

CHAPTER- ONE

INTRODUCTION

1.1 General Background

Learning is viewed as the transmission of intact and well-defined bodies of knowledge from an expert source to a learner. This involves the students following the prescribed procedures correctly mastering basic skills through direct instruction and independent practice. Learning is a process in which students build understandings on the basis of experiences and active involvement. Interaction encourages students to integrate information and explain it to others in their own words. The development of fitting language for collaborative work is a natural by-product of co-operative learning.

Complacency and harmony are always necessary for co-operation to occur.

With regard to second language learning, co-operative approaches provide opportunities for authentic activities to occur within a classroom setting.

Authentic activity in a classroom setting must have the characteristics of real activity for real purposes as stemming from the concerns of the people involved. According to Moll & Greenberg, (1990, p.20):

Co-operative learning (CL) produced authentic circumstances for interaction, for example, when students worked together to decide what to do in order to accomplish a task. Such student -centered conditions permit student choice, promote unpredictability and allow for the possibility of an equitable distribution of duties and talk as a natural outcome of co-operative interaction.

CL is an effective strategy for classrooms with English Language Learning. CL strategies have been shown to improve academic performance (Slavin, 1987), lead to great motivation toward learning (Garibaldi, 1979), to increase time on task (Cohen & Benton, 1988), to improve self-esteem (Johnson & Johnson, 1989), and to lead to more positive social behaviors (Lloyd, et al. 1988). For English language learner (ELL), CL promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive

and motivating environment (Kagan, 1995 cited in Dellicarpini 2010, p.42). Co-operative language learning (CLL) is used to support both structural and functional as well as the interactional models of language. CLL activities may be used to focus on language form as well as to practice particular language functions. A central premise of CLL is that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations. CLL also seeks to develop learners' critical thinking skills, which are seen as central to learning of any sort.

Two of the most powerful and persistent human needs are for social acceptance and for communication. Within the social situation, these needs are perhaps most accurately felt in adolescence with its heightened sensibility and fear of social isolation or rejection. Therefore they need careful consideration at secondary level. Students learn best when they are motivated. For this, Sharma (2010, pp.43-44) mentions:

There must be a happy balance between a teacher helping his students as individuals and helping them as members of society. As individuals they need to develop their own personalities and to set and attain their own goal. As members of society they need to develop socially and work co-operatively towards common goal. Therefore, class activities need to include tasks for individuals and tasks for groups of students. By introducing group work in English classes, the motivational forces of social needs can be harnessed towards successful learning. In addition to this, the students have a genuine need to communicate and communicating in English becomes a natural and purposeful activity.

1.1.1 Defining Co-operative Learning

The features of the 21st century learning environment demand various interventions in the classroom. For instance design for flexibility is one which will provide the opportunities for the learners for better learning. Likewise, intellectual curiosity and social interactions among the students help in altering various skills and competencies. Similarly, focuses on self-directed learning

makes children more independent learner and further creates the readership environment. Yet creation of an environment where children know each other and know their instructors, not just academically but as people, promote co-operation and interaction and reduce tensions. Johnson, Johnson and Holubec (1986) highlighted on students working together to "attain group goals that cannot be obtained by working alone or competitively." CL is a methodology that employs a variety of learning activities to improve students' understanding of a subject by using structured approach which involves a series of steps, requiring students to create, analyze and apply concepts. Richards and Rodgers(1986,p.192) hold that co-operative learning is an approach to teaching that makes maximum use of co-operative activities involving pairs and small groups of learners in the classroom. Similarly, Olsen and Kagan (1992, p.8) opine:

Co-operative learning is group learning activity organized so that learning is dependent on a socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (as cited in Richards & Rodgers, 1986, p.192).

Co-operative learning is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group succeeds.

David and Roger (2001) state:

Co-operative learning is a successful teaching strategy in which small team; each with students of different levels of ability uses a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it (Co-operative

learning <http://www.oclcrc.com/pages/cl> retrieved on November 29, 2009)

Similarly, Johnson et al. (1994, p.4) state:

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

Thus, co-operative learning is a specific kind of collaborative learning in which students work together in small groups .They are individually accountable for their work, and the work of the group as a whole is also assessed. In co-operative learning, group activities are the major mode of learning. These are carefully planned to maximize students' interaction and to facilitate their contribution to each other's learning. In order to create an environment in which co-operative learning can take place, three things are necessary. First, students need to feel safe but also challenged. Second, groups need to be small enough that everyone can share strengths and can contribute. Third, the task students' work together on must be clearly defined.

Co-operative learning is an excellent way to give students the concept of affiliation. Affiliation is the feeling of being accepted and valued by other people. It emphasizes on the dimension that it seeks to develop classrooms that foster co-operation rather than competition in learning. Because competitive environment in the classroom raises learners' anxiety level and lessens their self-confidence.

1.1.2 Basic Elements of Co-operative Learning

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

Working in groups and sharing knowledge help the learners and build interactive skills. According to David and Roger (2001), Co-operative learning becomes more productive than competitive and individualistic learner-centered

learning due to the following main features:

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

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

a. Positive Interdependence

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

b. Face-to-Face Interaction

This feature suggests that the group must participate by communicating and discussing the goal. It helps to promote each other's success. The participants orally explain how to solve problems, teach their own knowledge to other, and check for understanding to reach to the conclusion. They discuss the concepts

being learned. In face-to-face interaction, students work together to solve problems, assist each other, praise each other's efforts, support and encourage each other. It includes a variety of oral language strategies (describe, discuss, make requests, persuade, advice, ask questions, seek clarifications) as well as a variety of interactive strategies (negotiate, take turns, speaking, follow directions, use and interpret verbal and non-verbal clues).

c. Individual and Group Accountability

This feature stipulates that each member of a group has to make a significant contribution to achieving the group's goal. It means that every group member is responsible for being able to demonstrate understanding and comprehension of the learned academic expectations and social goals. It is based on the belief that the smaller the size of the group, the greater the accountability may be. For groups to succeed, every member must feel a responsibility to learn and participate in the group, and students must demonstrate their learning. The success of the team depends on the individual learning of all team members. It means groups encourage all members to participate and to meaningfully demonstrate their knowledge and skills.

d. Interpersonal and Small Group Skills

Social skills which determine the way students interact with each other as teammates must be taught. Social skills include leadership, decision making, trust building, communication and conflict management skills. It also includes listening, body language, and sharing, accepting ideas and differences etc. These are the skills needed prior to or being developed during the group work. Positive interdependence and primitive interaction are not likely to occur if students do not know how to make the most of their face-to-face interactions. As these interpersonal skills most students possess are not highly developed, students must be taught such basic skills as leadership, decision-making, trust-building, clear communication and conflict management. The conflict that arises over differences of opinion can be constructive if it is used as a stimulus to search for more information. But it can destroy group cohesion and

productivity if it results in students' stubbornly clinging to a position. Thus, these skills must be taught and positively reinforced by the teachers to engage them in meaningful communication. These social skills are required for cross-cultural interaction and communication.

e. Group Processing

It refers to a meta-cognitive awareness of the group's goals and progress. It allows participants to focus on the functioning of their group and how well members are working within the co-operative group structure. In group processing, group members discuss how well they are achieving their goals and maintaining effective working relationships. For this, students must be given appropriate time in their groups so that they can focus on the way the group is working and engage in problem solving to enhance the group's productivity. It helps students acquire the necessary social skills, give and receive feedback and allow students multiple opportunities to enhance their co-operative skills. They also describe what actions are helpful and not helpful and also make decisions about what behaviors to continue or change. It takes place when the students assess their efforts as a group and can pin point areas of improvement in their social skills.

1.1.3 The Roles of Teachers and Learners

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

a. Teacher's Roles

The great success of an educational institute depends upon its teacher's key role. A good teacher should mould his/her student's aesthetic and intellectual personality. The quality of student's classroom achievement depends largely on the teachers' method of instruction and the appropriate use of resources. Thus, Wenglinsky, (2000) states, input of teacher impacts professional development, professional development impacts classroom practices and classroom practices influence student achievement (cited in Hada.2009, p.173). The teacher has to create a highly structured and well-organized learning environment in the classroom. Setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles and selecting materials and time (Johnson et al.1994).Teacher plays an essential role in helping groups function well. Likewise, Edge (1993, p.70) points out that "the teacher is not asked to give up control in order to use pair work and group work. It means teacher should be a facilitator, a guide on the side and so on as the situation demands". Teacher speaks less than in teacher - fronted classes. They provide broad questions to challenge thinking; they prepare students for the tasks they will carry out; they assist students with the learning tasks and they give few commands imposing less disciplinary control. Thus, teachers have a great role in creating a stimulating and motivating environment for enhancing learning of a child. The nature of this environment should be according to age and specific mode of children's learning. They should also stimulate them properly and cultivate needs for learning among them for fostering motivation within them.

b. Learner's Roles

There is a saying that 'today's students are tomorrow's pillars of a nation.' If our educational standard does not go in perfect harmony with the developmental process of the world, the products of education will not be able to face the complex situations in future. Vygotsky (1978) emphasized the role of individuals' interaction with socio-cultural environment in the process of

constructing knowledge. He developed a theory which is called the 'zone of proximal development'(ZPD) popularly known as 'constructivism'. It believes that a time bounded site of community activity surrounding a person can limit or enhance cognitive development. It believes that learners who are involved in active learning physically construct knowledge; learners who are making their own representations of action symbolically construct it. Learners who convey their meaning making to others socially construct it and learners who try to explain things, they do not completely understand theoretically construct it. The primary role of a learner is, as a member of a group, must work collaboratively on tasks with other group members. They are the directors of their own learning. They are taught to plan, monitor and evaluate their own learning. Thus, learning is something that requires student's direct and active involvement and participation. (Richards & Rodgers 1986, p.199) .

To conclude, co-operative learning gives students opportunities to work together and learn from each other rather to compete with each other. In this learning, students work together in small groups. All students in terms of learning in a group are equally benefitted. Similarly, they are equally accountable for their work in a group. The learners alternate roles which involves the role of tutor, checker, information sharer and so on. Pair work, group work etc. are the most typical format of CLL that ensure the maximum amount of time learners spend engaged in learning tasks

1.1.4 Action Research

The origin of AR can be found in the work of the social scientists in 1940s. It was based on the idea developed by a social psychologist and educator, Kurt Lewin and colleagues. It was developed throughout the 1940s in the United States. Lewin is credited with coining the term 'Action Research' to describe work that did not separate the investigation from the action needed to solve the problem. (McFarland & Stanwell, 1984, p.14, cited in Sinha, 2008, pp.77-82). His process was cyclical involving a non- linear pattern of planning, acting, observing and reflecting on the changes in social situations (Noffke &

Stevenson, 1995, p.2, cited in Sinha, 2008, pp.78-82). Recently, it has been mostly used in the areas like organizational development, education, health and social sciences. Since 1926, the concept of AR is being used in education.

Corey (1953, p.70) used this concept for solving the problems of education for the first time. He believed that the scientific method in education would bring about change because educators would be involved in both the research and the application of information. Corey summed up much of the thought behind this fledgling branch of inquiry. We are convinced that the disposition to study the "consequences of our own teaching is more likely to change and improve our practices than is reading about what someone else had discovered of his teaching".

Kurt Lewin is generally considered the father of action research. Lewin was concerned with social problems and focused on participative group processes for addressing conflict, crises and change, generally within organizations.

Lewin first coined the term 'Action Research' in his 1946 paper 'Action Research and Minority Problems' characterizing AR as a comparative research on the conditions and effects of various forms of social action and research leading to social action using a process of "spiral of steps each of which is composed of a circle of planning action and fact-finding about the result of the action". According to Kumar (2006, p.108), AR comprises two components: action and research. Research is a means of action, either to improve the practice or to take action to deal with the problem or an issue. It is carried out to identify areas of concern, develop and test alternatives and experiment with new approaches. Action Research is applied to solve the problem seen in the process of classroom teaching immediately. AR means to have research while the action is going on. It helps the researcher to avoid the problem that is appeared in classroom. A person or a group can carry it out.

1.1.5 Defining Action Research

AR is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning and contextual

action research. But all are variations on a theme. Action research is 'learning by doing'-a group of people identify a problem, do something to resolve it, see how successful their efforts were and if not satisfied, try again. Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there seems dual commitment in AR to study a system and concurrently to collaborate with members of the system. Cohen and Manion (1985), cited in Van Lier (1988, p.174) define AR as 'small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention.' Tylor (1994) says AR is a process of trying out changes and seeing what happens. Similarly, Corey (1953) describes AR as a process of studying problems of practitioners scientifically to take decisions for improving their practices. According to Zuber-Skerritt (1982), AR is critical collaborative inquiry by reflective practitioners who are accountable in making the results of their enquiry public. AR is a form of collective self- enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. For Freeman (1998, p.153), AR is being largely an individual practice that serves them (teachers) in better understanding their own teaching practice'. AR is conducted aiming at the improvement of the current affairs through the process of identifying and solving problem in specific context (Cohen & Manion, 1985).

Kemmis (1988) thinks that AR is a form of self-reflective enquiry undertaken by participants in order to improve their own professional practices. AR is the study of a social situation with a view to improving the quality of action within it. Johnson (1992) also views it as a way of teaching through inquiry with the aim of developing professional practice. In the same line, Wallace (1998) defines AR as a strategy for professional development which is accomplished by reflecting on the practitioners' regular activities.

Dickey (2001, p.178) concludes that AR is a problem-based method of professional self -development undertaken by an individual or small group which involves systematic collection and analysis of data related to a teacher's everyday practice. Today the need of AR is high for teachers and their profession. They need it for improving the quality of their profession. It can be a useful vehicle for them to improve their classroom practices. It is also useful in the sense that it focuses on promoting learning rather than teaching. So, AR is a small -scale enquiry in social sciences. It has a great impact on educational research and literature. By means of AR, an inside-out approach to professional development, reflective teaching and collaboration can be achieved. The obstacles caused by the gap between theory and practice are overcome and teachers have a dual role as both practitioners and theorists of their own teaching methodologies. Therefore, AR provides a teacher-centered approach to innovating classroom applications, curriculum development, learner-centeredness, target language improvement, collaboration and co-operative work.

1.1.6 Process of Action Research

AR involves groups of teachers in systematically analyzing educational problems of their concern, planning programs, enacting them, evaluating what they have done and then repeating the cycle, if necessary. As such, AR is very much central to the approaches to curriculum planning and development taken by progressive educators throughout the 20th century and currently. First, they identify a field of action. Next, they develop and then enact a specific plan. Throughout the steps for development and enactment, the researcher continuously monitors what they are thinking and doing: observing, reflecting, discussing, learning and replanning. Eventually, they evaluate what they have enacted in some kind of formal sense, using what they have discovered as the basis for revising plans and action as they repeat the spiral (Marsh, 2006). Different steps are used in action research. Different scholars discuss almost similar steps of AR but they slightly differ in their ordering. The advocates of

AR, Taba and Noel (1957) propose the following six- step procedure of AR:

1. Identifying problems.
2. Analysis of problems.
3. Formulating ideas or hypotheses.
4. Gathering and interpreting data.
5. Implementation of action
6. Evaluating the results of action

Similarly, Kemmis and McTaggart (1988) propose the following four fundamental processes or 'moments' of action research: plan, act, observe and reflect. In the same way, Strickland (1988, p.76) outlines the following steps in action research cycle:

1. Identify an issue, interest or problem
2. Seek knowledge
3. Plan an action
4. Implement the action
5. Observe the action
6. Reflect on your observations
7. Revise the plan

According to Nunan (1992, p.19), there are seven steps that should be followed while carrying out AR. They are as follows:

Step 1: Initiation

The teacher comes up with a problem and decides to improve that problem. For this, s/ he consult the experts in the first stage of research.

Step 2: Preliminary Investigation

The teacher decides to systematically find out the most serious problems and collects the baseline data through observation and recording classroom interaction.

Step 3: Hypothesis

After reviewing the initial data, they form the hypothesis that the students are unmotivated because the content of the classroom is not addressing the needs

and interests of the students.

Step 4: Intervention

The teacher devises a number of strategies for encouraging the students to relate the content of the lessons to their own background and interests. These include increasing the number of referential over display questions.

Step 5: Evaluation

After several weeks, the class is recorded again. There is much greater involvement of the students and the complexity of their language and student-led interactions is enhanced.

Step 6: Dissemination

The teacher runs a workshop for colleagues and presents a paper at a language conference.

Step 7: Follow-up

Finally, the teacher investigates alternative methods of motivating students.

1.1.7 Reading

Reading is one of the receptive skills in language learning which opens the gate of knowledge. Reading mainly involves two necessary elements: a reader and a text. And the product of reading will vary according to the reader's purpose and motivation and the purpose a reader has in reading a text will affect the outcome of his understanding: the product.

Each text has predictable meanings, which can be extracted if only the reader is sufficiently skilful. Widdowson(1979) suggests that a text does not have meaning but potential for meaning which will vary from reader to reader, depending upon the multitude of factors, but crucially related to purpose and knowledge(cited in Alderson and Urquhart,1984,p.XXV). In this view, meaning is actually created by the reader in the interaction with the text.

Reading is an active skill. It involves guessing, predicting, checking and asking oneself questions. There are mainly two views of reading viz. the traditional view (Doel et al., 1991) also called bottom up view of reading (Nunan, 1991) and the top down model. Traditionally, readers acquire a set of hierarchically

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

Harmer (2002, p.101) has given the following principles of reading:

Principle 1: Encourage students to read as often and as much as possible

The more students read the better. Students should be encouraged to read extensively as well as intensively.

Principle 2: Students need to be engaged with what they are reading

When students are reading extensively, they should be involved in joyful reading- that is students should get as much pleasure as possible from the reading text.

Principle 3: Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text is just as important as this. As a result, we must give students a chance to respond to that message in some way. Students should also be allowed to show their feelings.

Principle 4: Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. In class, teachers should give students 'hints' so that they also have a chance to predict what is coming.

Principle 5: Match the task to the topic when using intensive reading texts

Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks- the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.

Principle 6: Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense, in class, just to get students to read it and then drop it and move onto something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using the range of activities to bring the text to life

1.1.8 Defining Reading

Reading means 'understanding a text'. Which further means extracting the required information as efficiently as possible. Widdowson (1979) states that reading is the process of getting linguistic information via print, (as cited in Alderson and Urquhart, 1984). Fries (1963) says that reading is the transfer of linguistic knowledge from the aural medium in which it was first acquired to the written medium. Thorndike (1917) characterized reading as reasoning. He argued that reading was similar to mathematical problem-solving. So, reading is a complex activity that the study of reading must be interdisciplinary. It is the active generative process whereby meaning is attributed to the words on the

page. According to Adams (1980) reading is an activity which can be seen as a complex task which depends on “a multiplicity of perceptual, linguistic and cognitive processes”(as cited in Khaniya 2005, p.143). It is an interactive process involving linguistic, psycholinguistic and pragmatic information that a reader has one time; and a strategic process in the sense that understanding of a passage can be achieved if the reading involves purpose, motivation and the real efforts of the reader. Reading comprehension is so pervasive and complex that it is difficult to pin down what reading is composed of and what is necessary to develop this ability in a learner. Bransford et al. (1984, p.42) state:

Comprehension depends on the linguistic ability of the reader and how he activates his linguistic ability while doing reading. So, the ability to activate one's linguistic ability is vital in comprehending a text.

Understanding a passage is the function of the intention of the reader and the assumed reading competence (as cited in Khaniya.2005, p.144).

While defining reading, the department of Education and Science (1975) describes three types of skills involved in reading:

Primary, intermediate and comprehension. 'Primary skill' is seen as the responses to the print by recognizing the stage of the separate letters, groups of letters and the whole words. The reader must have a reasonable mastery of the process of seeing a letter or a group of letters before he can respond to the sequence of words. 'Intermediate skill' is seen as the ability to handle the sequence of letters, words and larger units of meaning. This skill involves the knowledge of the probability with which sequences occur. In other words, while reading a sequence, a reader has to be able to anticipate what is most likely to follow it. Here, in this way, he can make guesses at the meaning of the familiar words and also specify the meaning of the words in terms of context.

'Comprehension skill' is seen as the way a reader extracts meaning from the printed page.i.e. understanding the writer's intended meaning. It is also seen as the way a reader formulates ideas associating what he

understands from the printed page with the ideas he already had about the topics. In other words, it is seen as an interaction between the meanings a reader derives from the passage and his purpose in reading it. In the process of reading, he associates these two types of idea and modifies them (as cited in Khaniya, 2005, pp.42-42).

Critical reading means testing the strength of an argument, proposal or exploitation in a text. It also means measuring the ideas in a text against your own ideas and against those of other writers, (Glending, 1992). Lado (1961, p.223) says reading in a foreign language consists of grasping meaning in that language through its written representation. Similarly, Robinett (1979,p.225) states that many things enter into comprehension: the students' grasp of the subject matter of the reading, their understanding of the cultural context implicitly or explicitly expressed, and their ability to cope with the grammatical structures in the passage. There are four elements to be considered in a discussion of text comprehension: the text, the background knowledge the reader uses in interpreting the text, contextual aspects present while reading and the reader's intent while reading. So, successful reading requires the reader to extract the semantic gist of the language material. Nuttall (1982, p.31) says, reading widely is a highly effective means of extending our commands of language. So, it has an important place in classrooms where language learning is the central purpose. However, students also need to learn how to read for meaning. Language improvement is a natural by- product of reading and meaning is central in reading. Nuttall (ibid.) further states that the main purpose of reading is to enable students to enjoy (or at least feel comfortable with) reading in the foreign language, and to read without help unfamiliar authentic texts at appropriate speed silently and with adequate understanding.

We can conclude that reading comprehension is an activity which involves several other sub-activities such as skimming, scanning, working out the meaning of the words from context, making inferences, etc. and the aim of reading is to make the learner able to read a given passage for certain purposes.

1.2 Review of Related Literature

As mentioned earlier, CL focuses on learning as a social activity and supports the notion that learning should be fun. It is an effective strategy for classrooms with English language learning. CL has a strong foundation in research. CL activities are associated with gains in achievement, higher-level thinking, self-esteem and interethnic relations. Johnson (1997) claims that CL is one of the best researched approaches in Education. CL methods have been proved effective in increasing motivation for learning and self-esteem, redirecting attributions for success and failure, fostering positive feelings toward classmates, and increasing performance on tests of comprehension, reasoning and problem solving (Johnson & Johnson, 1995; Johnson et al. 1995; Slavin, 1995). The research conducted by Marzano, Pickering and Pollock, (2001) found that organizing students in heterogeneous CL groups at least once a week has a significant effect on learning. Littlewood (2001, p.43) investigated the attitudes toward classroom English learning in three European and eight East Asian countries and found that,

Most of the students from all represented countries questioned the traditional authority-based, transmission mode of learning. Moreover, these students expressed a desire to be active participants in learning and they had positive attitude towards group work and working towards a common goal.

In the department of English Education, T.U., there are three research carried out in the area of CLL, but there are not a single record of the research work on the efficacy of CL in reading skill.

Baral (2006) has carried out research on "Effectiveness of CL on the lower secondary students' achievement in English." He had attempted to determine whether CL is more effective than the method of teaching in practice with respect to the achievements of students in English to examine the effect of CL on academic achievements in all four language skills. The ultimate result of the study indicates that CL is more effective instructional paradigm for ELT

compared to the current method(s) of teaching in practice. He further mentions that group/pair work and collaboration is the core of any CL activity but its focus lies on individual performance as the goal of any educational program is to make sure the learning outcomes of each individual student.

Bhattarai (2009) has carried out research on "Effectiveness of CL in developing vocabulary". The objective of the study was to find out the effectiveness of co-operative learning in developing vocabulary in secondary levels. He used both primary and secondary sources to collect the data. The findings show that CL method is an effective method in developing students' vocabulary in second language learning and the performance in specified items in pre-test, progressive test and post-test was impressive.

Pandeya (2010) has carried out research on "Effectiveness of CL on achievement of secondary level students in English". The objective was to find out the effectiveness of co-operative learning on the achievement of secondary level students in English. The primary data were collected in a secondary level in a community school in Kathmandu valley. The finding shows that CL is highly beneficial and more effective than usual classroom teaching techniques in teaching English in secondary level students in Nepal. It further mentions that communicating in co-operative groups and trusting and supporting each other helped them to learn team skills and social responsibility.

There are few research work carried out in the area of group work effectiveness.

Regmi (2004) has carried out a research work on "A study on the effectiveness of group work techniques in teaching English tense". The research shows the positive effect of the technique. Similarly, Rimal (2004) made a case study on the "Effectiveness of group work learning writing skills in English of grade IX students". The findings of the research show the positive effect of group work on student learning. Likewise, several experimentations have been done on the effectiveness of different methods and techniques on teaching reading skill.

Similarly, Kafle (2008) has made an effort to explore the "Effectiveness of strip

story in teaching reading comprehension". He has come up with the conclusion that teaching reading comprehension through strip story technique was found better. It further states that students were found highly motivated. So, that there was active participation of all students. Sapkota (2009) has carried out research on the "Effectiveness of jigsaw reading in developing reading comprehension". It has revealed that jigsaw technique is relatively better and more effective than non-jigsaw (conventional) teaching techniques. To conclude, unlike most language teaching methods, CLL has been extensively researched and evaluated and the research findings are generally supportive.

The present research is different from the researches that have been carried out till now in the field of second language teaching in the sense that it attempts to explore the degree of effectiveness of CL method particularly in teaching reading in secondary level.

1.3 Objectives of the Study

The objectives of the study were:

- a. To find out the effectiveness of co-operative learning in teaching reading at grade nine.
- b. To suggest some pedagogical implications on the basis of the findings of study.

1.4 Significance of the Study

By introducing group work in English classes, the motivating forces of social needs can be harnessed towards successful learning. The students also have a genuine need to communicate and communicating in English becomes a natural and purposeful activity. Group work is not intended to supplant class teaching but rather to supplement and enrich it. Its importance is great for the reason it affords both the teacher and the students which are not available in the formal class situation

As the present study is aimed at establishing the degree of effectiveness of the CL strategy; it will be beneficial to the experts, curriculum developers, practitioners, teachers and even the university students who desire to contribute

to the teaching profession. It will further offer an option for dealing with challenges created by heterogeneous class of students in teaching reading. This learner-centered approach benefits both the teacher and the students by providing collaborative work to take advantage of each other's expertise and strength.

As this study provides information on implementing CLL in teaching reading in the classroom, it will encourage the English language teachers to take several roles while planning the CLL lessons.

CHAPTER- TWO

METHODOLOGY

The research project adopted the following sources and procedures for its fulfillment:

2.1 Sources of Data

To accomplish the study successfully, the researcher used both the sources of data viz. primary and secondary. The primary source was used for collecting data and the secondary source was used to facilitate the research.

2.1.1 Primary Sources

The primary sources of data were the students of grade IX studying in a community school of Kathmandu district

2.1.2 Secondary Sources

Regarding the secondary sources of data, detailed information is presented in references. However, the researcher also consulted different scholar's book, theses and articles from the journal books related with the research. Some of them includes Grellett(1981) , Nuttal(1982),Alderson, and Urquhart,(1984), Richards and Rodgers(1986), Doff(1988), Larsen Freeman(2000), Khaniya(2005), McCafferty(2006), Kumar(2006), Harmer(2007), Sinha(2008), Hada(2009) Dellicarpini (2010),and Sharma(2010).

2.2 Sampling Procedure

One of the secondary schools in Kathmandu district, Shree Neelbarahi Secondary School, Kalimati, was sampled through the judgmental non- random sampling procedure. All the students of the grade nine were chosen as the sample of the research following purposive sampling method.

2.3 Tools for Data Collection

The main tools for the collection of data from the primary sources were the test items administered in pre-test, three progressive tests and post- test. The test items included short answer questions, fill- in the blanks, multiple- choice items, true- false items and matching items based on their textbook.

2.4 Process of Data Collection

The primary data were collected by conducting a pre- test and a post-test. The researcher followed the following steps for the primary data collection:

- i. At first, she visited the sampled school and built rapport with the authority (head teacher). She also explained the purpose and process of the research.
- ii. After getting permission from the authority (head teacher), she sought the help of grade nine English teacher for administering the pre- test for teaching for a month. The researcher also fixed the period for carrying out the teaching. She informed and convinced the sample for participating in the research.
- iii. Then, she administered the pre- test to determine the proficiency level of students. The test items included both the seen texts as well as the unseen texts.
- iv. Then, she taught the language skill (reading) using the co-operative strategy. They were taught for twenty class days. Each period was of forty minutes.
- v. She administered progressive tests in the interval of five classes and post-test was administered after teaching twenty lessons. The same set of questions were used for both pre- and post-test but for progressive tests different sets of test items were prepared and the result of those tests were compared and analyzed to determine the effectiveness of the method.

2.5 Limitations of the Study

The present research consisted of the following limitations:

1. The study was limited to reading skill only.
2. Among different methods of language teaching, it was limited to co-operative learning only.
3. It was limited to a single community school of Kathmandu district.
4. The sample population of this study was only nine grade students.

5. The duration of teaching was 20 class periods.
6. The findings were based on the result of the experimentation of forty sample size only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from the primary sources. The primary sources of data were obtained through pre test, three progressive tests and a post test.

3.1 Analysis and Interpretation of the Test Scores

3.1.1 Comparative Analysis of the Pre and Post-Test Scores

The scores of the students in pre-test and post-test were obtained as follows:

Table No.1

Comparative Analysis of the Pre- and Post-test scores

Test	No. of Students	Total Marks	Obtained Marks	Percentage	Average Score
Pre-test	25	2500	1020	40.8%	42.44
Post-test	25	2500	1772	70.88%	71.38

The above table shows that the total obtained score of pre-test was 1020 i.e.40.8% and the total obtained score of the post-test score was 1772 i.e.70.88%. The percentage of the post-test was increased by 30.8%. The average score of the pre-test was 42.44 and the average score of the post-test was 71.38. The average score in post-test is increased by 28.94 than that of the pre-test. The increment in the average score is the result of the co-operative strategy used while teaching reading. Therefore, it can be claimed that CL method is an effective method to develop students' reading proficiency.

3.1.2 Pre-test Scores

The pre-test items consisted of multiple choice, fill in the blanks, question answer, matching items and true false items. It further consisted of two unseen reading texts based on the level of the students and two seen texts from the grade nine English textbook. The scores of the students on pre-test were obtained as follows:

Table No.2
Individual Scores on Pre- test

S.N.	F.M.	Scores	percentage	No. of Students	Percentage
1	100	68	68%	2	8%
2	100	55	55%	4	16%
3	100	52	52%	2	8%
4	100	51	51%	1	4%
5	100	43	43%	4	16%
6	100	35	35%	3	12%
7	100	30	30%	2	8%
8	100	28	28%	4	16%
9	100	20	20%	3	12%

Average Score 42.44

The above table shows that 8% of the students have obtained 68 marks out of 100 full marks. It is the highest score on the pre-test. The lowest score is 20 which is obtained by 12% of the students. The average score is 42.44 which is not so satisfactory score. 52% of the students are above the average and 48% of the students are below the average.

It clearly shows that the class consists of mixed ability groups. Some of them are very weak and some are medium on reading proficiency.

3.1.2 Post -Test

After teaching the reading text from their textbook for 20 class days using CL and administering three progressive tests in the interval of five classes, I administered a post- test. The post- test items were same as assigned in the pre -test. Individual scores on post test are given below:

Table No. 3

Individual scores on the post- test

S.N.	F.M.	Score	Percentage	No. of Students	Percentage
1	100	89	89%	2	8%
2	100	85	85%	3	12%
3	100	82	82%	4	16%
4	100	70	70%	3	12%
5	100	75	75%	4	16%
6	100	62	62%	2	8%
7	100	55	55%	3	12%
8	100	53	53%	4	16%

Average Score 71.38

The above table reveals the fact that 89 is the highest score obtained by 8% of the students. 53 is the lowest score obtained by 16% of the students. As the table shows 71.38 is the average score and 64% of the students are above the average score. The percentage of the students securing the above average score is also increased in comparison to the pre test score.

3.1.3 First Progressive Test Scores

After the interval of the teaching of the first five classes, I administered the first progressive test to get an insight into the effectiveness of the intervention i.e. teaching through CL method. The aim was to find out how the classes are in progress and what further improvements in teaching strategy were necessary.

Table No.4

Individual Scores on the First Progressive Test

S.N.	F.M	Score	Percentage	No. of Students	Percentage
2	20	15	75%	8	32%
3	20	18	90%	4	16%
4	20	16	80%	3	12%
5	20	13	65%	7	28%
6	20	20	100%	1	4%
7	20	12	60%	2	8%

Average Score 15.67

The above table clearly shows that 4% of the students have scored 100% which is the highest score in this test and 8% of the students have scored 60% which is the lowest mark in this test. The average mark obtained by the students is 15.67 which is 8.35% of the full marks. What the table reveals is 35% students have obtained above the average score and about 65% students have obtained below the average score. Comparing the results of the first progressive test with the pre-test results, the students have shown satisfactory progress in reading and it is the result of the use of the CL method.

In pre-test, the highest score is 68% whereas in the first progressive test it is 100% of the full marks. Similarly, the lowest score in pre-test was 20% but in first progressive test, it is 60% which is greater by 40% than that of pre-test. The average score of pre-test is 42.44% of the full marks and the average score of first progressive test is 78.35% of the total marks. Therefore the average mark of the first progressive test is greater by 35.91% than that of pre- test.

3.1.4 Second Progressive Test Scores

After teaching 10 class days using CL method, another progressive test was administered. The scores of the students on second progressive test were shown as follows:

Table No. 5

Individual Scores on Second Progressive Test

S.N	F.M.	Score	Percentage	No. of Students	Percentage
1	20	17	85%	3	12%
2	20	19	95%	4	16%
3	20	15	75%	3	12%
4	20	14	70%	6	24%
5	20	13	65%	5	20%
6	20	16	80%	3	12%
7	20	20	100%	1	4%

Average Score 16.29

As the table shows, the highest score is 100%. It has been obtained by 4% of the students. The lowest score is 65% and it is obtained by 20% of the students. The average score is 16.29 which is 81.45% of the full marks. As the table shows, 32% of the students are above the average score and 68% of the students are below the average score. Comparing the score in second progressive tests with that of first progressive test, in first progressive test the average mark was 78.35% but in second progressive test, it is 81.45%. It shows that the progress is satisfactory.

3.1.5 Third Progressive Test Scores

After teaching 15 periods, I administered the third progressive test. The following table shows the score of the students on third progressive test.

Table No.6

Individual Scores on Third Progressive Test

S.N	F. M.	Score	Percentage	No. of Students	percentage
1	20	16	80%	9	36%
2	20	19	95%	4	12%
3	20	20	100%	2	8%
4	20	15	75%	7	28%
5	20	18	90%	3	12%

Average Score 17.6

As the above table shows, 80% marks is obtained by 36% of the students. The highest score is 20 which is obtained by 8% of the students and the lowest score is 15 which is obtained by 28% of the students. The average score is 17.6 which is 88% of the full marks and 32% of the students have scored above the average score. In comparison to the first and second progressive test, the average score has been increased. And the overall performance exhibited in their score has shown the significant evidence supporting the evidence of CL.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The present study was conducted to find out the effectiveness of CL in teaching reading at a secondary (grade 9) English classroom. In order to fulfill the objectives, an experimental study was carried out. This gave me an insightful experience. The students were habituated to listen to their teachers silently and used to do the exercises with the help of their teachers. Before I started the experimental teaching through the method I had doubt of its usefulness particularly in teaching reading on the one hand and to maintain the discipline on the students while conducting the group and pair work worries me on the other. However, from the day I first entered the classroom with my lesson plan that required students to work co-operatively in groups and pairs, it started working well. The class was heterogeneous with varying degree of proficiency level, the effectiveness was satisfactory. The students were curious to learn more. The analysis of the score on a pre test, progressive tests and post- test mentioned above supports my experiences as well.

On the basis of the interpretation and analysis of the data, the following findings have been derived.

4.1 Findings

The findings of the study have been listed below:

1. The comparison of score obtained by the students in pre-test and post test shows that the CL method is an effective method in developing students' reading skill. The total score of the pre-test was 1020 i.e.40.8% and the total score of the post-test was 1772 i.e.70.88%. The increased marks of the post-test was 750 i.e.30.08%.
2. The scores of the students' were distributed around the average score of 42.44 in pre-test whereas in post-test their score were distributed around the average score of 71.38. The increased score is 28.94 in the post test. Similarly, 68 was the highest score in pre-test but in post test it was 89.

These facts prove that CL is highly beneficial and effective method in teaching reading.

3. Analyzing the scores on progressive test, it can be concluded that CL method is effective in developing students' reading. Students obtained average marks of 15.67(78.35%), 16.29(81.45%) and 17.6(88%) in the first, second and third progressive tests respectively. In all progressive tests, students scored more than 78% of the full marks and this development is because of the use of CL method.

4.2 Recommendations

On the basis of the findings derived from the analysis and interpretation of the data, the following recommendations for pedagogical implications and further research are made:

1. The general comparison based on the collected data proved that CL is more effective at secondary level students. So CL should be used in teaching English.
2. CLL was found to be more effective for teaching reading skill. So the planners, education experts and teachers should incorporate various types of reading exercises consisting varying genres which requires the pair as well as the group co-operation to complete them. Moreover, reading exercises in a textbook should offer more room for pair and group discussion.
3. The present study proves that CLL is an effective method in teaching reading. However, its effectiveness in other skills and aspects of language apart from reading should be given due attention and research should be carried out intensively. This should be a matter of interest among the linguists, curriculum designers and the prospective teachers in the context of Nepal.
4. The present study was limited to one community school situated in Kathmandu valley and ninth graders were taught only for twenty days using CLL. The result of this single study is insufficient to decide the

effectiveness of CL in all situations. Thus, more action research in other situations i.e. rural schools, private schools and different levels should be carried out.

5. As CLL is a new technique to Nepalese teachers of English, they should be provided with training on this new technique which boosts the academic achievements.
6. This research is limited to the reading skill. It is advisable to carry further research to address more functions, skills and aspects of language teaching.

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APPENDIX 1

Co-operative Lesson Plans Used for Experimental Teaching

Lesson Plan No. 1

Class: IX

Time: 40

mins.

Teaching Items: Reading (conversation)

Date:

2067/9/4

Objectives: answer the questions based on the text.

Materials: Picture cards

Activities:

- i. The teacher shows the picture cards and student guess about the picture.
- ii. The class is divided into four groups. Each group practice the conversation.
- iii. Students find out the difficult words from the text.
- iv. The students also share their experiences if they have visited any places.
- v. Then, each group writes the answer to question no.2 and 3.
- vi. Students discuss their answer with the answer of their teammates.
- vii. The group leader from each group presents their answer in front of the class.
- viii. The group reviews how well they understood the text.

Evaluation

- i. Who build the Taj Mahal and why?
- ii. What do Arati want to do in Mumbai?

Lesson Plan No. 2

Class: IX

Time: 40 mins.

Teaching Items: Reading (poem)

Date: 2067/9/5

Objectives:

- i. Answer the questions based on the poem.
- ii. Tell the main idea of the poem.

Materials: usual teaching materials.

Activities:

- i. Students predict the theme of the poem from its title.
- ii. They discuss about the pictures given in their textbook and its relevancy to the title.
- iii. The class is divided into four groups and each group read only one verse at a time and tries to predict what's coming next.
- iv. Each group practice reading the poem aloud.
- v. They write the answer to question no. 13 and 14 given in their textbook
- vi. Each group discusses their answer and one member from each group presents their answer in front of the class.
- vii. Then, the interested member from each group except the group leader tells the main idea of the poem in front of the class.

Evaluation

- i. Where was the poem written?
- ii. Why does the poet asks people not to touch him in the third verse?

Lesson Plan No. 3

Class: IX

Time: 40 mins.

Teaching Items: Reading (story)

Date: 2067/9/7

Objectives: answer the questions based on the story.

Materials: usual teaching materials.

Activities:

- i. Teacher introduces the lesson and students skim the text to find out the difficult words.
- ii. The class is divided into teams of four.
- iii. Students read the text silently for three minutes and write the answer to question no.4 (no A-C).
- iv. Students discuss their answer with the answer of their teammates.
- v. Then, the group leader from each group presents their answer in front of the class.
- vi. The group discuss with each other about the main idea of the text.
- vii. Then, the group reviews how well they understood the text.

Evaluation

- i. What do you think Hariram Agrawal will say to Lokesh?
- ii. Why's Chanda in tears?

Lesson Plan No. 4

Class: IX

Time: 40 mins.

Teaching Items: Reading

Date: 2067/9/8

Objectives:

- i. Answer the questions based on the text.
- ii. Tell the main idea of the text.

Materials: picture cards.

Activities:

- i. The teacher shows the picture to the students and students guess the picture.
- ii. Then, the students skim the text to find out the difficult words.
- iii. The students work in group of four. Each member read the text silently for three minutes and discuss with their teammates.
- iv. They write the answer to question no.4 (no A and B).
- v. They discuss their answer with each other. The group leader from each group tells the gist of the text in front of the class.
- vi. The group reviews how well they understood the text.

Evaluation

The teacher asks some individual students to tell the main idea of the text.

Lesson Plan No. 5

Class: IX

Time: 40 mins.

Teaching Items: Reading

Date: 2067/9/9

Objectives:

- i. Summarize the text in their own words.
- ii. Tell the significance of the text.

Materials: Picture cards.

Activities:

- i. The teacher introduces the text and divides the students into groups of four.
- ii. Each group is given the picture cards.
- iii. The group member discusses with each other about the picture and finally they tell what's happening in the picture.
- iv. The member from other group corrects them.
- v. Then, they read the text silently and match the picture with the text. They also find out whether their answer was correct or not.
- vi. They discuss in group about the significance of the text. Then the members other than the group leader tell the significance of the text in front of the text. Other members were also given the chance to add.
- vii. They summarize the text in their own words.

Evaluation

- i. Tell the summary of the text on your own words.
- ii. Is the text significance in our daily life? How?

APPENDIX- 3

Pre-Test and Post-Test Items

Name:.....

Full

Marks: 100

Class:.....

Time: 2

hrs

Symbol No:.....

Date:.....

1. Read the following passage carefully and answer the questions given below:

The twentieth century is the age of machines. From the time the Industrial Revolution began in Europe, man's life has been changing in many ways. At first the change was slow. But in the second half of the nineteenth century there was an increase in the rate of mechanization and as a result life began to change more quickly. During the last fifty years, machines of all kinds have become part of our daily life and have transformed it in the most incredible manner. Machines have turned human society from an agrarian one into an industrial one. Today in countries like the USA, the UK and Japan, only a small section of the population is engaged in agriculture. Industry forms the basis of the life and progress of these nations. Machines have changed the life of the individual too in many ways. Life at home has been made more comfortable, and the drudgery of household work has been removed. People travel to schools and offices in buses or trains, and spend their evenings in amusements made possible by machine civilization. The use of machines has made the world a small place. Distance has been conquered by modern means of transport. We can travel over the oceans of the world in a few hours. One of the most remarkable features of modern civilization is the use of the electronic media of communication. The world has been rightly called an electronic village. When we think of these features of modern civilization, we are tempted

to ask ourselves whether they have made our life better in quality. What benefits has machine civilization bestowed on us? One of the important benefits of machine civilization is that the standard of our life has improved. There is much more variety in our lives. We have a wide choice of everything from wrist watches to ice-creams, from fountain pens to flashlights. Food from any part of the world can be obtained in any season of the year. On our table we can have fruit from the Mediterranean, wine from France and cheese from Australia. Mass production of goods leads to abundance everywhere. Articles can be produced in hundreds or thousands in modern automated factories. Bicycles, radios and other articles that add to comfort and variety are available to anyone who wants them. Mass production helps to keep their prices within the reach of the common man. A hundred and fifty years ago people who wanted to travel had to depend on draught animals like horses and camels. Today we can choose our mode of travel. If we are very busy, we can travel by air, or we can catch a bus or a train, and enjoy a longer and more leisurely journey. Machines save time and therefore people have plenty of leisure today. Workers who stand for ours near a lathe or some other machine must surely have some means of relaxation at the end of the day. Machine civilization has provided various forms of entertainment for these hours of leisure. There is the radio which helps people to listen to programs of music, sports commentaries or talks. The cinema is another popular form of entertainment. Television combines the features of the radio and the cinema and brings live pictures from far off corners of the world (why, even from outer space) into our drawing rooms. Another way of spending leisure is to read books and magazines. Today books and magazines to satisfy every taste are available in every important language of the world.

A. Choose the correct answer.5

1. Industrial revolution began in.....

- a. Europe b. America c. Asia d. Japan

2. Machines have turned human society into an
- a. Industrial Society b. Cultural Society c. Modern Society d. Historical Society
3.helps to keep prices within the reach of common man.
- a. Art and Architecture b. Education c. Mass Production d. Civilization
4. Horses and camels areanimals.
- a. Wild b. House c. Dangerous d. Draught
5.combines the features of the radio and cinema.
- a. Television b. Radio c. Vehicles d. Video Games

B. Answer the following questions.10

1. What make the progress of nations possible in the countries like the USA, the UK and Japan?
2. What is the most remarkable feature of modern civilization?
3. Name any two draught animals that help people to travel.
4. How does radio helps people?
5. What helps people to keep the prices within the reach of the common people?

C. Match the words in column 'A' with column 'B' to complete the sentence.5

A	B
A few population	have made the world a small place.
The use of machines	is engaged in agriculture.
Modern civilization	keep the prices within the reach of common people.
Mass production	is the use of electronic media of communication.
Cinema	is the popular form of entertainment.

D. Fill in the blanks with suitable words from the passage.5

1. Machines have turned human society from anone into an industrial one.
2. One of the most remarkable features of modern civilization is the use of the media of
3. There is much more variety in our.....
4.helps to keep the prices within the reach of the common man.
- 5.....combines the features of the radio and television.

2. Read the following passage carefully and answer the questions given below.

There is an enemy beneath our feet - an enemy the more deadly for his complete impartiality. He recognizes no national boundaries, no political parties. Everyone in the world is threatened by him. The enemy is the earth itself. When an earthquake strikes, the world trembles. The power of a quake is greater than anything man himself can produce. But today scientists are directing a great deal of their effort into finding some ay of combating earthquakes, and it is possible that at sometime in the near future mankind will have discovered a means of protecting itself. An earthquake strikes without warning. When it does, its power is immense. If it strikes a modern city, the damage it causes is as great as if it has struck a primitive village. Gas mains burst, explosions are caused and fires are started. Underground railways are

wrecked. Whole buildings collapse, bridge fall, dams burst. Gaping crevices appear in busy streets. If the quake strikes at sea, huge tidal waves sweep inland. If it strikes in mountain regions, avalanches roar down into the valley. Consider the terrifying statistics from the past, 1755. Lisbon, capital of Portugal - the city destroyed entirely and killed 450 killed. 1970: Peru - 50,000 killed. In 1968, an earthquake struck Alaska. As this is relatively unpopulated part; only a few people were killed. But it is likely that this was one of the most powerful quakes ever to have hit the world. Geologists estimate that during the tremors, the whole of the state moved over 80 feet farther west into the Pacific Ocean. Imagine the power of something that can move an entire sub- continent! This is the problem that faces the scientists. They are dealing with forces so immense that man cannot hope to resist them. All that can be done is to try to pinpoint just where the earthquake will strike and work from there. At least some precautionary measure can then be taken to save lives and some of the property.

A. Choose the correct answer.5

1. The power of earthquake is
a. Great b. Immense c. Terrific d. Loud
2. Lisbon is the capital of
a. Portugal b. USA c. Japan d. India
- 3..... is relatively unpopulated part in the world.
a. Mustang b. Alaska c. Canada d. Florida
4. There is an enemy beneath our
a. Head b. Body c. Feet d. Home
5. An earthquake strikes without
a. Precaution b. sign c. warning d. mechanism

B. Answer the following questions.10

1. What happens when earthquake strikes?
2. What is the enemy of the earth?

3. When does the earthquake struck Alaska?
4. What happens when the earthquake strikes at sea?
5. How many people were killed in Peru in 1955?

C. Match the words in column 'A' with the words in column 'B' to complete the sentence.5

A	B
Earthquake	the capital of Portugal.
Alaska	threatens everyone in the world.
Avalanches	is an unpopulated part.
Lisbon	helps to save life and property.
Precaution	roar down into the valley.

D. Read the passage again and decide if the following statements are true or false. Put T or F after each statement.

1. Earthquake threatens everyone in the world.
2. An earthquake strikes with warning.
3. Earthquake changes the mountain regions into valleys.
4. Earthquake damages a primitive village more than it strikes a modern city.
5. There are no precautionary measures that can be taken to save life and property.

3. Read the following conversation and answer the questions given below.

"Hello, Arati. what do you plan to do during the holidays?"

"I plan to go to India with my aunt. We want to see the Taj Mahal in Agra. You know, it's the most beautiful building ever made, one of the Seven Wonders of the World."

"It's a monument, isn't it?"

"Yes, it was built by a Moghul emperor in memory of his beloved queen."

"How long will you be in India?"

"I'll be there for a week. I want to see other interesting places as well.

We'll go to Mumbai, and I spend a couple of days there. I haven't seen the sea yet so I'll go to the sea and lie on the beach. How about you Neelam?"

"I'm going to Jomsom with my parents."

"Are you flying there?"

"Yes, but we'll spend a couple of days in Pokhara. I'll go boating on Phewa Tal and visit the Mahendra Cave and Davis Falls."

"Where will you stay in Jomsom?"

"In Thakali hotel. Dad says they have very nice food and clean room. They are cheap as well. We'll stay there overnight and the next day we'll go trekking to Muktinath. I hope the weather is nice.

We want to see the famous temple. I'll also look for fossils, shaligrams. They are found in the Kali Gandaki, aren't they?"

"You'll also see the orchards and snow-covered mountain peaks."

"What I like about travelling is, you not only see things and places but meet people and get to know about their way of life."

"That's true. You learn a lot of things through travel. It broadens the mind."

A. Choose the correct answer.5

1. India is famous for

- a. Taj Mahal b. Holidays c. Agra d. Seven Wonders

2. Thakali hotel is in.....

- a. India b. Jomsom c. Phewa Tal d. Mumbai

3.is the famous temple in Jomsom.

- a. Shaligrams b. Pashupatinath c. Muktinath d. Orchards

4.is one of the Seven Wonders of the World.

- a. Taj Mahal b. Davis Falls c. Pokhara d. India

5. Fossils are found in.....

- a. Saptakoshi b. Kali Gandaki c. India d. Thakali Hotel

B. Match the words in column 'A' with their meaning in column 'B'.5

A	B
Monument	field where apple trees grow.
Emperor	sandy bank of the sea.
Beach	remains of prehistoric animals hardened into rock.
Fossils	building to keep the memory of someone alive.
Orchard	great king.

C. Answer the following questions.10

1. Who build the Taj Mahal and Why?
2. What does Arati want to do in Mumbai?
3. Why do Neelam's parents want to stay at a Thakali hotel?
4. What are the famous places in Pokhara?
5. Where does Neelam see fossils?

D. Read the conversation again and fill in the blanks.5

- 1..... is the most beautiful building in India.
2. Fossils are found in.....
3.broadens our mind.
4. Thakali hotel have very nice food and.....
5. Taj Mahal is build by a emperor.

4. Read the following poem and answer these questions.

The Donkey Boys

I pass them on the seashore early,
Two Spanish boys in the sun. One ten,
The other six. They wave and smile at me,
Then bend their ragged backs again.

To search the driftwood and sort out
Light dry sticks for bedding. Their donkey
Is small and white. He stands there without
Moving. His eyes and ears are sleepy.
The panniers that they must heap
Up high and huge. They work steadily,
Smiling as they go. As if asleep,
Their donkey follows quietly.
One morning I met them riding
Past the school where children were at play.
The boys didn't look at them, but smiling
Went on gently to their work that day.

Albert Rowe

A. choose the correct answer.5

1. The boys are from.....
a. Spain b. Seashore c. School d. None of the above
2. The donkey stands without.....
a. Smiling b. Moving c. Sleeping d. Passing
3. The boys went on on their work.
a. Quickly b. Slowly c. Loudly d. Gently
4. The boys went to the seashore to search the.....
a. Driftwood b. Friends c. Donkey d. Children
5. The ears and eyes of the donkey are.....
a. Fine b. Sleepy c. Active d. Working

B. Answer the following questions.10

1. Why do the boys come to the seashore?
2. Why do they bring the donkey with them?
3. Why didn't they look at the school children?

4. How old are the boys?

5. Is it a good or a bad donkey? How do you know?

D. Fill in the blanks with suitable words.

1. The boys went to the seashore to search the.....
2. Their donkey isand.....
3. The donkeywithout moving.
4. The boys didn't look at the school children butat them.
5. The boys are from.....

D. Read the poem again and decide if the following statements are true or false. Put T or F after the statements.

1. The donkey is good and obedient.
2. The boys are from Britain.
3. The boys are not happy with their works.
4. The boys search the driftwood for bedding.
- 5 They went to school to play.

First Progressive Test

Full Marks: 20

Name:

Time: 40 mins.

Class:

Date:

Read the following story carefully and answer the questions given below:

When I was 16, I used to read a lot of books, any book I could lay my hands on. I still read today but now I select books to suit my interest and purpose. It took me a long time to be able to do so. The time and events which changed the course of my life are still fresh in my mind. Like so many of my friends, I used to earn money by teaching primary school children (now I teach college students). Mr. Chhetry never paid me but he always had a reason. One day he had nothing smaller than a 500 rupee note, on another he was simply not home, and so on. Then I used to think him a liar but now I think him as a fine gentleman who was the victim of poverty. One late afternoon, I was walking by his house, when he motioned me to come inside. "I owe you..." he began, I thought I'd save him the trouble of thinking of a new excuse. "No problem. Don't worry about it." "I will be able to pay in a couple of days. In the meantime I thought perhaps you could choose one or two volumes for a down payment." He gestured towards the walls and I saw books stacked everywhere. Mr. Chhetry encouraged, "find something you like. What do you read?" I didn't know. So I said, "Pick for me." He raised his eyebrows, and regarded me for a while. After a moment, he handed me a dark red book.

I started the book sitting outdoors on an uncomfortable kitchen chair. Within a few pages, everything else disappeared and I plunged into the events of the book. When the evening light finally failed, I moved inside and read all through the night. To this day, 35 years later, I vividly remember the experience. I used to read books but for the first time I was stunned by the undiluted power a book could contain. Next week when I met him, he asked "well?" "it was good," I said. "Keep it then," he said, "and take another." To cut a long story short, Mr. Chhetry never paid me a rupee for teaching his

children that year or the next, but I learned that summer that reading was not the innocent pastime which I used to think it to be. Now I think that a book, if it arrives at the right moment, will change the course of all that follows.

A. Read the story and decides if the following statements are true or false.5

1. The writer used to read but now he doesn't read.
2. He used to teach and he still does.
3. Mr. Chhetry didn't pay him because he didn't want to.
4. Mr. Chhetry is a liar.
5. The writer was the victim of poverty.

B. Answer the following questions.10

1. Why did the writer teach the children?
2. Was he paid his job by Mr. Chhetry?
3. How old is the writer now?
4. What does the writer do for living?
5. Do you think reading books is an innocent pastime? Why?

C. Fill in the blanks with suitable words from the story.5

1. The writer is years old now.
2. Mr. Chhetry did not..... to the writer.
3. Reading books was not thepastime.
4. Mr. Chhetry teaches.....students now.
5. The writerremember the experience.

Second Progressive Test

Full marks: 20

Name:

Time: 40 mins.

Class:

Date:

Read the following passage carefully and answer the following questions:

Nowadays everybody is talking about wildlife conservation. Many animals are in danger of extinction and must be saved: this is the plea of the conservationist. You may be wondering what it means when a particular animal belongs to an endangered species. The conservationist will draw your attention to two dangers that threaten the wildlife of the world. Let look at each of them. An animal may be said to be endangered when people begin to kill it indiscriminately. Elephants are killed for their ivory; alligators are killed for their skin; and several kinds of birds are killed for their feathers. If such killing is not checked, these animals may become extinct. There is an even more serious threat to animals. When people cut down the trees of the forest, the animals living there may lose their home. Trees are cut for fuel or for timber, and little by little the forest area diminishes. Sometimes large areas of forest are cleared to make way for a reservoir or a dam. The animals in the area are then pushed out of existence. What that matters, you may ask. We can do without many of these animals. The world will be safer without poisonous snakes and man eating tigers. But if one animal species is removed from the earth, it is like removing one link from a chain. Wildlife is a vital part of our ecosystem. Nature maintains a delicate balance among the plants and animals of the world. If we go on killing species after species of animals, we will be removing thread after thread from the complex tapestry of life until finally nothing will be left of life on earth.

A. Match the words in column A with their meaning in column B.5

A	B
Extinction	become smaller.
Plea	place where water is stored.
Indiscriminately	dying out.
Diminishes	urgent request.
Reservoir	without care.

B. Read the passage carefully and answer these questions.10

1. Why are the elephants killed for?
2. What is the plea of the conservationist?
3. What happens when people cut down the trees of the forest?
4. What happens when killing of animals is not checked?
5. What would you do to save the wildlife?

C. Read the passage again and fill in the blanks.5

1. Many animals are in danger of
2.are killed for their skin.
3. Wildlife is apart of our ecosystem.
4.maintains a delicate balance among the plants and animals.
5. Everybody is talking aboutconversation.

Third Progressive Test

Full marks: 20

Name:

Time: 40 mins.

Class:

Date:

Read the following poem carefully and answer the questions:

Touch

1
When I get out
I'm going to ask someone to touch
me
Very gently please and slowly
Touch me I want to learn again
How life feels
2
I have not been touched
for seven years
for seven years
I've been untouched
Out of touch and I've learnt
to know now
The meaning of untouchable
2
Untouched-not quite
I can count the things that have
touched me one: fists
At the beginning fierce, mad fists

Beating, beating
Till I remember, Screaming, "Don't
touch me, Please don't touch me!"
4
Two: paws The first four years of
paws
every day patting paws,
searching arms up, shoes off legs
apart-
prodding paws, systematic
heavy, indifferent probing away all
privacy.
5
I don't want fist and paws
I want to want to be touched
again and to touch
I want to feel alive again
I want to say when I get out
"Here I am, Please touch me!"

Hugh Lewin

A. Read the poem carefully and decide whether the following statements are true or false.5

1. The poem was written in the field.
2. The poet asks people to touch him in the first verse.
3. The poet was in the prison for five years.
4. The poet wants to be loved.
5. The poet was not treated like human beings.

B. Read the poem again and answer the following questions.10

1. Where was the poem written?
2. What does the poet want?
3. Why does the poet asks people not to touch him in the third verse?
4. How long was he kept in the prison?
5. What does the poet want in the first verse?

C. Fill in the blank spaces with the words in the box.5

A prison	wants	appeal	a human being
seven years			
Beaten	welcomed	get out	feelings

The poem is anfor freedom. It describes theof the poet. He is put into.....andHe has been there for