experimental research but not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions (Cook & Campbell, 1979).

A quasi-experimental design aims to establish a cause-and-effect relationship between an independent and dependent variable. Quasi-experiments are most likely to be conducted in field settings in which random assignment is difficult or impossible. They are often conducted to evaluate an educational intervention. Quasi-experimental research involves the manipulation of an independent variable without the random assignment of participants to conditions or orders of conditions (Bell, 2009). Among the important types of quasi-experimental design some are nonequivalent group design, pretest-posttest design, and interrupted time-series design. In non-equivalent group design, the researcher chooses existing groups that appear similar, but where only one of the groups experiences the treatment. Similarly, in pretest-posttest design, an assessment is given to participants before they have undergone some type of

treatment and another assessment is given to participants after they have received treatment as a part of research (Cook & Campbell, 1979). Summing up, a quasi-experimental design aims to establish a cause-and-effect relationship between an independent and dependent variable.

There is a need to investigate the effectiveness of cooperative learning in improving speaking skills at basic level in Nepalese classrooms and this can be done effectively through carrying out quasi experimental studies as it provides a high level of evidence without randomization of the participants, and most importantly, it is better suited to answer my research question.

Population, Sample and Sampling Strategy

All the students studying at basic level in Baljyoti English Boarding School, Kapilvastu were considered as the population of my study. Out of them, 60 students studying in grade VIII were selected as the samples using purposive non-random sampling procedure. The study was conducted within three weeks starting from June 4, 2023.

Sources of Data

Both primary and secondary sources of data were used for this study. The students of grade 8 from Baljyoti English Boarding School, Kapilvastu were selected as primary source, whereas secondary sources included books, thesis, articles, research papers and journals.

Data Collection Tools and Techniques

I used test items (pre-test and post-test) as the main tools for data collection. The test items consisted of five different areas of evaluation as, introducing oneself, describing pictures, reading aloud activities, asking for permission and Greetings. Each item in the study is evaluated based on the evaluation criteria set in table 2 below.

Table 1: Description of Test Items

S.N	Test Items	Marks Allocation
1	Introducing oneself	10
2	Asking for permission	10
3	Expressing likes and dislikes	10
4	Describing charts, graphs and tables	10
5	Making and accepting offers	10
	Total	50

The test items covers the five questions of five different categories including: Introducing oneself, Asking for permission, Expressing likes and dislikes, Describing charts, graphs and tables and Making and accepting offers. The full marks of the test is 50 with the weightage of 10 marks to each.

Table 2: Evaluation Criteria

Pronunciation	Vocabulary	Accuracy	Communication	Fluency	Total
2	2	2	2	2	10

I used a test item of 50 full marks where five questions; each having the weightage of 10 were examined based on five categories: pronunciation, vocabulary, accuracy, communication and fluency.

Data Collection Procedures

Firstly, I visited the school with the official letter from the department and ask for consent from the school's principal. Then, I built a good relationship with the respondents and clarified the aim of the study. After that, I selected the participants using purposive non-random sampling procedure. After the selection of the students, the students were divided into two groups as controlled group and the experimental group. In order to assess students' initial proficiency level a pre-test was administered in both the groups. Then, after analyzing the scores of the pre-test, for the purpose of generating data I taught for two weeks for the experimental group through cooperative teaching and learning technique while the controlled group was taught in the traditional way. After teaching for the two weeks, a post test was administrated to

both the groups by using the same test paper of pre-test. In the end, I collected and analyzed the data with the help of statistical tools.

Data Analysis and Interpretation Procedures

The acquired data was analyzed and interpreted in a descriptive way as per the need of the study. I processed the received data following simple statistical computation with the Microsoft excel application. Those processed data are explained to avoid uncertainty of presented data and to support the evidence clearly in the study. Mainly I have used holistic and categorical discussion to analyze and interpret the data.

Ethical Considerations

In the research period, I tried my best to pay attention on different ethical aspects. Firstly, the participation for the respondents was made entirely voluntary and they were not left disadvantaged in any way in order to maintain research ethics. Most importantly, I have strictly avoided plagiarism while processing the data. All the collected data are only used for academic purpose.

Chapter 4

Analysis and Interpretation of Data

The systematically gathered data are examined and interpreted in this chapter using the proper tools to achieve the goals. The chapter contains the analysis and interpretation of the results in holistic comparison, group wise comparison and comparison within the aspects of speaking skills. The data collected from both groups and obtained results are analyzed on the basis of given headings.

- a. Holistic Comparison
- b. Group wise comparison
- c. Comparison within the aspects of speaking skills

Holistic Comparison

In the study which was conducted within three weeks, I took a pretest on June 4, 2023 and started teaching to experimental/treatment group from June 5, 2023 by applying cooperative instructional methodologies while the control group was instructed in the traditional way. The tables below display the mean scores obtained from pre and post-test to both the groups.

Table 3: Holistic Comparison of Pre-test and Post test Score of Controlled Group
(A)

S.N	Description		Difference in Mean
	Mean Score in pre-test	Mean score in post test	
1	19.5	25.17	5.67

As shown in the Table 3 the mean score obtained by the controlled group in pre-test was 19.5 which is later increased by 5.67 and reached 25.17 in post test that was taken after three weeks.

Table 4: Holistic Comparison of Pre-test and Post test Score of Experimental Group (B)

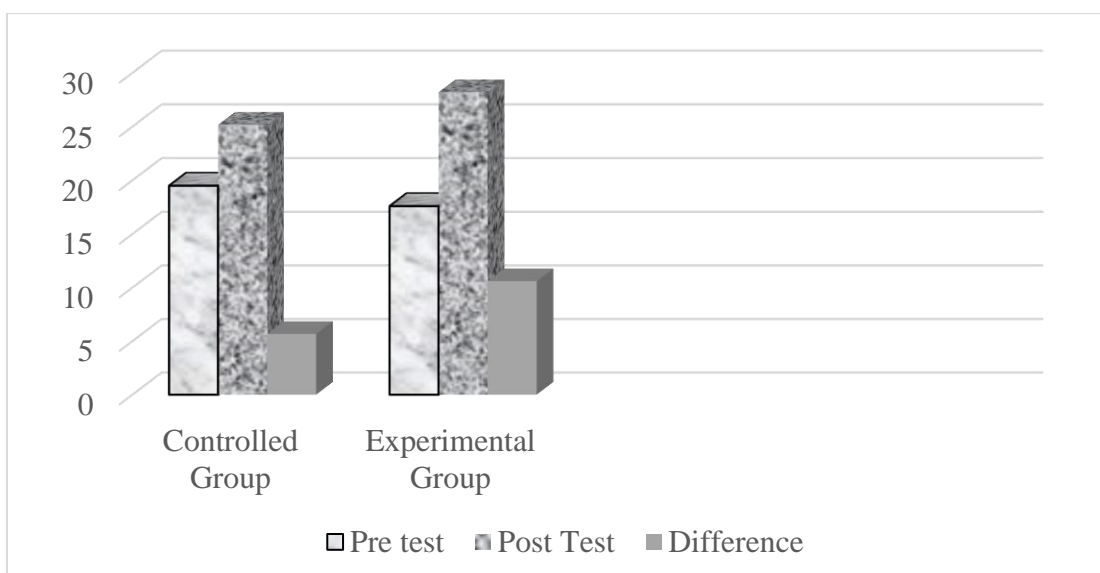
S.N	Description		Difference in Mean
	Mean Score in pre-test	Mean score in post test	
1	17.6	28.2	10.6

As per the table 4, the mean score obtained by experimental group in pre-test is 17.6 and post test is 28.2. The difference in mean between pre-test and post test is 10.6. Hence, the result of the post test shows that cooperative learning techniques are more effective in teaching English speaking skills to basic level students.

Group Wise Comparison

In this section, the total score and average score obtained by both group of students has been compared through the bar graph.

Figure 1: Scores of Groups in Both Test



The above bar graph shows the average score of Group A is 19.5 in pre-test and 25.17 in post, test. The group has progressed by 5.67 score while Group B has got 17.6 as average score in pre and 28.2 average score in post test. It reveals that Group B has improved by 10.6 than Group A. So, it can be concluded that teaching

with cooperative learning technique in the classroom is more effective than by the use of traditional techniques.

Comparison within the Aspects of Speaking Skill

In this section, the marks obtained by Group A and B in the speaking skills aspects such as pronunciation, vocabulary, accuracy, communication and fluency are tabulated and interpreted.

Table 5: The Mean Score of Pronunciation

S.N.	Group	Pre Test	Post Test	Difference in mean score
1	Controlled group (A)	15	20	5
2	Experimental group (B)	15	24	9

The aforementioned table shows that the controlled group's pre-test and post-test average scores for pronunciation were 15 and 20, respectively. The difference in the mean score the group is 5. Contrarily, the experimental group's pre-test and post-test average scores, respectively, were 15 and 24. The score has increased by 9 in the post test. As displayed that the outcomes of the experimental group appear to be better, it demonstrates that cooperative learning strategies appear to be more successful.

Table 6: The Mean Score of Vocabulary

S.N.	Group	Pre Test	Post Test	Difference in mean score
1	Controlled group (A)	13	19	6
2	Experimental group (B)	14	24	10

The table above shows that the controlled group's average scores for vocabulary items on the pre- and post-tests were 13 and 19, respectively. The result shows that the difference in the mean score is 6. Whereas, the average score obtained by experimental group in pre-test and post-test in vocabulary is 14 and 24. The score

in the post test has increased by 10. From the description, it shows that cooperative learning technique are likely to be more effective.

Table 7: The Mean Score of Accuracy

S.N.	Group	Pre Test	Post Test	Difference in mean score
1	Controlled group (A)	16	20	4
2	Experimental group (B)	14	25	11

The above table reveals that the controlled group's average accuracy score on the pre- and post-tests was 16 and 20, respectively. The difference in the mean score is 4. Whereas, the average score obtained by experimental group in pre-test and post-test was 14 and 25 respectively. The score in post-test has increased by 11. Therefore, it shows that cooperative learning technique more effective.

Table 8: The Mean Score of Communication

S.N.	Group	Pre Test	Post Test	Difference in mean score
1	Controlled group (A)	13	18	5
2	Experimental group (B)	14	23	9

The above table indicates the controlled group's pre-test and post-test average scores for the communication item were 13 and 18, respectively. The difference in mean score is 5 to the post-test to the group. Whereas, the average score obtained by experimental group in pre-test and post test in is 14 and 23 respectively. The score has been increased by 9 for the experimental group. Hence, it shows that cooperative learning technique are proved to be more effective for improving communication skills.

Table 9: The Mean Score of Fluency

S.N.	Group	Pre-test	Post Test	Difference in mean score
1	Controlled group (A)	12	18	6
2	Experimental group (B)	13	23	10

According to the results in Table 9, the average fluency score for the controlled group on the pre- and post-test was 12 and 18, respectively. The difference in the mean score for pre to post test is of 6. Whereas, the average score obtained by experimental group in pre-test and post test were 13 and 23. The score has increased by 10 in the post test. The result shows that cooperative learning technique are far more effective than the traditional way of teaching.

By analyzing the item wise comparison of controlled and experimental group in both the pre-test and post test, I found that that there are varieties in score of students in different aspect of speaking skills. The data shows experimental group achieved better result than that of controlled group. Hence, it is proved that cooperative learning activities in English speaking skill can be more effective than the traditional ways of teaching.

Findings

On the basis of the data and interpretation of the results, the following findings are derived.

- In the holistic comparison of the students of two groups, controlled group obtained 19.5 average mark in pre-test and 25.17 mark in post test. Whereas experimental group scored 17.6 in pre-test and 28.2 in post test. Co-operative technique is seemed to be far better than traditional technique because the average score of Group B is quite better than the scores obtained by Group A in both pre and post test. So, it proved that the students can learn better while using co-operative technique in the classroom. So, the use of co-operative learning technique is found to be more effective in teaching English speaking skill.
- In group wise comparison, co-operative learning technique has been significant in the sense that the average score difference in group A and in Group B. This result shows that Group B had got better results in comparison to Group A. Where Group A was taught by using traditional methods and Group B was taught by using co-operative learning technique. Therefore, co-operative learning technique is more effective in teaching English speaking skill in the class than traditional way of teaching.

- While comparing to speaking aspects in the test item the controlled group's pre-test and post-test average scores for pronunciation were 15 and 20, respectively, contrarily, the experimental group's pre-test and post-test average scores were 15 and 24 respectively. Similarly, the controlled group's average scores for vocabulary items on the pre- and post-tests were 13 and 19, respectively whereas, the average score obtained by experimental group in pre-test and post-test in vocabulary was 14 and 24. Likewise, the controlled group's average accuracy score on the pre- and post-tests was 16 and 20, respectively but, the average score obtained by experimental group in pre-test and post-test was 14 and 25 respectively. On the other hand, the controlled group's pre-test and post-test average scores for the communication item were 13 and 28, respectively but the average score obtained by experimental group in pre-test and post-test were 14 and 23 respectively. Ultimately, the average fluency score for the controlled group on the pre- and post-test was 12 and 18, respectively while the average score obtained by experimental group in pre-test and post test were 13 and 23.

To conclude, the findings shows that cooperative learning techniques are quite effective in teaching speaking skills as cooperative learning techniques are student-centered techniques and there is more space for learners to learn through the team based activities.

Chapter V

Conclusions and Implications

This chapter deals with the conclusions and implications of the study based on the finding of the study.

Conclusions

For this research study, students were grouped and taught by using cooperative learning technique along with the traditional method. I applied intervention for three weeks and found that cooperative learning techniques are more effective than traditional methods. In fact, the result shows that in traditional method, the learning outcomes are found not to be as fruitful as they were expected to. It is may be because of the teacher's dominant role. I also found that students were highly inspired in learning through cooperative techniques. They were actively participating in every activities in the class. Actually, the students obtained better scores in post-test in comparison to pre-test. It is found from data that the learning is meaningful and effective when the students actively participate in the classroom activities through cooperative techniques. Hence, the results from the data shows that the students can perform better when cooperative learning techniques are applied. Therefore, cooperative learning techniques is far better than traditional approaches of dealing. To sum up, the research finds that it is necessary to make students active and creative, through the cooperative teaching learning activities.

It was also found that when teachers use cooperative techniques in their classes it automatically enhances their communicative skills and teacher doesn't need to translate the text in their mother- tongue as well. Similarly, even the shy and passive students will also take part in their learning activities. Hence, the results demonstrated a notable improvement in the students' speaking abilities following the introduction of cooperative learning strategies. In light of the results, I suggest that teachers implement cooperative learning strategies in English classes, which may help students' attitudes and speaking abilities develop.

Implications

Based on the findings and conclusion of the study, I would like to present the following recommendations to be applicable to the policy maker, practitioners, and for the new researchers.

Policy related. The findings of the study show that the cooperative learning activities when applied in the classroom enhance the speaking skills of the students. So, the policy level stakeholders are suggested to integrate various cooperative learning activities in the in the syllabuses and curricula. Similarly, I found students perceived cooperative learning activities as the source of fun activities for the lessons. So, the policy makers should integrate such contents more in curriculum. Most importantly, cooperative learning should be an indispensable tool of teacher training at the university and at in service teacher training.

Practice related. The findings of the study shows that cooperative learning enhances students' vocabulary, fluency, pronunciation, grammar and comprehension, So, the teacher should engage the students in cooperative learning tasks. Similarly, the study shows that cooperative learning techniques greatly helped in enhancing students' speaking skill than the traditional techniques. The teacher also should use adequate cooperative learning techniques such as group work, Jig-saw, Think-Pair-Share etc. while teaching English speaking skills to the basic level student.

Further research related. This study provides a foundation for future research and areas of further examination. The study was conducted in Rupendehi. Thus, other researchers are suggested to conduct in other districts. This study was based on quasi-experimental research design, however, the other researchers are recommended to carry out survey and action research. This research study was conducted with only a small group of ESL students. A future research may be administered to a larger group of students or to several small groups of students so that the effectiveness of using cooperative learning in improving speaking skills can be measured justifiably.

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Appendices

Appendix I

Pre-Test and Post-Test Items

Symbol No:

Full Marks: 50

Date:.....

Time: 30 mins

Students are required to answer in the oral form. The figure in the margin indicates full marks.

Q.N 1. Answer the following question to introduce yourself. 10

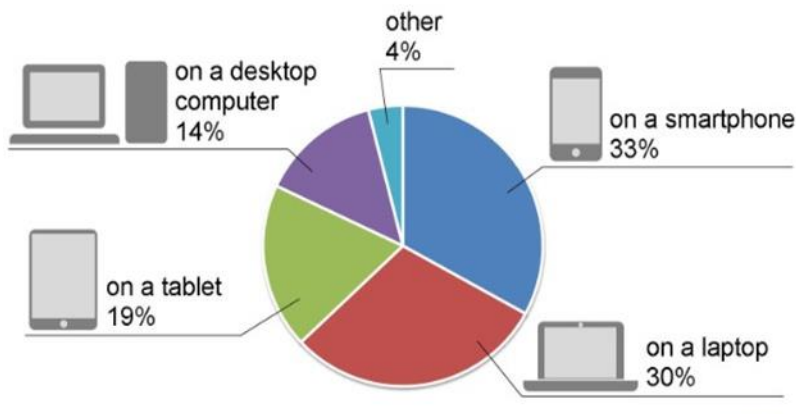
- a) What is your name?
- b) How old are you?
- c) Where is your home town?
- d) What are your hobbies?
- e) What do your parents do?

Q.N 2. Study the following situations ask for the permissions in an appropriate way. 10

- a. You want to use your friend's computer.
- b. You want someone to take your photo.
- c. You want to have a glass of juice.
- d. You want to take your friend's notebook.
- e. You want someone to turn off the fan.

Q.N 3. What do you like to do on your holidays? Also share any five sentences expressing what your friend likes to do. 10

Q.N 4. The figure below describes the use of social medias in various gadgets by the teenagers. Look at the figure and describe in present tense. 10



Q.N 5. Work in pairs. 'A' makes offers and 'B' responds to the offers. 10

Offers:	Responses:
a seat on a bus	positively
a job	positively
to post B's letter	negatively
to drive B back home	negatively
to carry bag of B	positively

The End

Appendix II

Lesson Plans

Lesson Plan “A” Controlled group

Class: 8

Sub: English

Date:

Time: 40 min

Topic: Introducing

1. Specific Objective: On the completion of the lesson, the students will be able to:

a. Introduce themselves to other.

2. Teaching Materials

Daily used classroom materials

3. Teaching Learning Activities

a. The teacher introduces the topic.

b. The teacher defines the meaning of Introducing and explains the uses.

c. The teacher provides some phrases of introduction.

d. The teacher writes some phrases of introduction on white board and tells the students to note down.

4. Evaluation

a. What does introducing mean?

b. Tell any two phrases of introducing.

5. Homework:

a. Learn the phrases of introduction discussed in the classroom.

Lesson Plan: B (Experimental Group)

Class: 8

Sub: English

Date:

Time: 40 min

Topic: Introducing

1. Specific Objective: On the completion of the lesson, the students will be able to:

- a. Introduce themselves to other.

2. Teaching Materials

Daily used classroom materials, sentence cards, audio clip of introduction

3. Teaching Learning Activities

- a. The teacher warms up the students revising the previous chapter
- b. The teacher pastes the sentence cards on the white board and instructs a student to read out it loud.
- c. The teacher explains the uses of a phrases written.
- d. The teacher plays the audio conversation in the classroom as the sample introduction.
- e. The teacher divides the students of each bench into different pairs.
- f. The teacher assigns the pair work activity of introduction, monitors the class and provides feedback to the students.

4. Evaluation

- a. Introduce yourself to the friend sitting next to you?
- b. Tell any five phrases of introduction.

5. Homework:

- a. Write a conversation to introduce yourself to a stranger.

Appendix III

Marks Obtained by controlled group (A) and experimental group (B) in pre-test and post test.

Controlled group (A)

Student	Pre – Test Marks	Post Test	Differences
1	22	28	6
2	15	23	8
3	22	30	8
4	25	32	7
5	21	28	7
6	35	45	10
7	15	20	5
8	34	40	6
9	25	30	5
10	16	24	8
11	11	13	2
12	10	15	5
13	8	15	7
14	5	15	10
15	15	15	0
16	24	27	3
17	21	24	3
18	15	20	5
19	16	21	5
20	18	25	7

21	20	25	5
22	18	23	5
23	17	20	3
24	25	30	5
25	27	30	3
26	12	20	8
27	14	18	4
28	22	28	6
29	29	35	6
30	28	36	8
Total	585	755	170
Mean	19.5	25.17	5.67

Experimental group (B)

SN	Pre test	Post Test	Difference
1	20	35	15
2	15	30	15
3	18	28	10
4	14	21	7
5	10	20	10
6	10	25	15
7	11	25	14
8	15	26	11
9	15	25	10
10	6	16	10
11	5	16	11

12	10	15	5
13	8	16	8
14	5	14	9
15	7	15	8
16	15	25	10
17	10	17	7
18	14	22	8
19	18	27	9
20	30	39	9
21	21	31	10
22	24	31	7
23	20	25	5
24	21	28	7
25	25	35	10
26	26	35	9
27	10	16	6
28	21	24	3
29	18	24	6
30	24	30	6
Total	528	846	318
Mean	17.6	28.2	10.6